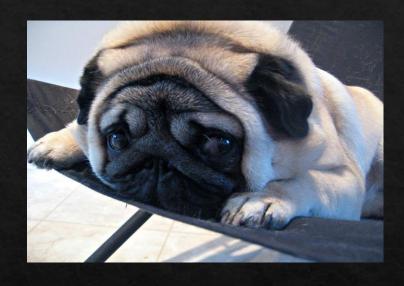


What is PHYSANIC?

- ♦ Physics Panic!
- How do we avoid it?!
 - What we should NOT do in our classrooms.
 - What we should do in our classrooms.
 - **The Example 2 Knowing our boundaries.**





What we should NOT do in our classrooms:

- Make it so serious.
 - Avoid with
 - **⋄** Small anecdotes
 - **⋄** General excitement
 - **⋄** Great demos
- Single out students.
- Needing a large curve.
- Assume we know what's going.
- Glorify scientists with racist pasts.
- Ignore success.
 - Even the small ones!
- Be oblivious of the mood of your class.
 - **⋄** Stop panic BEFORE it happens.
 - ♦ → lab



What we should do in our classrooms:

- **♦ Inclusive and student friendly classrooms.**
 - **⋄** Names should be correct.
 - Pronouns should be correct.
 - Know generational differences.
 - **③**
 - **Teach them to how to self advocate.**
 - **Ask question during a test or lab for points.**
 - Language barrier
 - Neurodivergent students

What we should do in our classrooms:

- Preparing notes/sched ahead of time.
- **©** Games instead of quizzes.
- ♦ Using anonymous polls.
- **⋄** Color coding labs.
- ♦ DEMOS!!! Demos! Demos!
- Prepare for students with special needs <u>ahead of time!</u>
 - Output How can we make this work for _____?
 - Will something potentially trigger a student?
 - **♦ PTSD**
 - Neurodivergent students
 - Students that cant physically do something

What we should do in our classrooms:

- **♦ Learn from other teachers.**
 - **⋄** Where are the trouble areas?
 - How to test for a bell curve.
 - Know your students and their entry level skills.
 - Math and additional resources.
 - Quickly test incoming skills.
 - ♦ Strategies: WISE

Know your own boundaries.

♦ You can't fix everything.

- Know what your school has to offer and where to send students for help you can't provide.
- **The State of the State of the**
 - ♦ You cannot help if you feel like you are being taken advantage of.
- ♦ You will mess up. It's ok to apologize and forgive yourself.