

Teacher 911 Reality Show Proposal by Dr. Pamela Joyce

What is "Teacher 911"?

Teacher 911 is a new unscripted reality show, which involves a team of teachers with varying academic degrees and years of experience in education. They pool their knowledge and address the needs of students who are currently struggling in school and in some cases struggling to stay in school as well. As a team they enter the student's environment, which includes their home, school, and community. They help students discover their strengths, emphasize the positive, work on their weak areas as well and help them develop a game plan for staying on track.

Is there a need for this show?

YES! I've witnessed high emotions, family drama, sibling rivalry, and a myriad of controversial episodes while visiting student homes during my 30 years of teaching. There has always been one constant variable, and that is "Life Drama". Every student has a story based on a set of individually packed unique personal circumstances created by daily living experiences. Every parent is looking for an answer and the public cringes while it waits for something to happen that will change the high percentage of illiterate students filtering out into society. Teacher 911 can provide an effective VOICE to address this crisis!

"Teacher 911" goals are to...

- Bring attention to a crisis situation (but emphasizes the positive)
- Reframe student personal social/academic networks and create feasible alternatives
- Analyze and evaluate each learning situation from three perspectives, self, school and society
- Develop a comprehensive understanding of the interactive processes involved in student life

Objective of the Teacher 911 is

Overall objective:

The objective of the show is to empower high school students who are underachieving and not working to their potential by providing viable interventions for them whereby failure will no longer be an option in their lives.

Long-range objective:

- Assist high school students who are not meeting their academic potential

- Teach students “how to” navigate the system to function effectively in the now and thus prepare for the future
- Promote student self-advocacy and self-awareness
- Present viable career/work options for after high school graduation in addition to higher education options

The Show:

Dr. Pamela Joyce is the Master Teacher and heads up the team of teachers who will compete for assignments to take on the challenge of tutoring the children chosen.

An online query is sent out to a given number of high schools in a specific geographic area. Participating schools submit student recommendations and Dr. Joyce will evaluate each applicant, make a home visit to interview the chosen student and his/her family. She will assess the educational emergency then decide if the student qualifies for a home intervention.

Families of students who are chosen to participate must be willing to have camera crews in their homes for the taping of the segment. (Schools optional)

There are Two (2) ways in which Teacher 911 teams of 2 or 3 can be chosen to execute the intervention.

- (1) Dr. Joyce will decide which team of 2 or 3 teachers best suits the child’s needs based on their teacher profiles. She will inform the winning teachers by sending them a text or email to meet her at the airport and bring weather appropriate clothes without disclosing where they are going until they receive an airline ticket and assignment

OR

- (2) Two teams of 2 or 3 teachers will be given the child’s profile and family history and each team must come up with an educational plan. The best plan will win.

All will be filmed.

Time period: 2-week production schedule for each show (1 student per 1 hr. episode). Teachers assigned to the student will actively participate in the intervention plan. First, they will canvas the neighborhood and find out what is available outside school walls to help the student, secondly, meet with parents and student together, informally in the student’s home, thirdly, meet separately with the student on his/her own turf (ex. video arcade, mall, friend’s house, etc.) During these 3 phases the teacher team will gather information in order to formulate an effective plan for the student. Cameras will be present over the 2 week time frame while the Teacher 911 Team brainstorms an “out of the box” multilayered plan for higher level achievement.

New learning environments will need to be formed that

- Involve the collective efforts of the student, teachers, and the community and result in expanded and effective options for student learning.
- Foster the development of positive rather than negative spaces to surround students and provide a steady flow of affirming influences. (Ex. if the student's homework space needs minor renovations, that will be done)
- Require all involved to work toward sustainable effective experiences within that environment for struggling students. (Ex. the team will establish a new set of tools for the students to use and include built in checks and balances to insure continued success) Ex. *The "Teacher 911": Challenge for Excellence Kit. (See below)*

Many of these items will be achieved within the 2-week time frame but an additional culminating show to finalize the student's personalized intervention plan can be scheduled.

Set Locations/Procedure

Set locations are contingent on the location of where the student lives and will include the home, school (student's high school), and society (student's exposure to pop culture, movies, music, etc.).

Possible Locations:

SET UP

- The "Teacher 911" **meeting room** (On-Site near where the student lives) is set up like a living room with work spaces (computer tech area, wall-size monthly planner calendars, wipe-off boards, etc.) – the team holds meetings in this space to share student information and discuss procedures on "how to" proceed for best and sustainable student results. Maybe remote cameras are set up in the house and a direct video line to the meeting room is available 24/7 during shooting.

OPTION:

- The "Teacher 911" **meeting room** could also be on wheels! If the meeting room is housed in a mobile home the Teacher 911 Team could travel to locations.
- The "Teacher 911" **meeting room** is also used as a safe space for **Student Reveals**. The student can come to this neutral and nurturing environment to share honest feelings with the team and thus gain self-generated insights about personal achievement.

IN PROCESS

- **Home Visit #1** - Members of the "Teacher 911" team (only 2) go to the **home** to visit with student and family members in order to (gather "student" information)
- **Visit #2** - Members of the "Teacher 911" team visit parent and students separately for school and other information (gathering "school" info)
- **Visit #3** - Approach the situation from a social level – this varies person to person – analyze student social activities (what does the student like to do during free time) (gathering "community" info)

- **Home Visit #4** – the team decides on a feasible “out of the box” plan and goes back to the student **home** to present and initiate the plan with student and family present.

All will be filmed.

Intervention Approach

Self, school and society are 3 entry points the “Teacher 911” team follows in order to insure reframing negative student mindsets, repositioning student learning networks (social/academic), and reaching student full potential.

- SELF involves inner influences that emerge from lived world experiences.
- SCHOOL and other learning institutions provide spaces for initiating change.
- SOCIETY influences can be viewed in lived experiences outside of school.

WRAP UP

- The team returns one month later and evaluates lessons learned
- “In Place” - The “Teacher 911” team leaves specific interventions in place relating to (*The “Teacher 911”: Challenge for Excellence* Kit) home, school, and society in order for the new flow of positive energy surrounding the student to continue with built in reinforcements.

The “Teacher 911” Perks:

College/Tech School Tuition

The show can enhance the nurturing benefit to have a longer lasting effect with the promise of one year of college or technical school paid tuition (option – 4 year college or technical school tuition paid). This is the gift that keeps on giving.

Top of each show (Feature)

Students on previous shows are spotlighted at the top of each show only if they continue academic progress at their schools. The students will say, “I PLEDGE TO TAKE THE CHALLENGE FOR EXCELLENCE” at the top of the show with appropriate musical background. The “Teacher 911” will check in with each school by phone as needed to verify academic progress. If the student does not attain academic progress each week (option - each month), then that student will not be featured at the top of that specific show. The student will have the opportunity to be featured at the top of the show whenever he or she meets academic progress requirements. This will certainly boost student self-image as well as and motivate students to continue to achieve.

NOTE: Students should be featured regardless, but if they are not doing well then the show will present/disclose the struggle and offer guidance.

Bottom of each show (Feature)

A *The “Teacher 911”: Challenge for Excellence* kit will be presented to each student. The kit will contain TO DO cards. The cards will help to keep the student on the road to academic progress. It will model the “Teacher 911” intervention strategies used on the show and incorporate aspects of self, school, and society unique to the student and his or her familiar environment. *Student will have a part in developing the TO DO cards.

All will be filmed.

One Year Membership to “Teacher 911”

Student Teacher 911 participants will be given a hotline number for academic related emergency situations.

The parameters of these emergency situations will be decided on by the Team and then itemized for the students. It could be 24 hours or 9 to 5 hotline connections.

Team Home Visit

Usually, the pay off after the home visit involves the renewed spirit of the student sometimes solely because the team cared enough to visit the home. “Teacher 911” embodies the aspect of caring by offering the student a nurturing team to visit the home.

The “Teacher 911” – “Presentation Episode”

This is a mock scenario, the people, and names are not real but this episode provides an example of how the show will flow.

Student Profile:

Jeremy Holden is a 16 years old male originally from Berkley Heights, California who has recently relocated to Maplewood, N.J after his parents messy divorce. He is a high school student who has been experiencing academic problems at his new school. He is failing his required high school classes, Math, History, English and Science and a paper trail is following him concerning his academic performance. He has been in the new school for 8 months.

His sister, Carlota, who is older, taints his individuality with her short history at the school. She is known as a class cutter and labeled an underachiever. It was determined, through standardized testing, early in her high school career that she had the ability to excel in her high school subjects but due to varying circumstances the opposite scenario played out and Carlota got caught up in a downward spiral. At their new school, her social and academic encounters took center stage in a negative way.

Problem:

Jeremy, like his sister, scored average on standardized tests in middle and high school. Also similar to Carlota, he is walking on a slow road to self-destruction. His grades do not match his ability. His mom does not know what to do anymore and has reached her frustration level. The school is creating a paper trail on Jeremy in order to legally drop him from the rolls. It is looking dim for Jeremy.

911 call to "Teacher 911":

Hello, "Teacher 911", I need your help (mom crying). My son, Jeremy, is failing all of his subjects and I think the school is going to kick him out. Can you help him?

We can try but we will need more information.

Dr. Joyce evaluates Jeremy's situation based on key questions presented to the mom, then follows up with a home visit to interview the chosen student and his/her family. Lead team Master teacher, Dr. Joyce, gets ready to leave. This time the destination is Maplewood, New Jersey. After the educational emergency is assessed she decide if the student qualifies for a home intervention.

Dr. Joyce will decide which two teams of 2 or 3 teachers will be given the child's profile and family history OR challenge each team to come up with an educational plan. The best plan will win.

Winning Team Outreach Call: (On speaker phone at the headquarters) - Dr. Joyce says, "Carol, John, and Deana I think our new student Jeremy can use your help. Can you take an overnight flight and be here in the morning?" No problem, we'll be there in the morning.

All will be filmed.

Before leaving the winning team researches information about Jeremy's neighborhood. This is a part of the intervention. One teacher studies the community, the second teacher studies the school, and the third reviews student information provided by Dr. Joyce. They explore nurturing aspects available for the student as well as the parent in both the school and the community. On the plane, train, or mobile home the teachers share information then discuss how each respectively can serve as a part of the overall intervention plan.

Arrival - Day 1- (home visit) with the Lead Team:

The Teacher 911Team arrives early the next morning and Ms. Holden, Jeremy's mom, greets them. She seems distraught but is able to sit and review with the team specifics about the situation.

(The crew pans the apartment following the Teacher 911 Team as they look around)

Home Appearance – The apartment is clean but old and cluttered. There are boxes stacked on top of each other, almost to the ceiling in the dining room, still there from the recent move. It needs painting and despair lurks in the air. They have been living in the new apartment for 8 months already. The kitchen is unusually tight, dimly lit, and when entering the front door of the apartment, at first glance, the entire space is visible. The bedrooms appear as if someone just dumped things at random all over. The Team is alerted that poor use of space is an issue. They take special note of Jeremy's room. He has massive cartoon drawings adorning his walls; some are done in charcoal and others are in color. They are bold and eye catching. We wonder what significance the drawings have for Jeremy and marvel at his talent. The overall layout signals that effective homework space is limited. Creativity and team effort is required here!

Mom – Thank you for coming so quickly.

Team – That's what we do; respond to 911 calls, immediately.

Mom – Well, I think my son's case needs immediate attention. He is cutting school at least 3 times a week, failing all of his courses, and the school is getting ready to throw him out. I have lost control over him. He stays out till all hours at night and I think he's starting to hang with the wrong crowd. ***(Mom sighs and says pensively, "when his dad was around he never had trouble in school)***

Team – Is his dad still in the picture?

Mom - Barely! The distance hasn't been good for Jeremy. I've been calling his dad but he says he cannot afford to travel to New Jersey right now.

Team – Okay, so you are basically on your own.

Mom – Yes, it definitely feels that way. I have spoken to guidance counselors and crisis counselors at the school but everything they put in place to help Jeremy has not worked.

Team – Well, you are not alone anymore. (One Team member gently touches Ms. Holden's hand for reassurance).

Jeremy enters the house after a day of cutting school. Mom got the call from the school by midday while the team was with her. She was upset hearing the news but not surprised.

Mom introduces the Teacher 911 Team to Jeremy. He is very polite to the teachers but seems a tad disrespectful to his mom. ***(Jeremy gives her a look as if to say, what is this all about now?)*** As the mom continues to relay the current circumstances, now, in Jeremy's presence, the team notices that the tension rises between Jeremy and his mom.

Mom ignores the obvious and continues ...

Mom – The crisis counselor scheduled regular meetings with him once a week. The guidance counselor keeps me informed when Jeremy cuts class, which I might add has become cause for regular communication between the counselor and I.

Jeremy – Mom why do you always have to make a big deal out of everything. So I skip school sometimes. I am failing everything anyway. Going to school is actually a waste of time at this point.

Mom – *(feeling frustrated responds)* Cutting school is a big deal, Jeremy. Your education is a big deal. Look at your cousin Mabel, do you think she got to be a nurse with poor grades?

Jeremy – Mom, I am tired of hearing about cousin Mabel. Is she the only person you know that made it with an education?

Mom – You know what, I am tired of trying to show you the way. That is why I called for help.

Jeremy – I don't know why you think some strangers are going to show me the way.

Mom – Jeremy, please show some respect.

While this conversation is going on between the mom and Jeremy, the Team is observing and making mental notes about the mother/son interaction.

When the mom admonishes Jeremy, One of the 911 teachers stands up and thanks Ms. Holden for calling "Teacher 911". She embraces her and assures her that she is not alone. She says, "sometimes Ms. Holden, it takes a village, so breathe, the village has arrived." The other 911 teacher, smiles warmly and nods his head, saying "don't worry, we will be back in the morning to pick up Jeremy." The male teacher looks at Jeremy and says, "What do you like to eat in the morning? "Our treat!"

The "Teacher 911" Office Meeting:

Dr. Joyce and the Teacher 911 Team review what they observed during the 1st home visit. They discuss insights into reasons why Jeremy's failing streak has surfaced. They share intervention ideas.

The "Teacher 911" Office appearance: Living room atmosphere (couch, table, comfy chairs, and good lighting – dimmer switch) with an office area (desk, computer, Internet capability, space for storage, and a bookcase) and a small kitchen alcove with a bar for snacking. Soothing colors with contrasting bright accent colors and background music add the finishing touches to the relaxing ambiance.

All on film

Day 2 – with the Teacher 911 Team:

The Teacher 911 Team: *leaves for Ms. Holden’s house to meet with Jeremy and mom.*

This meeting starts out with some resistance from Jeremy but when Mr. Jaime starts to talk about music and Jeremy relates to the conversation the meeting takes a turn for the better. Jeremy agrees to go with Ms. Carol and Mr. Jaime (teachers) to the “Teacher 911” headquarters (NJ location) and have lunch while one teacher stays behind with the mom to gather more information about the current school, Jeremy’s school history, and his after school activities.

Informal Interview - Lunch at the Headquarters with 2nd Team: Jeremy’s morning pick up goes fairly well, some problems but as the van pulls off Jeremy is actually showing signs of enthusiasm about the day.

Lunch is first

Ms. Carol – Jeremy do you mind talking and eating?

Jeremy – No, I do that all the time with my friends. *(They laugh)*

Mr. Jaime – We want to get your take on school. How do you feel about school and why do you think you are having problems?

Jeremy – Look, like I said yesterday to my mom, I don’t think things are that serious.

Ms. Carol – “What is not that serious?” *(She asks in a non-judgmental manner)*

Jeremy – Okay, maybe it is serious that I am failing and cutting school but right now I feel like I am so far behind. How would I catch up? I used to be a good student at my other school. *(Jeremy drops his head as if he is embarrassed about his present situation)*

Mr. Jaime – That is why we are here. We can help you and show you ways to get back on track. Would you like that? *(Body language-he moves forward in his chair while speaking as if interested in the proposal)*

Jeremy – Yes, I don’t want to be a failure. I see what it has done to my sister. She graduated mid-year in December, after four and a half years in high school, and it is April now but she still cannot find a job. It really is an extra burden on my mom. She has to support herself and her deadbeat children.

Ms. Carol – Jeremy, I hear what you are saying but I wonder if your mom feels that way?

Jeremy – probably not but that is the way I feel.

Mr. Jaime – Well, it is Saturday and I am sure you have things to do. Do you mind if Ms. Carol and I hang with you for a couple of hours while you do your regular Saturday routine.

Jeremy – I guess it's okay. Let's go to the movies first. I was supposed to meet up with two of my boys at 2pm. If we leave now, we can make it.

The 2nd Team goes to the movies with Jeremy and observes him while interacting with his friends. Jeremy seems very confident with them and even shows leadership qualities. He appears to be well liked and respected. They see a number of high school students at the movie complex and everyone knows Jeremy. The Team was surprised at the contrast in Jeremy's behavior. In this outside school setting Jeremy is confident, popular, and has leadership qualities. The teachers will share this information with the other teachers when they return to Headquarters at the end of the day.

Informal probing talk continues with Jeremy

Talking Points throughout the day: (addressing his artistic talents)

- How did you get started illustrating?
- Jeff Mandell digital artist who has his own business in Florida (access website later))
- Illustrating graphic novels
- More about cartoon illustrating
- Establishing a significant link between school and his future goal, cartoon illustrating

Day 2- (home visit) with one of the teachers:

OPTION

Note: The second home visit with mom might be able to occur on Day 1.

Informal Interview - Mom and teacher: (from mom's perspective - info on Jeremy's current school, his school history, and present after school activities)

Team – Ms. Holden, please fill us in on

- What courses does Jeremy like or used to like?
- Did he always have academic problems similar to what is happening now?
- If not, what do you think triggered the change in his performance?

Please take your time.

Mom – starts slowly in a contemplative state talking about her son. She praises him while she talks about his past school history and proceeds to answer all the questions.

(The teacher observes Ms. Holden's demeanor change from warm to a heightened level of frustration as she discusses aspects about Jeremy from past to present)

The teacher continues with probing questions and stops when he has enough information to bring back to the other teachers for the pm meeting at Headquarters.

Additional Talking Points:

- How has the school been helpful during this period of family crisis?
- Was there a welcoming group of peers at the school in September for Jeremy?
- Has there been any outreach from parents in the community or parents from the school?
- Did Jeremy mention any interest in school clubs?
- Have you discussed Jeremy's difficulty with adjusting to the new circumstances (school, emotional, relocation, etc.) with his dad?
- When did you realize Jeremy had a talent for illustrating?

Camera's film during this interview.**Merge Team Findings:**

All team members rendezvous at the Headquarters exhausted from a long day of gentle and diplomatic probing.

Ms. Carol and Mr. Jaime – share that the family has been left in a fragile condition due to the parent's divorce and they need to start the mending process. Jeremy wants to get back on track with his schoolwork but he is going through an internal upheaval. He also sees that he has been able to get away with staying out at night, cutting class, and failing multiple subjects without much disciplinary consequences. His mom cares deeply but has been weakened by the recent turn of events and therefore unwillingly allows Jeremy to pretty much run his own show. Jeremy thinks he can continue in this manner because his father is not around, which somehow, in his adolescent mind, makes him think that he is currently the man of the family.

The disarray in the apartment translates as an overall message of confusion in the family.

The teacher that interviewed mom– shares that Jeremy is a great kid who has ambitions. He wants to be a comic book illustrator. He used to be the president of a school club he started in California called the Illustrator's Club. He also wants to be a Big Brother to a little kid without a dad. Underneath his rough exterior he has a soft side that is searching for an opening. He gets extremely angry when referring to his dad; the mere mention of dad sets him off in a negative direction. He does not like the new school because all he has experienced since his arrival are problems. He has not been able to take responsibility for his part in failing up until the intervention.

Suggested Interventions: camera crew will accompany Jeremy as he navigates through the suggested interventions

Suggestions for Jeremy's establish a "*Spherical Achievement Environment*" –

- Jeremy – start to communicate with dad (by email, letter writing and/or telephone)

(Camera crew shoots Jeremy at the computer sending his first email to his dad)

- Jeremy – don't be so hard on yourself. Try to talk about your problems with the school psychologist or people you trust at the school when the need arises

(Team introduces Jeremy to the school psychologist)

- Jeremy – a small fold up desk will be delivered for Jeremy and put in an appropriate space in the apartment with proper lighting. (Jeremy will help choose the desk)

Camera crew will shoot Jeremy participating in his personal transformation)

- Jeremy – Plan a visit to the Cartoon Network for him, his mom and his sister.
- Jeremy– develop a calendar organization chart with the help of the “Teacher 911” team.
- Jeremy – set up a get back on the academic track plan with all teachers

(If possible camera crew goes to his school to shoot Jeremy meeting with his teachers)

- School – begin homework at the library 3 days a week (at least 1-2 hours without distractions, with more space and available technology) and then finish it at home
- School - start an Illustrator's Club in his new school
- School - go for tutoring during study hall – alternate subjects – a tutoring schedule will be designed for Jeremy by the school or the Team
- School – drop one class that he does not need for graduation and take a half semester art class
- Society/Community - the owner of the rare comic book store in the town has agreed to hire Jeremy to work on Saturdays. *(Camera crew shoots Jeremy on the job during his first day of work)*
- Society/Community – Jeremy can enroll in a kick boxing class at the YMCA and cover the cost by volunteering to teach a Tuesday after school illustration class for middle school children. *(Camera crew shoots Jeremy during his first kick boxing class)*
- Society/Community – The teacher team members accompany Jeremy to the video store and suggest movies that depict successful teens.
- Society/Community – Visit the Cartoon Network Headquarters – Time Warner Company – Jeremy plans and organizes the visit for the family
(Camera crew shoots Jeremy and family outside of the network as a follow up piece)

Note: Jeremy will illustrate a chart with guidance from the “Teacher 911” Team depicting all of the suggested interventions listed above. This visual will hang in a prominent space in the apartment as a constant reminder of the road to his dreams is within his power.

After these suggested interventions have been introduced and charted, Jeremy will be expected to implement them.

The Team arrives to present

“In Place” - The “Teacher 911”: Challenge for Excellence Kit – (TO DO Cards) the team will expect Jeremy to continue 3 activities listed below

1. **Self** - pursue his dream
2. **School** - keep up with his homework - begin homework at the library 3 days a week (at least 1-2 hours without distractions, with more space and available technology) and then finish it at home – A community volunteer tutor will meet him there
3. **Society/Community** - keep his job at the comic bookstore - the owner of the rare comic book store in the town has agreed to hire Jeremy to work on Saturdays.

3-Points to remember: *Jeremy will receive this wallet size laminated information to carry with him at all times as his personal reminder that the power starts from within and mushrooms outside of self. (The 3-Points presentation will be shoot by the camera crew)*
3-point criterion for continued academic progress –

1. *Find the power within self*
2. *Seek help from teachers at school*
3. *Use resources in society to get what you need*

***Transformation:** **Jeremy’s transformation mainly focuses on him as an individual and how he is going to navigate through the systems and intricacies of life to make things happen for him, basically to make his DREAMS come true!**

Departure Day – Home Visit #3: At the end of the week the teacher team arrives at the Holden apartment with suggested interventions and gifts. Jeremy is presented with ***Suggested Interventions, the 3-Points, and the “Teacher 911”: Challenge for Excellence Kit. If he chooses to accept these circumstances then the***

(Camera crew shoots the varies locations and items listed below representing his benefit package from The “Teacher 911”)

- The promise of a cameo at the top of each show as long as he meets his pledged challenge
- The 3-Points - laminated
- A home desk for homework
- The Saturday job arranged by The “Teacher 911”
- A tutor at the local library – 3 days a week
- A future paid trip to the Cartoon Network Headquarters from The “Teacher 911”
- YMCA membership based on a volunteer position at the Y arranged by the 911Team
- An end of the year celebration event, if he meets his challenge for 1 year ***(to be filmed). This could be a planned group trip inside or outside of the U.S.***
- A one year membership to The “Teacher 911” – which includes a hot line telephone # direct to The “Teacher 911” teachers in case of student emergency.

(The camera crew shoots the gift giving and captures the warmth of the moment through the tears and hugs)

CELEBRATION Event:

The network will plan a yearly weekend (*or week long*) trip for all student participants of “Teacher 911” who continue to meet the challenge after one year (*or a designated time frame of less than one year*). The trip will have educational and interactive events as well other fun activities. It can involve aspects of each participant’s strength areas, if possible, again, to highlight and lift them as viable contributors to the global community. It should indicate the Spherical Achievement Environment created by the “Teacher 911” Team.

**The goal is a Two-Week Production Schedule! With “out shoots” during the month for student follow up information.*

- *Low budget .. and*
- *High quality .. with the*
- *Overall premise of giving back to society*

Giving Back takes Action and Forward Movement

The Future is at stake!

Invest in the youth of today!

* Bottom of the show before credits roll or simultaneously with a split screen – suggestions on how viewers can take action and help the youth of today reach their potential.

See Example Below:

The “Teacher 911” – “Village” Recipe

Servings: This recipe can serve a number of students shortchanged by the system

Ingredients:

1 pinch of self
1 pinch of school
1 pinch of society

Directions:

- **First - one parent: contemplate whether your child is getting the best education possible. (SELF)**
- **Second - one layperson: contemplate whether public schools are preparing all young people to lead the world in the future. (SOCIETY)**
- **Third - one teacher: contemplate whether you are fighting for your students as if their lives depended on it. (SCHOOL)**
- **Fourth - one student: contemplate whether the effort you exert presently, in the pursuit of knowledge, will help achieve desired future life endeavors. (SELF)**

Cooking Time: When student “underachievement” has been eliminated, it is done!

- **Sprinkle caring on top, gently stir together, and serve immediately.**

Credits Roll

End of Show

*** Return Visit**

- The team returns one month later and evaluates lessons learned