

# Kid Empowerment Program Facilitator Soft Skills Training



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Submitted to: [REDACTED] Executive Director

[REDACTED] Kid Empowerment Program

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## Design Plan

### Rationale

The typical elementary school-aged child in Maryland spends a minimum of 900 hours of instructional time in school each year, according to the National Center for Education Statistics (2018). That figure does not include lunch, recess, homeroom, noninstructional school hours, or after-school enrichment courses in which a child may participate, such as the Kid Empowerment Program whose facilitators will be taking this training. That is a tremendous number of hours a child is in the company of people in what could be considered his/her/their second home – the school community. As an extension of the school community, after-school and summer camp programs have extremely limited time with students. That is why it is paramount that, from their first interactions with program participants, our facilitators foster a classroom environment that evokes in the children a feeling of belonging. “Since the child is a social being, his strongest motivation is the desire to belong. His security or lack of it depends upon his *feeling of belonging* within the group” (Dreikurs, Soltz, 1964, p. 14).

Due to the nature of an after-school program, children entering our classroom at the end of a long school day arrive, at times, tired, hungry, and a bit cranky, understandably. Summers are also busy for families and a time when kids are often enjoying a looser sleep schedule, which can affect morale and energy levels. There are those children who have been well-prepared with an explanation of the program, and they arrive excited to learn and play. Others, having been registered by enthusiastic parents unbeknownst to their children, arrive with no idea what to expect or why they are there in the first place, even sometimes thinking they have done something wrong to deserve it! Making a connection with each child at this early stage is essential and takes skill. Kid Empowerment Program facilitators must be equipped to lead the group with the attitude, approach, and demeanor which suit the empowerment program paradigm while conveying the curricula in both content and spirit. The success of the class, meaning the seeds of empowerment and resilience are imparted upon the children attending, is dependent upon it. Even the most innovative and potentially useful and inspiring content will fall flat with children if delivered by a well-meaning yet unskilled facilitator, resulting in a lackluster introduction to the program at best or, at worst, a meaningless (even negative) experience for the children and their dissatisfied parents. Therefore, Kid Empowerment Program facilitators must be knowledgeable not only in program content but, just as importantly, the soft skills essential to creating a

compelling and effective learning environment, in which children feel a sense of belonging, curiosity, and openness to learning and practicing their new strategies.

Program facilitators may come from a myriad of educational, vocational, and cultural backgrounds and may have parenting experiences and habits that lean more toward either an authoritarian or a permissive style. These two styles, when applied to teaching, could negatively affect the classroom environment (Stratford, 2018), as opposed to an *authoritative* style of teaching, with which the Kid Empowerment Program is most aligned. To that end, topics in this training will concern classroom dynamics, such as management versus leadership, and the characteristics of different teaching styles; strategies covered will be reflective of the authoritative style of teaching and will be related to building rapport, being a role model of responsibility and love of learning, and minimizing stress and limit setting in the classroom. Participants will define a mission statement based on the training, focused on the motivation for working with children, why that work is meaningful and valuable, and goals for future interactions with children as a program facilitator (Canfield, Siccone, 1993).

The existing Kid Empowerment Program facilitator onboarding training is curricula-based with a smattering of soft skills techniques covered throughout. This additional soft skills training course will be completed by newly hired facilitators as an obligatory part of the onboarding process, as well as professional development training for current Kid Empowerment Program facilitators, and will serve as the standard by which program facilitators engage with attendees going forward. Given the hands-on, interactive nature of the Kid Empowerment Program lessons and activities, these additional skills are crucial to its effective delivery.

## Target Population

The target population for the *Kid Empowerment Program Facilitator Soft Skills Training* will be all newly hired program facilitators, current program facilitators, and, occasionally, applicant candidates. For newly hired program facilitators, it will be an additional training requirement as a part of the onboarding process, which also includes training in program content and delivery. In some cases, the executive director and/or hiring supervisor may request that a potential new hire take the soft skills training course before they have been officially offered a position, as a mechanism for measuring applicant suitability. Current facilitators of the Kid Empowerment Program will also be required to complete the

new soft skills training. It will serve as a framework by which all program facilitators conduct their classroom and student engagement going forward.

The participants in this training will be at least 21 years of age and will have a minimum of a bachelor's degree or the consent of the executive director or hiring supervisor. As a goal of the Kid Empowerment Program, facilitators will come from a variety of educational and professional experiences and cultural backgrounds; we believe this benefits the students by reflecting and celebrating the diversity of the student population in our school system and their families. Training participants will be U.S. citizens or U.S. permanent residents and will be proficient in English, both reading and writing, at the 12<sup>th</sup>-grade level.

Given the interest in pursuing a position as a facilitator for an empowerment program for kids, it would seem to naturally follow that training participants would present some of these soft skills already, and some do. There will be assessments made where this is concerned as part of the initial interview/hiring process. Based on an applicant's responses to interview prompts and any resulting conversation, the executive director and/or hiring supervisor will make a judgment as to the applicant's level of self-awareness and flexibility regarding learning and practicing skills that will equip him/her to perform the job effectively; the behaviors, approach, and demeanor that convey the program, in both content and spirit. Personal history, cultural differences, style of parenting (if applicable), and, importantly, how they were parented can differ greatly in attitudes related to the equality of children, deference to adults, teaching styles, classroom and group dynamics, discipline, limited setting, and more. Even with the best of intentions, these influencing factors may present challenges for folks. This does not preclude an individual from being a program facilitator, rather it reinforces the need to ensure, through training, that a consistent and united front is maintained in these areas. To this end, program supervisors may use the results of the soft skills training as a tool to recognize potential gaps in an individual's readiness and, therefore, the possible need for additional preparatory training.

## Objectives

Terminal Objective:

Given a slide presentation, handouts, class activities, and discussions, the *Kid Empowerment Program Facilitator Soft Skills Training* participant should be able to identify the characteristics of classroom

management versus classroom leadership, and authoritarian versus permissive versus authoritative teaching styles; identify specific soft skills in the areas of building rapport with students, being a role model of responsibility and as a learner, setting effective limits and minimizing stress in the classroom; and define a personal mission statement as a Kid Empowerment Program facilitator.

Enabling Objectives:

- 1) Given a slide presentation, handout, class activity, and discussion, the *Kid Empowerment Program Facilitator Soft Skills Training* participant should be able to identify 5 characteristics of classroom management and their effects on students in one attempt without error
- 2) Given a slide presentation, handout, class activity, and discussion, the *Kid Empowerment Program Facilitator Soft Skills Training* participant should be able to identify 5 characteristics of classroom leadership and their effects on students in one attempt without error
- 3) Given a slide presentation, handout, class activity, and discussion, the *Kid Empowerment Program Facilitator Soft Skills Training* participant should be able to identify 3 characteristics of an authoritarian style of teaching in one attempt without error
- 4) Given a slide presentation, handout, class activity, and discussion, the *Kid Empowerment Program Facilitator Soft Skills Training* participant should be able to identify 3 common student outcomes of an authoritarian style of teaching in one attempt without error
- 5) Given a slide presentation, handout, class activity, and discussion, the *Kid Empowerment Program Facilitator Soft Skills Training* participant should be able to identify 3 characteristics of a permissive style of teaching in one attempt without error
- 6) Given a slide presentation, handout, class activity, and discussion, the *Kid Empowerment Program Facilitator Soft Skills Training* participant should be able to identify 3 common student outcomes of a permissive style of teaching in one attempt without error
- 7) Given a slide presentation, handout, class activity, and discussion, the *Kid Empowerment Program Facilitator Soft Skills Training* participant should be able to identify 3 characteristics of an authoritative style of teaching in one attempt without error
- 8) Given a slide presentation, handout, class activity, and discussion, the *Kid Empowerment Program Facilitator Soft Skills Training* participant should be able to identify 3 common student outcomes of an authoritative style of teaching in one attempt without error

- 9) Given a slide presentation, handout, class activity, and discussion, the *Kid Empowerment Program Facilitator Soft Skills Training* participant should be able to identify 3 ways to build rapport with students in one attempt without error
- 10) Given a slide presentation, handout, class activity, and discussion, the *Kid Empowerment Program Facilitator Soft Skills Training* participant should be able to identify 3 ways to practice being a role model of responsibility in one attempt without error
- 11) Given a slide presentation, handout, class activity, and discussion, the *Kid Empowerment Program Facilitator Soft Skills Training* participant should be able to identify 3 ways to practice being a role model as a learner in one attempt without error
- 12) Given a slide presentation, handout, class activity, and discussion, the *Kid Empowerment Program Facilitator Soft Skills Training* participant should be able to identify 3 ways to effectively set limits in the classroom in one attempt without error
- 13) Given a slide presentation, handout, class activity, and discussion, the *Kid Empowerment Program Facilitator Soft Skills Training* participant should be able to identify 3 ways to minimize stress in the classroom in one attempt without error
- 14) Given a slide presentation, handout, class activities, and discussions on Authoritative Leadership, the *Kid Empowerment Program Facilitator Soft Skills Training* participant should be able to define a personal Mission Statement as a Kid Empowerment Program facilitator in one attempt.

## Course Description

The *Kid Empowerment Program Facilitator Soft Skills Training* will be an in-person, required element of the onboarding process of all newly hired facilitators. It will also be required as professional development training for existing Kid Empowerment Program facilitators to be completed before any future class facilitation occurs. In some instances, based on the recommendation of the executive director and/or hiring supervisor, training will be required for potential new hires as well. The executive director and program coordinator have determined the necessity for this training to develop a consistent program facilitator approach concerning classroom leadership, rapport-building, being an effective role model, minimizing stress in the classroom, and limit-setting such that they are compatible with the spirit and values of the program. The participants will leave the training having learned soft

skills in these areas and having defined a mission statement as a facilitator of the Kid Empowerment Program.

The training will be approximately 120 minutes in length and will include a 15-minute break. The setting for the training will vary based on the number of participants, which is limited to 5 and will be conducted either in the office of the executive director, the home of the trainee, or a library or school conference room. Flexibility regarding the training setting will be required for the foreseeable future due to current Covid-19 social-distance protocols and recommendations, as well as varying comfort levels of the training participants and facilitator. Taking these into consideration, the facilitator and participants will coordinate and determine an appropriate setting, day, and time to conduct the training. The soft skills training must be completed with a passing grade of 90%, along with other necessary content training, before a participant is added to the Kid Empowerment Program class schedule in the role of program facilitator.

The organization will arrange for an appropriate training facilitator to present the training and will provide all the necessary materials to fulfill training needs based on the number of participants. Materials will include a working laptop computer, a thumb drive containing the slide presentation, speakers, a projector and projector screen, a facilitator guide, training handouts (for participant use during the training and to be taken home by participants at the end of training for reference), pens, a whiteboard and dry erase markers, sticky notepads in a variety of colors, at least one desk for the facilitator's a/v equipment, sufficient table space and chairs, level two evaluations, level one evaluations, and a take-home mission statement certificate for each participant. Prior to training, the organization will provide the facilitator with refreshments including bottled water, one nut-free sweet snack, and one nut-free savory snack. Hand sanitizer and paper products will also be provided.

**MATERIALS:**

Sign-in sheet

Facilitator guide

Participant handouts

Pens

Dry erase markers

Sticky notepads in various colors



Mission statement certificates

Level two evaluations

Level one evaluations

EQUIPMENT:

Laptop computer

Thumb drive with the slide presentation

Speakers

Projector and projector screen

Extension cord

Dry erase board

Table(s) and chairs

OTHER:

Refreshments

Paper products

Hand sanitizer

## Evaluation Strategy

LEVEL TWO EVALUATION:

Once the *Kid Empowerment Program Facilitator Soft Skills Training* content is fully delivered, a level two evaluation will be administered in the form of a “Knowledge Check”. Each enabling objective in the design plan will have a corresponding evaluation task. Evaluation tasks will be in the form of true/false, multiple-choice, or fill-in-the-blank questions. The following list shows the level two evaluation task assigned to each corresponding (abbreviated) enabling objective.

The facilitator will ask the participants to read the questions carefully and answer each as indicated:

- 1) Objective: Identify 5 characteristics of classroom management and their effects on students  
Evaluation Task: True/False and Multiple-choice question(s)
- 2) Objective: Identify 5 characteristics of classroom leadership and their effects on students  
Evaluation Task: True/False and Multiple-choice question(s)

- 3) Objective: Identify 3 characteristics of an authoritarian style of teaching  
Evaluation Task: True/False and Multiple-choice question(s)
- 4) Objective: Identify 3 common student outcomes of an authoritarian style of teaching  
Evaluation Task: True/False and Multiple-choice question(s)
- 5) Objective: Identify 3 characteristics of a permissive style of teaching  
Evaluation Task: True/False and Multiple-choice question(s)
- 6) Objective: Identify 3 common student outcomes of a permissive style of teaching  
Evaluation Task: True/False and Multiple-choice question(s)
- 7) Objective: Identify 3 characteristics of an authoritative style of teaching  
Evaluation Task: True/False and Multiple-choice question(s)
- 8) Objective: Identify 3 common student outcomes of an authoritative style of teaching  
Evaluation Task: True/False and Multiple-choice question(s)
- 9) Objective: Identify 3 ways to build rapport with students  
Evaluation Task: True/False and Multiple-choice question(s)
- 10) Objective: Identify 3 ways to practice being a role model of responsibility  
Evaluation Task: True/False and Multiple-choice question(s)
- 11) Objective: Identify 3 ways to practice being a role model as a learner  
Evaluation Task: True/False and Multiple-choice question(s)
- 12) Objective: Identify 3 ways to effectively set limits in the classroom  
Evaluation Task: True/False and Multiple-choice question(s)
- 13) Objective: Identify 3 ways to minimize stress in the classroom  
Evaluation Task: True/False and Multiple-choice question(s)
- 14) Objective: Define a personal mission statement as a Kid Empowerment Program facilitator with Authoritative Leadership in mind.  
Evaluation Task: Fill in the blank – With Authoritative Leadership in mind, write a Mission Statement for the role of Kid Empowerment Program facilitator.

Following the level two evaluation, the group will review the Knowledge Check answers together and discuss them, as necessary. The facilitator will collect the evaluation task papers. In closing, the facilitator will review the objectives. A slide prepared with an overview of the objectives will be projected and referenced as the facilitator points out the progress the participants made during the training. The facilitator will mention other necessary training, such as content training, to be completed

by some participants. Instructions will be given regarding the coordination of that training, such as contact information, if necessary. Any remaining closing elements, such as recommended readings, will be discussed.

#### LEVEL ONE EVALUATION:

After closing, a level one evaluation consisting of multiple-choice questions will be distributed to determine participant reactions to and feedback on the training content and general experience. Level one evaluations will be anonymous and will be collected as participants leave the training.

## Participant Prerequisites

*Kid Empowerment Program Facilitator Soft Skills Training* participants will be newly hired and current facilitators of the Kid Empowerment Program. In some cases, at the discretion of the executive director and/or hiring supervisor, an individual who has applied to a facilitator position but has not yet been officially hired may be asked to complete the soft skills training course as a preliminary step toward employment.

Training participants will be a minimum of 21 years of age and have a bachelor's degree or the consent of the executive director or hiring supervisor. They will be a U.S. citizen or U.S. permanent resident. Kid Empowerment Program classes and soft skills training are taught in English. Participants will be proficient in English, both reading and writing, at the 12<sup>th</sup>-grade level. Candidates will be from a variety of educational, vocational, and cultural backgrounds. It is possible and even likely that participants will not have had the experience of teaching in a classroom setting nor any kind of training in that regard, though they may have developed some leadership skills through another avenue, such as a religious organization, sports team, scouting organization, club, or in their career. As adults with varied backgrounds in many respects, participant ideas, attitudes, and patterns regarding parenting, teaching, and discipline may differ greatly from the style of facilitation required for the Kid Empowerment Program. Participants must be flexible and willing to learn to behave in ways that could, perhaps, feel counterintuitive and even uncomfortable initially. True proficiency in the soft skills presented in this training, to the point where delivery is comfortable and natural, will depend on self-discipline and practice beyond the confines of this training experience and will, therefore, require an additional investment of time by participants. There is an expectation on the part of the organization that participants are committed to such, which will be made clear during the hiring process.

The organization will be providing all necessary training supplies, so participants will not be required to bring anything. To be sure the training stays on track and maintains the desired flow, participants will agree to silence their cell phones while training is in session, and reserve the sending of messages and the placing and receiving of calls for the scheduled break time. Participants are expected to remain engaged throughout the training, including all activities and discussions.

As a preliminary requirement, training participants will create a fingerprint record with the Howard County Police Department and submit a Child Protective Services Background Clearance Request form to the Maryland Department of Human Services. Kid Empowerment Program registrants are elementary school-aged children, and most program classes are conducted inside Howard County Public Schools' facilities, therefore a fingerprint record and background clearance request form are mandatory for all Kid Empowerment Program facilitators. An exception will be made for participants who are applicants who have not yet been officially hired. In such cases, the above requirements must be met after necessary training is completed and if the applicant has been offered and accepted employment with the organization. All new hires and potential new hires will be made aware of these requirements before training takes place.

## Facilitator Prerequisites

The *Kid Empowerment Program Facilitator Soft Skills Training* facilitator will be at least 21 years of age and have a bachelor's degree, or the consent of the executive director or hiring supervisor. Training facilitators will be U.S. citizens or U.S. permanent residents. The soft skills training course and the Kid Empowerment Program are taught in English; therefore, training facilitators will be proficient in English, both reading and writing at the 12<sup>th</sup>-grade level. They will be proficient in the use of a laptop computer, speaker and projector equipment, and Microsoft PowerPoint software. Facilitators of the soft skills training course must have two years of experience as lead instructors of the Kid Empowerment Program. A lead instructor refers to one who has been solely responsible for and in charge of conducting either Kid Empowerment after-school classes or Kid Empowerment summer camp groups, or a combination of the two, for a period of at least two years. This experience can be cumulative, not necessarily consecutive, but must have been accomplished within five years. The consent of the executive director is also required for an individual to be considered for a training facilitator position,

including individuals who have fulfilled the after-school class and/or summer camp instructor experience requirement.

Facilitators will not be required to have prior/other teaching experience, outside of the Kid Empowerment Program instruction requirements outlined above. Facilitators must demonstrate the ability to put into practice the soft skills being taught in this training in a way that is reflective of and in line with the organization's expectations regarding classroom leadership, building rapport with students, being an effective role model, setting limits, and minimizing stress in the classroom where possible. These abilities will have been evaluated via observation by the executive director or hiring supervisor during the preliminary period in which the facilitator was instructing either after-school classes or summer camp programs or both. Due to the program instructor certification process, the training facilitator will have already earned a passing grade of at least 90% on the *Kid Empowerment Program Facilitator Soft Skills Training* at some point but must have done so within one year of moving into the training facilitator position. If more than a year has passed since certification, a recertification process must be completed before approval is granted to facilitate the training course. Recertification will include passing the soft skills training course with a grade of at least 90% and any additional requirements to be determined by the executive director on a case-by-case basis.

## Deliverables

Design plan

Lesson plan | Facilitator guide

Slide presentation

Participant handouts

Level two evaluations

Level one evaluations

## Lesson Plan

### Pre-course Checklist

- Confirm participant email addresses and phone numbers
- Coordinate with participants and agree on a location, day, and time for training
- Make reservations at the location, if necessary

- One day before the training event:
  - Email a reminder to participants with training time and location
  - Pickup or receive delivery of course materials from the organization
  - Pickup or receive delivery of any necessary equipment from the organization and test all for functionality
  - Pick up or receive delivery of refreshments from the organization.

## Room Setup

- Arrive one hour before training begins to allow time for setup
- Check in with the facility, if necessary
- Make a note of restroom locations and be sure they are unlocked and clean/stocked
- Set up projector screen
- Arrange and plug in the computer with slideshow and projector and test both
- Arrange seating and desks in a semicircle, such that participants will be able to speak to one another, as well as to view the projector screen without obstruction
- As the facilitator, your seat should be between the participants and the screen, but close enough, such that you can speak to the participants at a conversational volume, as well as operate the computer without standing
- Place the sign-in sheet, handouts, nametags, markers, and pens by the entrance
- Setup the refreshment table

***Display Slide 1 – Welcome (slide remains on the screen until you click to proceed)***



Greet participants as they arrive. Ask them to sign in, create a nametag for themselves with their first name, and take a handout and pen before having a seat. When everyone has arrived and is seated:

In your own words... *Welcome everyone, my name is \_\_\_\_\_. Thank you for being here today for the Kid Empowerment Facilitator Training in Soft Skills. Please be sure you have signed the Sign in Sheet and picked up one of the handouts.*

Look for confirmation. Be sure everyone is wearing a legible nametag – including you. Let participants know the location of the restrooms and invite them to help themselves to the refreshments.

## Gaining Attention

In your own words... *Let's get started. Please look at the activity on the first page of the handout.*

**Display Slide 2 – Three wishes (slide remains on the screen until you click to proceed)**



In your own words... *What if you had three wishes you could bestow upon your future students in the Kid Empowerment Program or ANY child for that matter? What would they be? Take a minute to think about it and jot them down on the handout.*

Watch for participants to be finished and ask them who is willing to share one or all of their wishes. Allow time for anyone who wants to share. When they finish:

In your own words... *Thank you for sharing. Of course, you can imagine that the folks here at the Kid Empowerment Program have many wishes for the students, as well, but they also have them for you, the facilitators of the program. In short, they are that you will be able to:*

- *Create a positive classroom environment for the students and yourselves*
- *Create a relationship with the students that promotes trust, learning, and fun.*

*Here are a few reasons why these things are so important to the success of the program...*

***Display Slide 3 - Title slide (slide automatically transitions to next slide after 3 seconds)***



***Slide 4 (video) – Why build a positive classroom environment? (slide automatically transitions to next slide at the end of the video)***



Why build a positive classroom environment?



Source: Mooiman, Laura. "Creating a Positive Classroom Environment."(2020, July 26) YouTube: <https://youtu.be/VFH8g6RJEdu>. Retrieved 11 November 2020.

**Slide 5 (video) – Emotion and learning (slide automatically transitions to next slide at the end of the video)**

Emotion & Learning are Connected



Source: Edutopia. "The Power of Relationships in Schools."(2019, January 14) YouTube: <https://youtu.be/kzvm1m8zq5g>. Retrieved 11 November 2020.

**Slide 6 – Facilitators benefit (slide remains on screen until you click to proceed)**



As program facilitators, you benefit, too.

Once Slide 6 appears, in your own words: *You can see how much these skills benefit the students in the classroom, but guess what? They also benefit you as the facilitator.*

*In a study done by the European Journal of Psychology of Education, “a teacher’s relationship with students was the best predictor of how much the teacher experienced joy versus anxiety in class” (Sparks, 2019). We certainly hope this will be the case for each of you.*

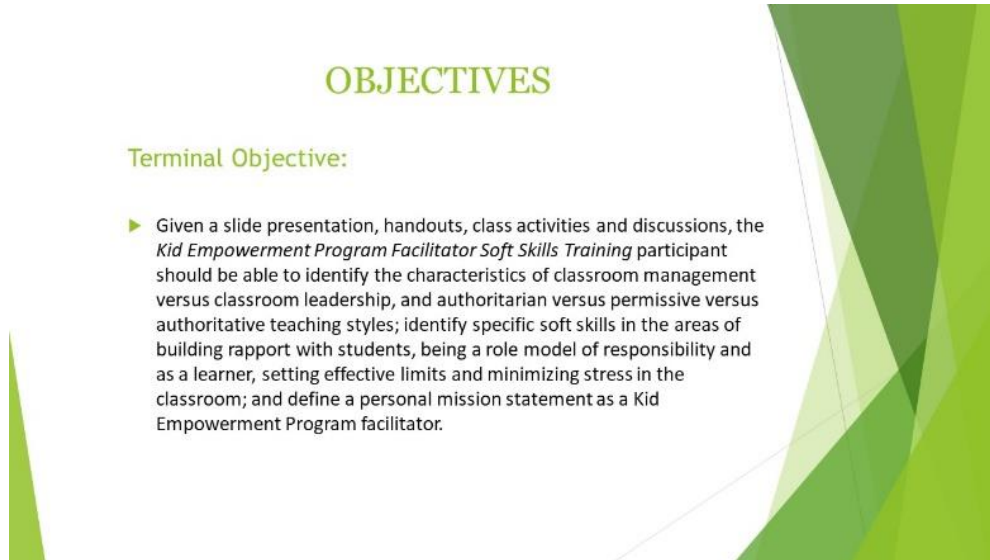
**Display Slide 7 – Title slide (slide automatically transitions to the next slide after 5 seconds)**



After slide 7 appears, in your own words... *After all, you are the “boots on the ground”. You deliver the Kid Empowerment Program skills and strategies to the young people who need them. The critical role you play cannot be overstated.*

## Direction

**Slide 8 automatically displays – Terminal objective (slide remains on the screen until you click to proceed)**

A presentation slide with a green geometric background. The title 'OBJECTIVES' is centered at the top. Below it, the text 'Terminal Objective:' is followed by a single bullet point describing the goal of the training.

**OBJECTIVES**

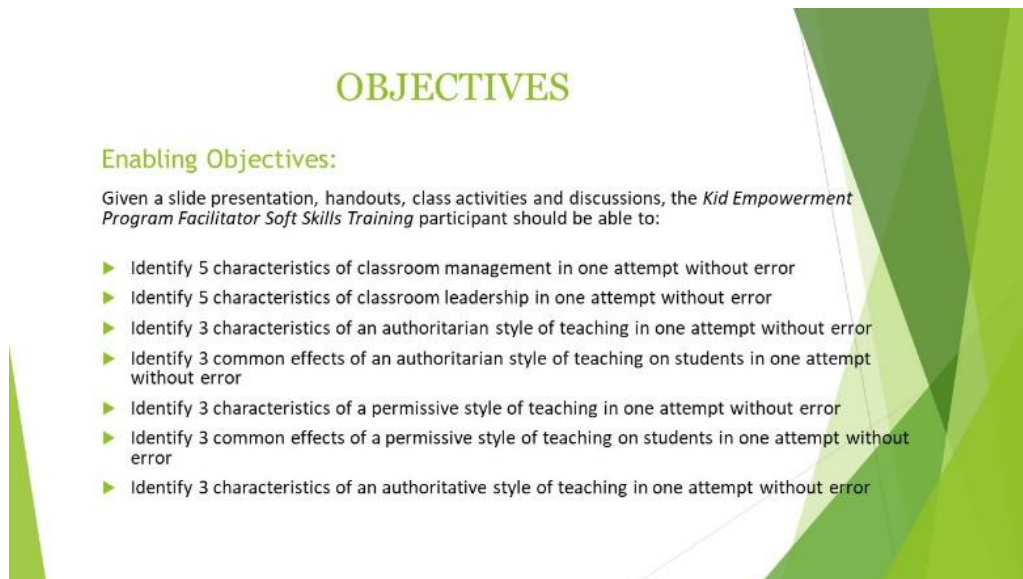
**Terminal Objective:**

- ▶ Given a slide presentation, handouts, class activities and discussions, the *Kid Empowerment Program Facilitator Soft Skills Training* participant should be able to identify the characteristics of classroom management versus classroom leadership, and authoritarian versus permissive versus authoritative teaching styles; identify specific soft skills in the areas of building rapport with students, being a role model of responsibility and as a learner, setting effective limits and minimizing stress in the classroom; and define a personal mission statement as a Kid Empowerment Program facilitator.

In your own words (continued)... *So that will be the focus of today's training... helping you to create positive classroom environments and student interactions by learning a few "soft skills" in those critical areas. To that end, here are the objectives of today's training...*

Read the terminal objective aloud on Slide 8.

**Display Slide 9 – Enabling objectives (slide remains on the screen until you click to proceed)**

A presentation slide with a green geometric background. The title 'OBJECTIVES' is centered at the top. Below it, the text 'Enabling Objectives:' is followed by a paragraph and a list of seven bullet points detailing specific learning objectives.

**OBJECTIVES**

**Enabling Objectives:**

Given a slide presentation, handouts, class activities and discussions, the *Kid Empowerment Program Facilitator Soft Skills Training* participant should be able to:

- ▶ Identify 5 characteristics of classroom management in one attempt without error
- ▶ Identify 5 characteristics of classroom leadership in one attempt without error
- ▶ Identify 3 characteristics of an authoritarian style of teaching in one attempt without error
- ▶ Identify 3 common effects of an authoritarian style of teaching on students in one attempt without error
- ▶ Identify 3 characteristics of a permissive style of teaching in one attempt without error
- ▶ Identify 3 common effects of a permissive style of teaching on students in one attempt without error
- ▶ Identify 3 characteristics of an authoritative style of teaching in one attempt without error

Read/review the enabling objectives aloud on Slide 9.

**Display Slide 10 – Enabling objectives continued (slide remains on the screen until you click to proceed)**

**OBJECTIVES**

**Enabling Objectives (continued):**

Given a slide presentation, handouts, class activities and discussions, the *Kid Empowerment Program Facilitator Soft Skills Training* participant should be able to:

- ▶ Identify 3 common effects of an authoritative style of teaching on students in one attempt without error
- ▶ Identify 3 ways to build rapport with students in one attempt without error
- ▶ Identify 3 ways to practice being a role model of responsibility in one attempt without error
- ▶ Identify 3 ways to practice being a role model as a learner in one attempt without error
- ▶ Identify 3 ways to effectively set limits in the classroom in one attempt without error
- ▶ Identify 3 ways to minimize stress in the classroom in one attempt without error
- ▶ Define a personal mission statement based on an authoritative leadership style of teaching in the role of Kid Empowerment Program facilitator in one attempt.

Read/review the enabling objectives aloud on Slide 10.

In your own words... *These are the objectives of today's training. Does anyone have any questions so far?* Give feedback when necessary.

## Recall

**Display Slide 11 – Relationships matter (slide remains on screen until you click to proceed)**

**Relationships Matter...**

Strong teacher-student relationships lead to:

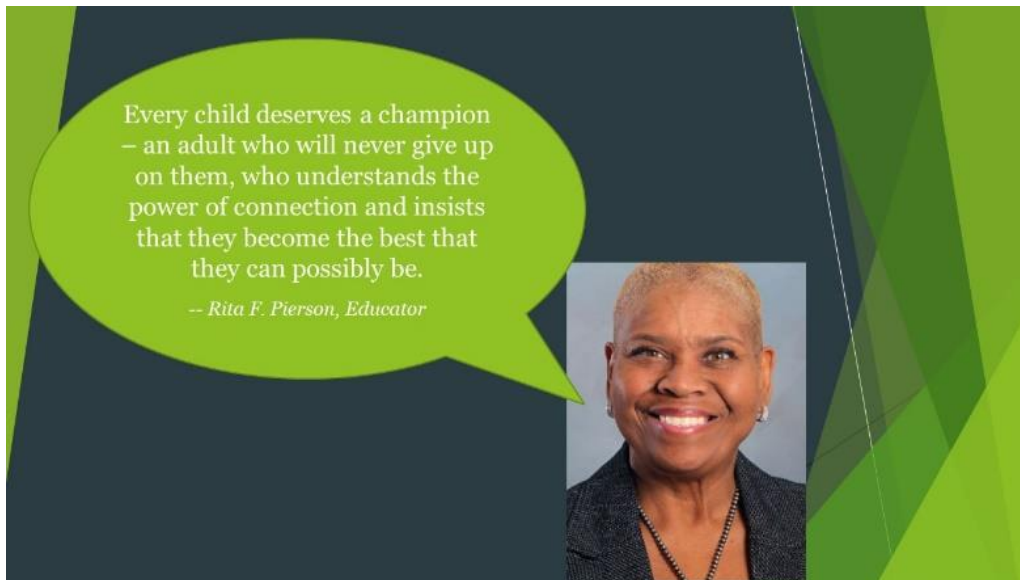
- Higher student academic engagement
- Improved attendance
- Higher grades
- Fewer disruptive behaviors
- Fewer suspensions
- Lower school dropout rates
- A decrease in teacher & student anxiety
- An increase in teacher & student wellbeing

Source: Mooiman, Laura. "Creating a Positive Classroom Environment." (2020, July 26) *YouTube*: <https://youtu.be/VFH8g6RJEdU>. Retrieved 11 November 2020.

After slide displays, in your own words... *So why, again, are the skills we are covering today so important to the delivery of the Kid Empowerment Program? Take a look at these study results...* Read the slide aloud, then in your own words...

*While not all these results apply to our program students at the elementary-school age, they show just how incredibly important and impactful the teacher-student relationship can be in a child's life and future. The purpose of today's training is to help you develop that relationship.*

**Display Slide 12 – Rita Pierson quote (slide remains on screen until you click to proceed)**



After you display the slide, in your own words... *a little inspiration from the late professional educator and champion of children, Rita Pierson.* Read the quote aloud.

Ask participants if anyone has any questions before proceeding. Answer questions, as necessary.

## Content

**Display Slide 13 – Building a Positive Classroom Environment: Management vs. Leadership (slide remains on the screen until you click to proceed)**



*Facilitator: You have heard some compelling reasons why a positive classroom environment is so important... but how do we go about it? We will begin by looking at two general styles of classroom interaction... management and leadership.*

*As we talk about Management versus Leadership for the next few minutes, it might be helpful for us to clarify the distinction between them.*

Refer to the slide on the screen. As you read the text above, the distinction between management and leadership information will appear on Slide 13 (after about 10 seconds).

*Classroom MANAGEMENT is trying to control people from the outside, whereas classroom LEADERSHIP, which promotes a sense of personal ownership and commitment, “seeks to empower people to manage themselves from within (Canfield & Siccone, 1993, p.5).”*

***Display Slide 14 – Leadership vs Management (slide remains on screen until you click to proceed)***

## Classroom Interaction Characteristics LEADERSHIP vs. MANAGEMENT

Classroom Managers	Classroom Leaders
Imitate	Initiate
Maintain status quo	Innovate
Control	Empower
Limit options	Create possibilities
Operate with expediency	Operate with integrity
Are reactive	Are proactive
Are efficient (do things right)	Are effective (do the right things)
Tell "how"	Ask "what"
Are shortsighted	Are visionary
Focus on policies (rules)	Focus on people (students)

Canfield, J., & Sloccone, F. 101 ways to develop self-esteem and responsibility. 1001 Teacher ed. Book & Video and Audio, 1993, page 5.

Refer to the slide on the screen. Their handbook also has this information.

*Facilitator: Here are some distinctions between Managing and Leading...*

Read through Slide 14 aloud. Elaborate in your own words where appropriate. Stop to answer questions or allowing comments.

**Display Slide 15 – Management vs Leadership continued (slide remains on the screen until you click to proceed)**

## Classroom Interaction Characteristics LEADERSHIP vs. MANAGEMENT

Classroom Managers	Classroom Leaders
Drive students	Coach students
Depend on authority	Depend on goodwill
Inspire fear	Generate enthusiasm
Say, "I"	Say, "We"
Place blame	Focus on solutions
Know	Show
Make it about him/herself	Make it about the students
Take credit	Give credit
Command	Ask
Say, "Go"	Say, "Let's go"

Adapted from: Geurin, David. 7 Reasons 'Classroom Leadership' is Better Than 'Classroom Management' [Infographic], 1 Jan. 1970. www.davidgeurin.com/2016/12/7-reasons-classroom-leadership-is-better/. Accessed 11 November 2020.

*Facilitator: A few more distinctions between Managing and Leading...*

Read through Slide 15 aloud. Elaborate in your own words where appropriate. Stop to answer questions or allowing comments.

**Display Slide 16 –Management likely effects (slide remains on screen until you click to proceed)**

**Classroom Interaction: MANAGEMENT**  
Some likely effects on students

When classroom managers...	students might...
Imitate rather than initiate	Be less likely or inspired to produce or share new ideas
Maintain status quo	Settle for what is “good enough”/think, why push themselves?
Try to control	Feel that behaving is more important than their contribution / Rebel to gain a sense of power
Present limited options	Be bored or less inclined to think of new or different possibilities
Operate with expediency	Feel that meeting a deadline is more important than the process/journey
Are reactive when things go wrong	Believe that finding fault is more important than finding solutions
Focus heavily on doing things <i>right</i>	Think that being right is more important than doing the right thing even when it's not easy
Tell “how”	Take what they are told for granted/be reluctant to ask questions
Are shortsighted	Not learn how to think “out of the box”
Focus on policies (rules)	Behave to be labeled “good”/Misbehave to gain attention

Adapted from: Canfield, J., & Siccone, F. 101 ways to teach leadership and responsibility. Vol. 1: teaching leadership to children and teens, 1993, page 5.

Refer to the slide on the screen. Their handbook also has this information.

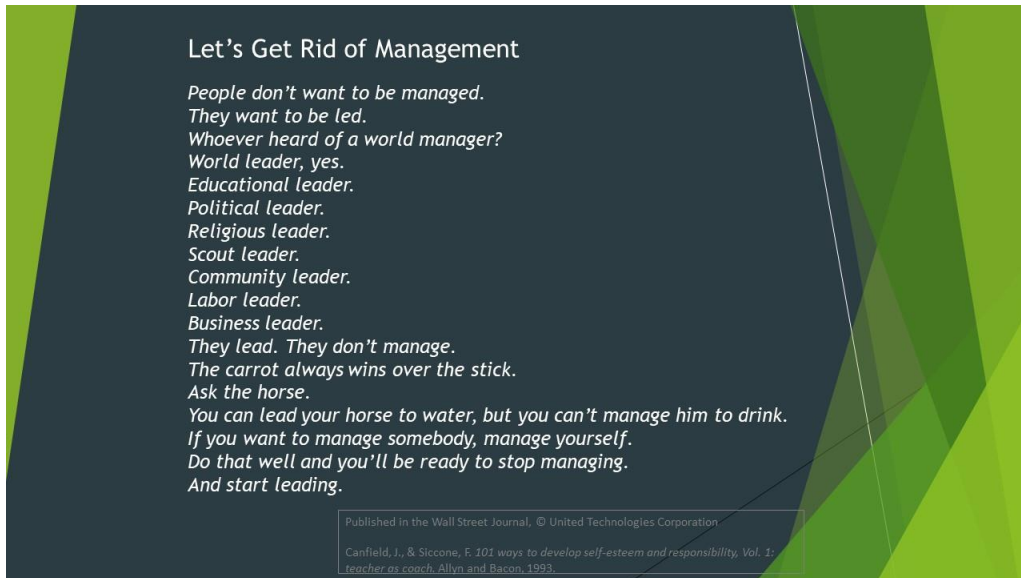
*Facilitator: Here are some possible likely effects on students when a teacher’s approach is one of MANAGEMENT.*

Read through Slide 16 aloud. Elaborate in your own words where appropriate. Stop to answer questions or allowing comments.

*Facilitator: We will be doing an activity in a little while where we will discuss some likely effects of LEADERSHIP in the classroom as well.*

**Display Slide 17 – POEM - Management vs Leadership (slide remains on screen until you click to proceed)**





*Facilitator: In your own words, here are some words of inspiration about leadership...*

Read the poem on Slide 17 aloud.

**Display Slide 18 – Kid Empowerment - leadership (slide remains on screen until you click to proceed)**



*Facilitator: In your own words... it will probably come to you as no surprise by now that the Kid Empowerment Program promotes LEADERSHIP in the classroom as opposed to MANAGEMENT. As I mentioned, we will be doing an activity a little later to explore LEADERSHIP a bit more.*

Ask if anyone has any questions so far. Answer questions and allow for discussion for a few minutes.

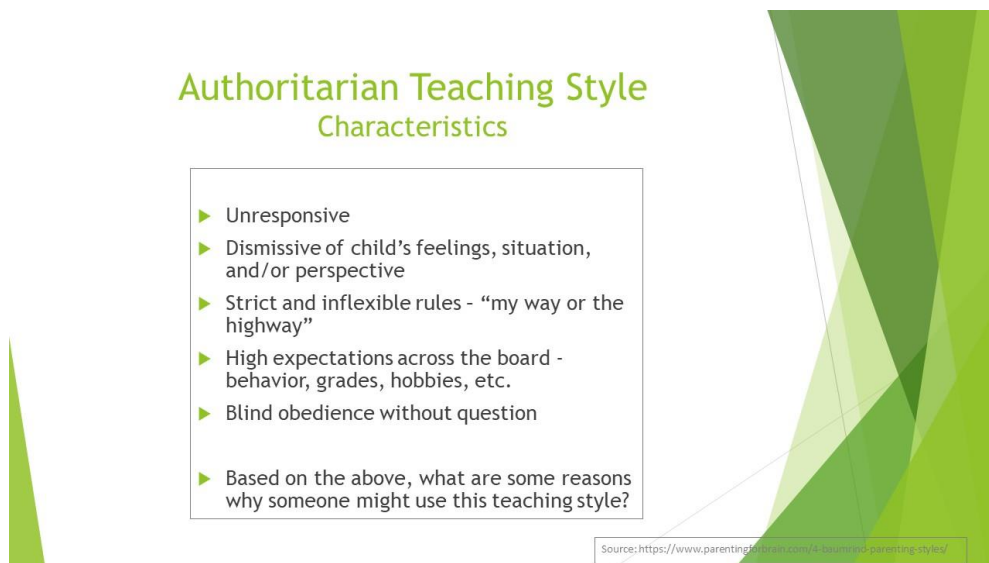
**Display Slide 19 – Teaching Styles Intro (slide remains on screen until you click to proceed)**



*Facilitator: Now we are going to look at a few specific teaching styles, namely Authoritarian, Permissive, and Authoritative. Studies done within the framework of PARENTING show a strong relationship between teaching styles and student outcomes and emphasize the importance of teacher awareness of how their teaching style may affect student perceptions and motivation.*

*The information on the next few slides is based on the work of developmental psychologist, Diana Baumrind, studying parenting styles, child development, and outcomes. It is within that framework that we will discuss teaching styles.*

**Display Slide 20 – Authoritarian teaching style (slide remains on screen until you click to proceed)**



Read through Slide 20. Allow time for participants to comment.

**Display Slide 21 – Authoritarian teaching style & common effects (slide remains on the screen until you click to proceed)**

## Authoritarian Teaching Style Characteristics & Common Effects

When teachers:

- ▶ Are unresponsive
- ▶ Are dismissive of child's feelings, situation, and/or perspective
- ▶ Are strict with set, inflexible rules - "my way or the highway"
- ▶ Have high expectations across the board with behavior and grades
- ▶ Demand blind obedience without question

Common outcomes in children are:

- ▶ Lower academic performance
- ▶ Lower self-esteem
- ▶ Undeveloped social skills
- ▶ Higher risk of mental illness
- ▶ Higher risk of drug/alcohol abuse
- ▶ Higher risk of delinquency

▶ Based on the above, what might be some other effects of the Authoritarian Teaching Style?

Source: <https://www.parentingforbrain.com/4-bad-kind-parenting-styles/>

Read through Slide 21. Allow time for participants to comment after the question on the slide.

If no one offers, get them started with one or two of these: *Children may have an unhappy disposition, be less independent, may appear insecure...*

**Display Slide 22 – Permissive teaching style characteristics (slide remains on the screen until you click to proceed)**

## Permissive Teaching Style Characteristics

- ▶ Warm and responsive
- ▶ Few or no rules
- ▶ Indulgent
- ▶ Lenient

▶ Based on the above, what are some reasons why someone might use this teaching style?

Source: <https://www.parentingforbrain.com/4-bad-kind-parenting-styles/>

Read through Slide 22. Allow time for participants to comment.

**Display Slide 23 – Permissive teaching style characteristics & common effects (slide remains on the screen until you click to proceed)**

### Permissive Teaching Style Characteristics & Common Effects

When teachers:

- ▶ Are warm and responsive
- ▶ Have and enforce few to no rules
- ▶ Are indulgent
- ▶ Are lenient

Common outcomes in children:

- ▶ Impulsive behavior
- ▶ Egocentric
- ▶ Lack social skills
- ▶ Difficulty relating to others

▶ Based on the above, what might be some other effects of the Permissive Teaching Style?

Source: <https://www.parentingforbrain.com/4-basemind-parenting-styles/>

Read through Slide 23. Allow time for participants to comment after the question on the slide.

If no one offers, get them started with one or two of these: *Cannot follow rules, possess little self-control, unreasonably demanding, may not feel safe (no boundaries)*

**Display Slide 25 – Authoritative style characteristics and common effects (slide remains on the screen until you click to proceed)**

### Authoritative Teaching Style Characteristics & Common Effects

▶ Warm and responsive

▶ Clear rules

▶ High expectations

▶ Supportive

▶ Values & encourages independence

▶ Higher academic performance

▶ Higher self-esteem

▶ Better social skills

▶ Less mental illness

▶ Lower delinquency

▶ Based on the above, what might be some other effects of the Authoritative Teaching Style?

Read through Slide 25. Allow time for participants to comment after the question on the slide.

If no one offers, get them started with one or two of these:  
Children appear happy and content, are more independent, are more active

**Display Slide 26 – Kid Empowerment Program promotes... (slide remains on the screen until you click to proceed)**



*Facilitator: In your own words... you can see why the Kid Empowerment Program stands behind the Authoritative style of teaching. No matter what your teaching or parenting experience has been thus far and where you fall at this moment in time on the spectrum of teaching styles, it's important to remember that teachers who are willing to continually monitor and adjust their behaviors as needed seem most likely to positively benefit the classroom environment.*

**Display Slide 27 – Authoritative leadership (slide remains on screen until you click to proceed)**



*Facilitator: To that end, next we will be talking about skills that will help you practice AUTHORITATIVE LEADERSHIP through being a role model of building rapport, responsibility, and love of learning, as well as some ways to effectively set limits and minimize stress as a leader.*

**Display Slide 28 – Building rapport (slide remains on screen until you click to proceed)**

The slide features a green header on the left with the text 'Authoritative Leadership Being a Role Model: Building Rapport' and a sub-header 'What are some ways?'. The main content area contains a quote from Rudolph Dreikurs and a bulleted list of four points: 'Get to know them', 'Show respect', 'Minimize criticism', and 'Provide encouragement'.

Authoritative Leadership  
**Being a Role Model:  
Building Rapport**  
*What are some ways?*

“Since the child is a social being, his strongest desire is to belong. His security or lack of it depends upon his *feeling of belonging* within the group.”  
~Rudolph Dreikurs

- ▶ Get to know them
- ▶ Show respect
- ▶ Minimize criticism
- ▶ Provide encouragement

Read through Slide 28.

**Display Slide 29 – Get to know them (slide remains on screen until you click to proceed)**

The slide features a green header on the left with the text 'Authoritative Leadership Being a Role Model: Building Rapport' and a sub-header 'What are some ways?'. The main content area contains the heading 'Get to know them...' followed by a bulleted list of five points: 'Know their names and how to pronounce them correctly...', 'In the limited time you have together, get to know each of your students as best you can as individuals.', 'Point out things you notice about them that makes them unique.', 'Be curious. ASK questions. They will feel heard and seen.', and 'Notice if they are having a particularly good or hard day and adjust your interaction with them accordingly.'

Authoritative Leadership  
**Being a Role Model:  
Building Rapport**  
*What are some ways?*

Get to know them...

- ▶ Know their names and how to pronounce them correctly. If you struggle with pronouncing a child's name, gently tell them it's important to you to be able to say it correctly. Make it about you, not their name. Kids are very understanding & patient when you are honest.
- ▶ In the limited time you have together, get to know each of your students as best you can as individuals.
- ▶ Point out things you notice about them that makes them unique.
- ▶ Be curious. ASK questions. They will feel heard and seen.
- ▶ Notice if they are having a particularly good or hard day and adjust your interaction with them accordingly.

Read through Slide 29. Stop for comments or questions.

**Display Slide 30 – Show respect (slide remains on screen until you click to proceed)**

The slide features a green decorative triangle on the left side. The main text is arranged in a column on the left, with a list of bullet points on the right. A source box is located at the bottom right of the slide content.

Authoritative Leadership  
Being a Role Model:  
Building Rapport  
*What are some ways?*

Show respect...

- ▶ A civil society is based on mutual respect. The same goes for the classroom.
- ▶ “Respect for the child means that we regard him as a human with the same rights to make decisions as we have (Dreikurs & Soltz, 1992, p. 95).
- ▶ Balance expectations between too little and too much.
- ▶ Be mindful of individuality. Children have different temperaments, abilities and challenges. (E.g. Sitting still may be perfectly easy for one, but excruciatingly difficult for another.)
- ▶ You are the captain of the ship, so your example is crucial. “Kids hear what you do, more than what you say. Kids have a tendency to mirror what’s around them” (Sheain, 2006, p. 37).
- ▶ More than just words...be aware of your tone and body language
- ▶ Be watchful that children are behaving respectfully to one another.

Sources:  
Dreikurs, Rudolf, and Vicki Soltz. *Children: the Challenge*. Penguin Group, 1992.  
Sheain, Nancy. *Gaining Kid Cooperation*. Building Futures, LLC, 2006.

Read through Slide 30. Stop for comments or questions.

**Display Slide 31 – Minimize criticism (slide remains on screen until you click to proceed)**

The slide features a green decorative triangle on the left side. The main text is arranged in a column on the left, with a list of bullet points on the right. A source box is located at the bottom right of the slide content.

Authoritative Leadership  
Being a Role Model:  
Building Rapport  
*What are some ways?*

Minimize criticism...

- ▶ “When we pay close attention to mistakes, we discourage children. We cannot build on weakness-only on strength” (Dreikurs & Soltz, 1992, p. 107).
- ▶ Mistakes are going to happen. That’s how we learn. Focus on what the children are doing well.
- ▶ Let them know you have confidence in their abilities and recognize their effort
- ▶ Minimizing “corrective” comments and staying positive will help kids want to listen to what you have to say, so when it’s really important, they will.

Sources:  
Dreikurs, Rudolf, and Vicki Soltz. *Children: the Challenge*. Penguin Group, 1992.  
Sheain, Nancy. *Gaining Kid Cooperation*. Building Futures, LLC, 2006.

Read through Slide 31. Stop for comments or questions.

**Display Slide 32 – Provide encouragement (slide remains on screen until you click to proceed)**

Authoritative Leadership  
**Being a Role Model:  
Building Rapport**  
*What are some ways?*

Provide encouragement...

- ▶ “Each child needs continuous encouragement just as a plant needs water. He cannot grow and develop and gain a sense of belonging without encouragement” (Dreikurs & Soltz, 1992, p. 36).
- ▶ Especially when children make mistakes it is important to remain encouraging. Mistakes are learning opportunities.
- ▶ “Catch them doing things right” (Sheain, 2006, p. 42).
  - ▶ When you do, describe what you see and how you feel about it. (Remember to be mindful of your tone & body language... kids can sense “bs” a mile away.)
- ▶ Encouraging individuals encourages the entire “team” and will help bring out the best in everyone.

Sources:

Dreikurs, Rudolf, and Vicki Soltz. *Children: the Challenge*. Penguin Group, 1992.  
Sheain, Nancy. *Gaining Kid Cooperation*. Building Futures, LLC, 2006.  
Bailey, Dr. Bailey A. *Conscious Discipline*. Loving Guidance, Inc, 2015.

Read through Slide 32. Stop for comments or questions.

**Display Slide 33 – responsibility (slide remains on screen until you click to proceed)**

Authoritative Leadership  
**Being a Role Model:  
Responsibility**  
*What are some ways?*

“By modeling reactions to your own mistakes and failures,  
you show your child that it’s okay to be human.”  
–Nancy Sheain

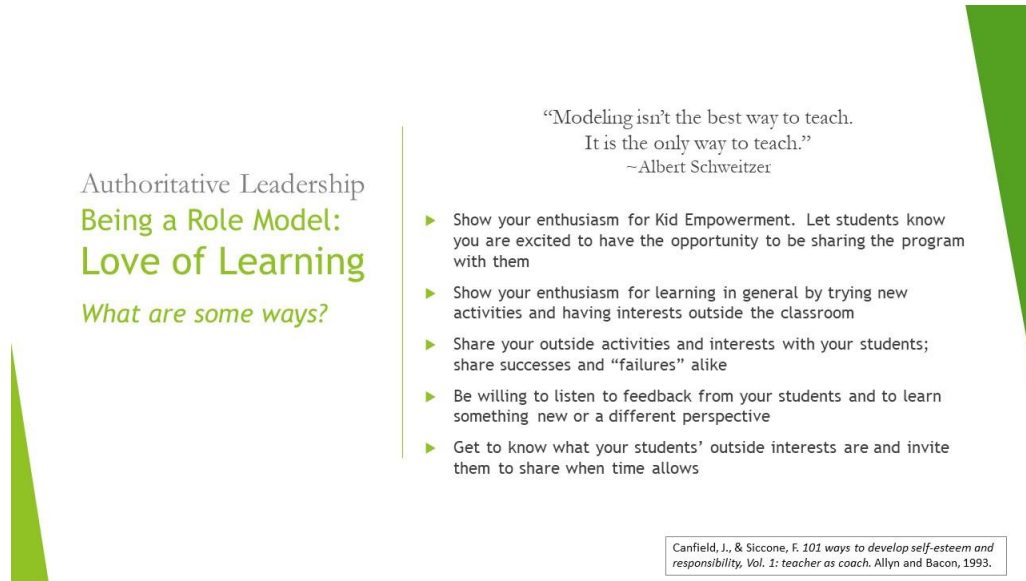
- ▶ Respond instead of react
  - ▶ Knee-jerk reactions often cause us to behave rashly and in ways we later regret. Before reacting, take a breath and choose a proactive response that meets the needs of the situation instead.
- ▶ Use the language of empowerment
  - ▶ “I” messages (e.g. I feel frustrated when people talk over me when I’m trying to give instructions). “I” messages help you model taking responsibility for own feelings and behaviors.
- ▶ Admit and accept fault
  - ▶ Talk about your own mistakes and “failures” as learning opportunities. Apologize, if appropriate. Admitting when we falter and moving on by thinking how to do it better next time allows kids to be imperfect and to accept their own mistakes. This is powerful.
- ▶ Take care of yourself
  - ▶ Take care of yourself emotionally and physically. Be mindful of what you are saying to yourself. Is it kind? Is it beneficial?

Sources: Canfield, J., & Siccone, F. *101 ways to develop self-esteem and responsibility*. Vol. 1: *teacher as coach*. Allyn and Bacon, 1993.  
Sheain, Nancy. *Kid Empowerment: Turning Losses into Wins!* Building Futures, LLC, 2006.

Read through Slide 33. Stop for comments or questions.



**Display Slide 34 – Show respect (slide remains on screen until you click to proceed)**

The slide features a green decorative triangle on the left and a green triangle on the right. The main content is centered and includes a quote, a list of five bullet points, and a small citation box at the bottom right.

Authoritative Leadership  
**Being a Role Model:  
Love of Learning**  
*What are some ways?*

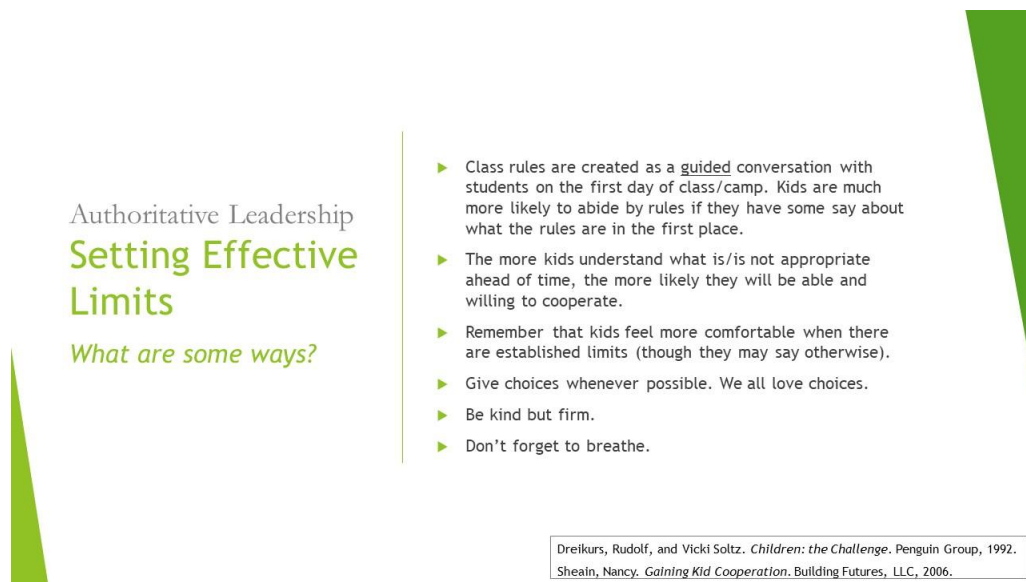
“Modeling isn’t the best way to teach.  
It is the only way to teach.”  
~Albert Schweitzer

- ▶ Show your enthusiasm for Kid Empowerment. Let students know you are excited to have the opportunity to be sharing the program with them
- ▶ Show your enthusiasm for learning in general by trying new activities and having interests outside the classroom
- ▶ Share your outside activities and interests with your students; share successes and “failures” alike
- ▶ Be willing to listen to feedback from your students and to learn something new or a different perspective
- ▶ Get to know what your students’ outside interests are and invite them to share when time allows

Canfield, J., & Siccone, F. *101 ways to develop self-esteem and responsibility, Vol. 1: teacher as coach.* Allyn and Bacon, 1993.

Read through Slide 34. Stop for comments or questions.

**Display Slide 35 – Setting effective limits (slide remains on screen until you click to proceed)**

The slide features a green decorative triangle on the left and a green triangle on the right. The main content is centered and includes a list of five bullet points and a small citation box at the bottom right.

Authoritative Leadership  
**Setting Effective  
Limits**  
*What are some ways?*

- ▶ Class rules are created as a guided conversation with students on the first day of class/camp. Kids are much more likely to abide by rules if they have some say about what the rules are in the first place.
- ▶ The more kids understand what is/is not appropriate ahead of time, the more likely they will be able and willing to cooperate.
- ▶ Remember that kids feel more comfortable when there are established limits (though they may say otherwise).
- ▶ Give choices whenever possible. We all love choices.
- ▶ Be kind but firm.
- ▶ Don't forget to breathe.

Dreikurs, Rudolf, and Vicki Soltz. *Children: the Challenge.* Penguin Group, 1992.  
Shealin, Nancy. *Gaining Kid Cooperation.* Building Futures, LLC, 2006.

Read through Slide 35. Stop for comments or questions.

**Display Slide 36 – Minimizing stress (slide remains on screen until you click to proceed)**

Authoritative Leadership  
**Minimizing Stress**  
*What are some ways?*

- ▶ **Plan ahead.** Have your materials ready and organized and test all the equipment the day before you are going to be facilitating an after-school class. This will make for quick setup. (At summer camp, you will prep for the next morning before leaving for the day).
- ▶ **Put them to work.** Depending on the school, you may not have access to the program classroom until after dismissal which means you will be setting up with the students. This can be a good thing. Kids love to help... ask them for it.
- ▶ **Organize.** Arrange the materials and seating in the classroom so that there is proper flow from one activity to another - this will help to keep things moving
- ▶ **Communicate.** Kids prefer to know what is going to happen next (just like we do). Let them know the routine of the class as best you can ahead of time. Each class/camp day has a built-in activity to help students transition from school/home to class/camp. Take five minutes to check in with everyone as they are settling in.
- ▶ **Get the wiggles out.** Some kids just need to move. If you notice kids getting antsy, suggest a short exercise, such as "how many jumping jacks can you do in 30 seconds?!"
- ▶ **Relax.** If you notice some kids (or you) are feeling stressed, take a moment to do a breathing exercise, like a few rounds of breathing in slowly for a count of 5 and out for a count of 5. Sometimes we need a minute.
- ▶ **Remember.** There will be days that are just "off". Tomorrow is a new day!

Sheain, Nancy. *Gaining Kid Cooperation*. Building Futures, LLC, 2006.

Read through Slide 36. Stop for comments or questions.

**Display Slide 37– Title slide for the break (slide remains on screen until you click to proceed)**

**Kid Empowerment Program  
Facilitator Soft Skills Training**

**BREAK**

Let participants know there will be a 15-minute break...

Remind them to help themselves to refreshments

## Application – Feedback 1 – Feedback & Review: Group Discussion

**Display Slide 38– Feedback & Review Group Discussion (slide remains on the screen until you click to proceed)**



Let participants know that you are now going to have a group discussion after completing several review activities in their handouts. Direct them to their handout to the Feedback and Review: Part 1 section and ask them to complete the 9 review activities.

The following are screenshots of the 9 activities. You will display these one at a time when everyone has completed the 9 activities. Review each as a group and allow for comments.

**Display Slide 39 – Feedback and Review: Leading vs. Managing**

The slide features a green geometric background on the right side. The title is centered above a table:


### Feedback & Review: Leading vs. Managing & Effects on Students

When classroom leaders...	Instead of...	How might students behave/feel...
Innovate	Maintain status quo	
Empower	Control	
Operate with integrity	Operate with expediency	
Are proactive	Are reactive	
Are visionary	Are shortsighted	
Focus on people (students)	Focus on policies (rules)	
Generate enthusiasm	Inspire fear	
Ask	Command	
Give credit	Take credit	
Say, "Let's go!"	Say, "Go"	

**Display Slide 40 – Feedback and Review: Authoritarian Style**

Feedback & Review:  
**Authoritarian Teaching Style**  
Characteristics & Common Effects


What are 3 characteristics of an Authoritarian Teaching Style?	What are some common effects on students?



**Display Slide 41 – Feedback and Review: Permissive Style**

Feedback & Review:  
**Permissive Teaching Style**  
Characteristics & Common Effects


What are 3 characteristics of a Permissive Teaching Style?	What are some common effects on students?



**Display Slide 42 – Feedback and Review: Authoritative Style**

Feedback & Review:  
**Authoritative Teaching Style**  
Characteristics & Common Effects

What are 3 characteristics of an Authoritative Teaching Style?	What are some common effects on students?



**Display Slide 43 – Feedback and Review: Building Rapport**

Feedback & Review:  
**Building Rapport**

What are 3 ways to build rapport with students that we covered in today's training?	Do you have any ideas on how to build rapport that we haven't covered today?



**Display Slide 44 – Feedback and Review: Responsibility role model**

Feedback & Review:  
Being a Role Model of Responsibility

What are 3 ways to be a role model of responsibility that were covered in today's training?	Do you have any ideas on how to be a role model of responsibility that we haven't covered today?

**Display Slide 45 – Feedback and Review: Permissive Style**

Feedback & Review:  
Being a Role Model as a Learner

What are 3 ways to be a role model as a learner that were covered in today's training?	Do you have any ideas on how to be a role model as a learner that we haven't covered today?

**Display Slide 46 – Feedback and Review: Setting effective limits**

Feedback & Review:  
Setting Effective Limits

What are 3 ways to set effective limits that were covered in today's training?	Do you have any ideas on how to set effective limits that we haven't covered today?

**Display Slide 47 – Feedback and Review: Minimizing stress**

Feedback & Review:  
Minimizing Stress

What are 3 ways to minimize stress that were covered in today's training?	Do you have any ideas on how to minimize stress that we haven't covered today?

## Application – Feedback 2 – Feedback & Review: One-on-One

**Display Slide 48 – Feedback & Review Part 2: one-on-one (slide remains on the screen until you click to proceed)**



Let the participants know they will now be doing a one-on-one activity with a partner. Ask them to choose a partner. If there is only one participant, it will be a solo activity. A group discussion will follow.

Direct participants to the Feedback & Review, Part 2 section of their handout. Read the instructions aloud and ask them if they have any questions. They may use the area provided to jot down notes if they choose. Give them 10 minutes to complete the activity:

This wording is also in the handout. *Facilitator: Take turns describing a situation in which an authority figure (yourself, a parent, teacher, supervisor, or coach) used a management style or demonstrated either an authoritarian or permissive style. After describing the situation, brainstorm with your partner ways the situation could have been improved by practicing Authoritative Leadership, using the skills we talked about today: building rapport, being a role model of responsibility and as a learner, setting limits, and minimizing stress.*

After 10 minutes, ask if everyone has finished, then call on each pair to share with the group. Allow for comments and discussion.

## Application – Feedback 3 - Feedback & Review: Mission Statement



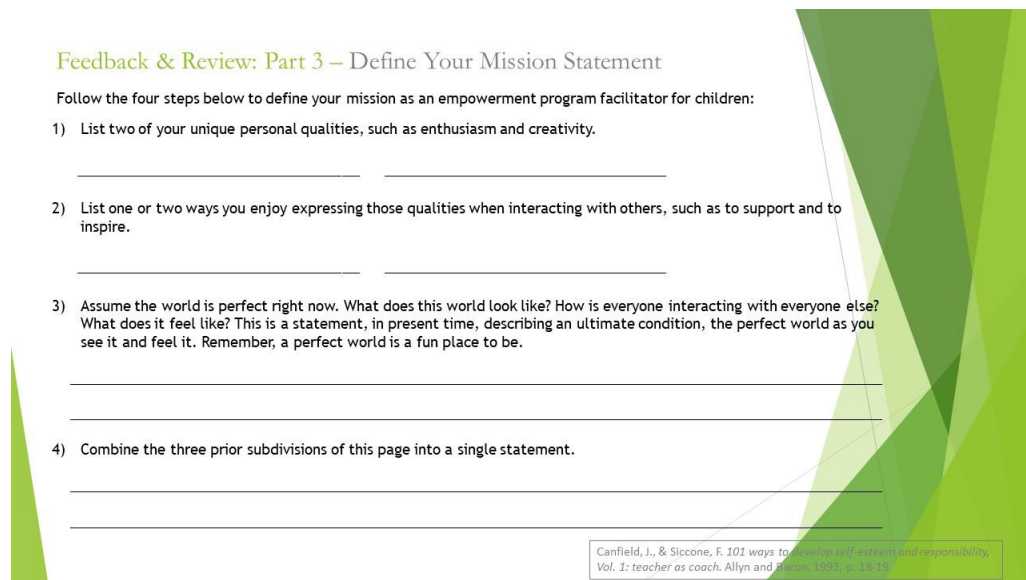
**Display Slide 49 – Feedback & Review Part 3: Mission statement (slide remains on the screen until you click to proceed)**



*In your own words... For your last activity, you will be creating a mission statement based on a few questions in your handout and with Authoritative Leadership in mind.*

Refer participants to the Feedback & Review, Part 3 section of their handout. They will use the area provided in the handout to write their answers. You may skip past this slide if you wish. It is here for your reference:

**Slide 50 – Mission statement questions**



Ask the participants if anyone is willing to share their mission statement. Allow time for sharing.

## Level Two Evaluation

Kid Empowerment Program Facilitator Soft Skills Training Knowledge Check

**Display Slide 51 – Knowledge check (slide remains on screen until you click to proceed)**



Let participants know they will now be taking a quiz that covers today's training.

*As you pass out the quizzes, in your own words... We will take 10 minutes to complete the quiz. You are welcome to use your handout and notes. Turn your quiz over when you are done so I will know when everyone is finished. We will then review the quiz together.*

Review quiz answers as a group and discuss, them as necessary. Collect the quizzes when finished. You will make a note of scores after training has closed and participants have left.

**Display Slide 52 – Closure – authoritative leadership (slide remains until you click to proceed)**



## Closure

*In your own words... This concludes today's training. As you know, you have been asked to complete this course as a required step toward becoming a Kid Empowerment Program facilitator. Our goal today was for you to recognize the importance of the teacher-student relationship and its effects on student success and to learn soft skills you can use to create a positive classroom environment through the practice of Authoritative Leadership. As was mentioned earlier in the training, this is a process, and it takes practice. You come from a variety of educational, vocational, and cultural backgrounds and the Kid Empowerment Program honors your journey. It is possible that some or even most of you will not have had the experience of teaching in a classroom setting nor any kind of training in that regard, though perhaps you will have developed leadership skills through other avenues, such as your religious organization, a sports team, scouting organization, club, or in your career. With varied backgrounds, we appreciate that your ideas, attitudes, and patterns regarding parenting, teaching, and discipline may differ greatly from the Authoritative Leadership style we are asking you to adopt as a program facilitator. We acknowledge that this style may feel counterintuitive and even uncomfortable initially. We hope, through this training, you recognize the value of Authoritative Leadership and the reasons why the Kid Empowerment Program is dedicated to program facilitators presenting a unified approach regarding teacher-student interactions. True proficiency in the soft skills presented in this training, to the point where your delivery of them feels comfortable and natural, will depend on practice beyond the confines of this training experience. We hope you will commit to an additional investment of time for you to feel*

*comfortable with it. We suggest you practice “communicating with your students” in the mirror at home. It may feel silly at first, but it will help you to acclimate to this style of communication.*

**Display Slide 53 – Closure – summary of objectives (remains until you click to proceed)**

The slide features a title 'Authoritative Leaders...' in a green font. Below the title, it lists four objectives with checkmarks. At the bottom, there is a concluding sentence. The slide is decorated with abstract green geometric shapes on the right and left sides.

## Authoritative Leaders...

These are the objectives you met today:

- ✓ You identified several characteristics of both classroom management and classroom leadership as well as the common effects of each of those interaction types on student outcomes and the classroom environment.
- ✓ You identified the characteristics of three styles of teaching; authoritarian, permissive, and authoritative and common effects of each of those styles on student outcomes and the classroom environment.
- ✓ You identified several ways to build rapport with students, as well as ways to practice being a role model of responsibility and as a passionate learner yourself. You also identified ways to effectively set limits and how to minimize stress in the classroom
- ✓ And, finally, you defined a personal mission statement.

*We hope that the soft skills you learned today will empower and inspire you to practice Authoritative Leadership in your role as a Kid Empowerment Program facilitator.*

Refer to the screen, read through, and acknowledge that the participants have met the training objectives (consolidated to make them more conversational):

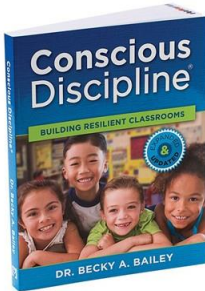
*In your own words... in closing, you have met all of today’s training objectives...*

- *You identified several characteristics of both classroom management and classroom leadership as well as the common effects of each of those interaction types on student outcomes and the classroom environment.*
- *You identified the characteristics of three styles of teaching; authoritarian, permissive, and authoritative, and the common effects of each of those styles on student outcomes and the classroom environment.*
- *You identified several ways to build rapport with students, as well as ways to practice being a role model of responsibility and as a passionate learner yourself. You also identified ways to effectively set limits and minimize stress in the classroom*
- *And, finally, you defined a personal mission statement.*

*We hope that the soft skills you learned today empower and inspire you to practice Authoritative Leadership in your role as a Kid Empowerment Program facilitator.*

**Display Slide 54 – Closure – resources, additional training, and contacts (slide remains on screen until you click to proceed)**

## Resources & Additional Training



*If you are interested in exploring the Authoritative Leadership style further, the program highly recommends the book/workbook, **Conscious Discipline: Building Resilient Classrooms**, by Dr. Becky A. Bailey, which can be found easily online.*

*Several other resources can be found at the back of your handout.*

*Additional Facilitator Training: Some of you may still need content training for the upcoming program module you will be facilitating. For detailed questions about today's training or content training, please contact Nancy Sheain @ (410) 707-\*\*\*\*.*

*In your own words... If you are interested in learning more about Authoritative Leadership, the program highly recommends the book/workbook, **Conscious Discipline: Building Resilient Classrooms**, by Dr. Becky Bailey. It can be found easily online. There are several other resources in the back of your handbook.*

*Some of you may still need content training for the upcoming program module you will be facilitating. For detailed questions about today's training or content training, please contact*



*Does anyone have any questions or comments? Address, as necessary.*

**Display Slide 55 – title slide w thanks (slide remains on screen until you click to proceed)**



## Level One Evaluation

*In your own words... Thank you for participating in today's training. There is a short survey for you to complete to let us know how we are doing and how we can improve.*

As you pass out Level One Evaluation...

*These can be anonymous. Please place them in the basket by the door as you leave.*

*Have a great day!*

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Wait for all participants to collect their belongings. Answer any final questions as participants leave. Pack all materials and equipment and tidy the room so that it is arranged as you found it. Check out with the facility, if necessary. Contact the organization within 48 hours to review training surveys and to arrange for the pickup of equipment and materials.

## Resources

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