

# Changing By The Minute: Bonus Clips

## Guiding Questions for Professional Development with Educators, Administrators, New Teachers and Teacher Candidates



CBTM Bonus Clips are intended to augment and extend discussions related to the 62 min. documentary film “Changing By the Minute.” These Bonus Clips are not a comprehensive presentation of issues — but an assortment of commentary, anecdotes, and insights that may be of additional interest.

The documentary “Changing By The Minute” follows students through one year in an unconventional public middle school, highlighting essential issues in early adolescent development and middle grade education. Discussion guides are available for using the 62min film with educators, teacher candidates, after school/out of school staff, and directly with early adolescents.

### Clip 1: Stereotypes vs. Realities of Early Adolescence

#### Questions:

- How do you feel about the principal’s comments?
- What are the implications of stereotyping young adolescents?

## **Clip 2: Students as Owners of their Own Learning**

### **Questions:**

- What does it mean for a student to be responsible for their learning?
- How does your teaching reflect what you believe about how students learn?
- In what ways does your teaching reflect a give and take?

## **Clip 3: A School Leader's Non-Negotiables**

### **Questions:**

- Why is it important to have faculty and administration on the same page regarding the vision and mission of a school?
- What might be some non-negotiables of a middle school?
- What are the non-negotiables of your school?

## **Clip 4: Successful Middle Schools: Different Approaches**

### **Questions:**

- How does the size of the school tie into the vision of this school?
- What are the benefits of a large school? A small school?
- Is it important for students to have a choice about what kind of school they attend?

## **Clip 5: Mixed Grade Project-Based Work**

### **Questions:**

- What are the benefits of mixed grade or multi-aged approaches?
- What challenges can you imagine?
- What skills do students need to engage successfully in project-based work?
- What skills do teachers need to successfully implement project-based learning?

## **Clip 6: Exploratory Curriculum**

### **Questions:**

- What role does exploration play in middle grades learning?
- Why is exploration particularly important in the middle grades?
- What are three ways schools could integrate exploratory learning into the curriculum?

## **Clip 7: Whole People: Embracing Multifaceted Identities**

### **Questions:**

- What does it mean to treat a student as a whole person, and how should that impact what we do as educators?
- Why is it important for teachers to understand students' identities and the experiences they bring to school with them?

## **Clip 8: Executive Function: Incredible Growth**

### **Questions:**

- The state of the backpack reflects the state of the brain of the child. Do you agree or not agree with this statement, and why?
- What do you notice about Huck's developmental needs?
- How would you, as a teacher, respond to Huck's needs?
- On a school level, what structures and policies would support students like Huck?

## **Clip 9: Getting to Know Yourself**

### **Questions:**

- How does this student describe himself?
- How do others describe him?
- What do those descriptions suggest about the school's climate?

## **Clip 10: Scaffolding Success: Appreciating Students' Strengths**

### **Questions:**

- What do you notice about this student's developmental needs and interests?
- How would you as an educator respond to these needs and interests?
- On a school level, what structures and policies would support students like Michael?

## **Clip 11: Social Development: Figuring out Relationships with Adults & Peers**

### **Questions:**

- What can students learn from each other?
- How can educators create opportunities for students to learn from each other?
- How can educators create opportunities for students to learn about themselves?

## **Clip 12: Making Friends, Sticking with Friends: Peer Groups**

### **Questions:**

- What do kids learn from managing relationships with their peers?
- Do teachers, administrators, counselors, afterschool staff have a role in student friendships?

## **Clip 13: Discovering Who You Want to Be: Social Identity**

### **Questions:**

- What roles do hairstyles and clothing serve in self expression and self discovery?
- What identities to your students bring to school with them?
- How do these compare to your own personal social identity now as an adult, or when you were an early adolescent?

## **Clip 14: More Vicious than They Would Ever Be in Person: Social Media**

### **Questions:**

- What challenges can social media present for young adolescents?
- How can teachers help students use social media in responsible ways?
- How do young adolescents develop a capacity for conflict resolution – is it learned?

## **Clip 15: Something Took Over my Body**

### **Questions:**

- How does puberty impact learning?
- What should educators teach students about their changing bodies?
- What are the implications for teaching students who are going through puberty?

## **Clip 16: I am Not a Distraction: Student Voice and Activism**

### **Question:**

- Should schools encourage student voice and activism? If so, how?

## Changing By The Minute

A 62min documentary film providing an asset-based view of early adolescence, and part of the “Changing By The Minute documentary tool kit.” These resources are intended to help professionals, students, and families think optimistically and creatively about the middle school years with the hope of alleviating some of the stress and distress experienced by early adolescents.

<p><b>Film Credits</b></p> <p>Producer/Director Camilla Calamandrei</p> <p>Editors Bernadine Colish Camilla Calamandrei</p> <p>Composers Joel Goodman Aaron Srdoc</p> <p>Designer &amp; Animator Garry Waller</p> <p>Colorist Courtney Feemster</p> <p>Sound editor &amp; re-recording mixer Neil Benezra</p> <p>Advisors Penny Bishop, Ed.D. Lisa Harrison, Ph.D. Niobe Way, Ph.D. Ron Taffel, Ph.D.</p> <p><b>Discussion Guide Credits</b></p> <p>Research / Writing Team Cheryl R. Ellerbrock, Ph.D. (lead) Jenise L. Freeland Ashlee Highfill</p> <p>Advisors Penny Bishop, Ed.D. Lisa Harrison, Ph.D.</p> <p>Graphic Design Scott Sawyer</p>	<p><b>Used by:</b></p> <div data-bbox="639 365 873 506">  <p>SUCCESS BOUND</p> </div> <div data-bbox="1003 365 1203 533">  </div> <div data-bbox="618 569 1252 674">   </div> <div data-bbox="618 709 1040 821">  </div> <div data-bbox="618 877 1003 1016">  </div> <p><b>Made possible in part by contributions from:</b></p> <p>Middle Grades Collaborative</p> <p>New York State Council on the Arts with the support of the Office of the Governor and the New York State Legislature</p> <p>Lefkowsky Family Foundation</p> <p>Completed with the support of the Women Make Movies Production Assistance Program</p> <p>This publication is copyrighted. No part of this publication may be reproduced in any manner without written permission, except for brief quotations for review purposes only.</p> <p><b>© 2022 Rolling River Films All rights reserved.</b></p>
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