

# Week 3 Leader Guide

## Use clear and calm verbal directions

### This week's focus

Finish the implementation phase strongly. Teachers rehearse short verbal directions with the AI students, then test one brief task-focused response in a named class before the team check-in.

### Leader actions this week

- Ask participating teachers to complete Section 3 and choose one named class or lesson for the trial this week.
- Remind staff to rehearse with the virtual AI students before using the wording live.
- Run the 15-minute team check-in and ask each teacher to bring the exact wording they used.
- Push the team to agree the short verbal directions worth keeping, not just discuss what happened.
- Start pulling together the end-of-trial picture using participation, teacher examples and the routines agreed across all three weeks.

### What teachers complete

- Lesson 1.6 - Verbal Interventions
- Lesson 1.7 - Verbal Interventions and Conclusion
- Reflection - Part 1
- Approximate workload: about 40 minutes of online learning, one classroom trial, and one short team check-in

### Why the AI practice matters

The AI practice matters here because verbal directions are easy to over-explain or over-escalate. Rehearsal lets teachers test short, neutral wording in a safe setting before they use it with students.

### Copy/paste staff message

Over the past two weeks we have worked on praise and quiet guidance. This week focuses on what we say when behaviour does need to be addressed directly. Please complete Section 3, rehearse with the AI students, then trial one short verbal direction in one named class or lesson before our team check-in. Bring the exact wording you used and notice whether brief, neutral language kept the interaction calm and task-focused.

### Classroom trial

- Ask teachers to choose one phrase they will test before they teach the lesson.
- Encourage staff to keep the wording short, neutral and focused on the task rather than the behaviour story.
- Prompt teachers to note what the student did next and whether the interaction invited debate or not.
- Ask teachers to notice which phrases could realistically be used by more staff across the school.

### Ask teachers to notice

- Did the student respond better when the direction was short and neutral?
- Which phrases sounded calm and natural rather than harsh or over-explained?
- Did brief language reduce the chance of back-and-forth or escalation?
- Which verbal directions are realistic for wider school use?

## Recommended 15-minute team check-in

Time	Prompt	Leader outcome
3 min	What wording did you use, and how did the student respond?	Get one concrete example from each teacher.
6 min	Which phrases worked well? Which wording kept the interaction calm and task-focused?	Separate useful language from over-explained language.
4 min	Which short verbal directions are worth using more consistently across the school?	Finish with agreed common language.
2 min	What should the leader take into the Week 4 review conversation?	Collect the strongest examples and signals of value.

## Evidence to capture this week

Capture	Record
Participation this week	_____ / _____ teachers completed the section and trialled a verbal direction
One strong teacher example	
One behaviour / lesson-flow result worth noting	
Verbal directions worth keeping	
Simple end-of-trial picture	Participation, common routines, teacher feedback, next-step signal

## School-wide output for this week

Agree and record	Notes
Verbal direction 1	
Verbal direction 2	
Verbal direction 3	

## Looking ahead

Week 4 is the review and next-step stage. Use the evidence gathered across all three weeks to decide whether the school should move from trial to a paid campus subscription, and be ready to present the trial-school offer clearly rather than ending with a soft thank-you.