**Activity: Mental imagery script (Adapted from Castle and Buckler, 2018: 343, Table 15.3)**

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| **Phase 1:****Basic Awareness** | **Phase 2: Inclusion of Details** | **Phase 3:** **Refinement of Detail** |
| ***Descriptors*** | ***Actions & Emotions*** |
| 1: Preparing for the lesson | Confident, excited, aware of the time until the start. | Feel full of energy, confident in my ability. I can hear the students outside. | I am preparing for the start of the lesson. I am feeling energized, confident and ready to teach. |
| 2: Meet and greet | Greet students outside. Instructions as to the next lesson. | I go out and greet the students – I stand confidently and call them to attention. I feel alert and enthused.  | I go outside pre-empting the bell so I am there before the students. I stand confidently, this is my classroom and it is my lesson. I will enjoy it with the students. I can hear the bell and see the students coming to line up. I tell them the instructions for entering the classroom and settling themselves. |
| 3: Transition | Position in classroom. Monitoring. | Position myself so I can monitor what is happening and be seen. | I enter the classroom first and wait by the door so I can monitor the students settling. I remind them what they need. |
| 4: Focusing students attention | Move to front of class. Ensure attention. Inform students of the first task. | I feel my heart increasing but this inspires me with confidence: this is my adrenaline to ensure I am on top form for the lesson. I move with confidence to the front of the class.  | I walk comfortably and confidently to the front of my class. I face the students and ask for everyone to look forward. I am alert for those who may be distracted and call them to attention. I ask the students to write five questions on their whiteboards. |
| 5: Introductory task | Students complete task. Start timer on board. | I am relaxed yet focused on the students. I am aware of what I want to ask them next. | All of the students are actively engaged with writing their questions. I start the time on the board. I monitor their engagement. I will ask students to swap boards with a partner when the time is up. |

Now try it for yourself!

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