

Preparing for your ***Spooktacular Skulls*** Program



What to do prior to your program:

- ❖ **Pre-Program Activity:** As science detectives, our goal is to solve mysteries skulls can reveal. One of those mysteries is what do we eat with our teeth. You can use [What Can Teeth Do?](#) lesson to prepare your student(s) for the program.
- ❖ Practice setting up your computer.
 - Make sure you have an updated version of [Zoom](#) installed on your computer, which is a free download. Try using the Zoom meeting test: zoom.us/test to confirm that you meet the minimum connectivity requirements.
- ❖ Go over some of the expectations and etiquette listed below.
- ❖ Develop a back-up plan in the event of technical difficulties. We don't anticipate any problems, but web-based technology sometimes has problems beyond our control.

Classroom Setup:

- ❖ Technology placement is very important.
 - Have easy access to the computer to type in your student's responses in our Chat Box.
 - If you have a large class we also recommend having a projector and speakers.
- ❖ Your setup should resemble your normal classroom environment. This simply maintains the kind of structure students are used to and creates a familiar environment that signifies learning.

Distance Learning

Spooktacluar Skulls



Program Materials:

Because we will be exploring different teeth and how they are used to eat different types of food. We ask you to please purchase 3 different types of food. (*Each student will only needs to chew a small pieces or slices when our educators instruct to do so.*)

1. Food item chewed with incisors (strawberries, celery, or apples)
2. Food item chewed with canines (dried fruit, jerky, or dry baguette)
3. Food item chewed with molars (popcorn, pretzels, or nuts)

Please be mindful of students' food allergies. The food types listed here are only suggestions; other foods can be used to make the same points.

What to consider the day of your program:

- ❖ Make sure to go to the meeting URL about 5 minutes before the program is scheduled to begin. This will help deal with any last minute issues that need to be addressed before students begin.
- ❖ An active facilitator (usually you, the teacher) on the connecting side is essential to ensuring a successful program. Here are some helpful icons you may see throughout the program:



Typing in a student's response to prompted question or observation.



Students turn and talk with each other



Quick-write: Student writes/draws his or her ideas of prompted question or observation

Student/Teacher Expectations and Etiquette:

- ❖ Although the Spooktacular Skulls program might look like television, it differs in that it is a live interaction. Students are expected to make observations, ask and answer questions, and participate in activities.
- ❖ The classroom teacher should plan to take an active role in the lesson as well. It is helpful if he or she calls upon students to share observations, ask and answer questions at the Academy staff's request.

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- ❖ Always use the chat window to alert Academy staff of technical problems.
- ❖ Familiarizing the students with the procedures you will use ahead of time will help the lesson go more smoothly.