

Welcome to

Kid Empowerment Program

Facilitator Soft Skills Training



Three wishes...

If you had three wishes for your future Kid Empowerment Program students, what would they be?



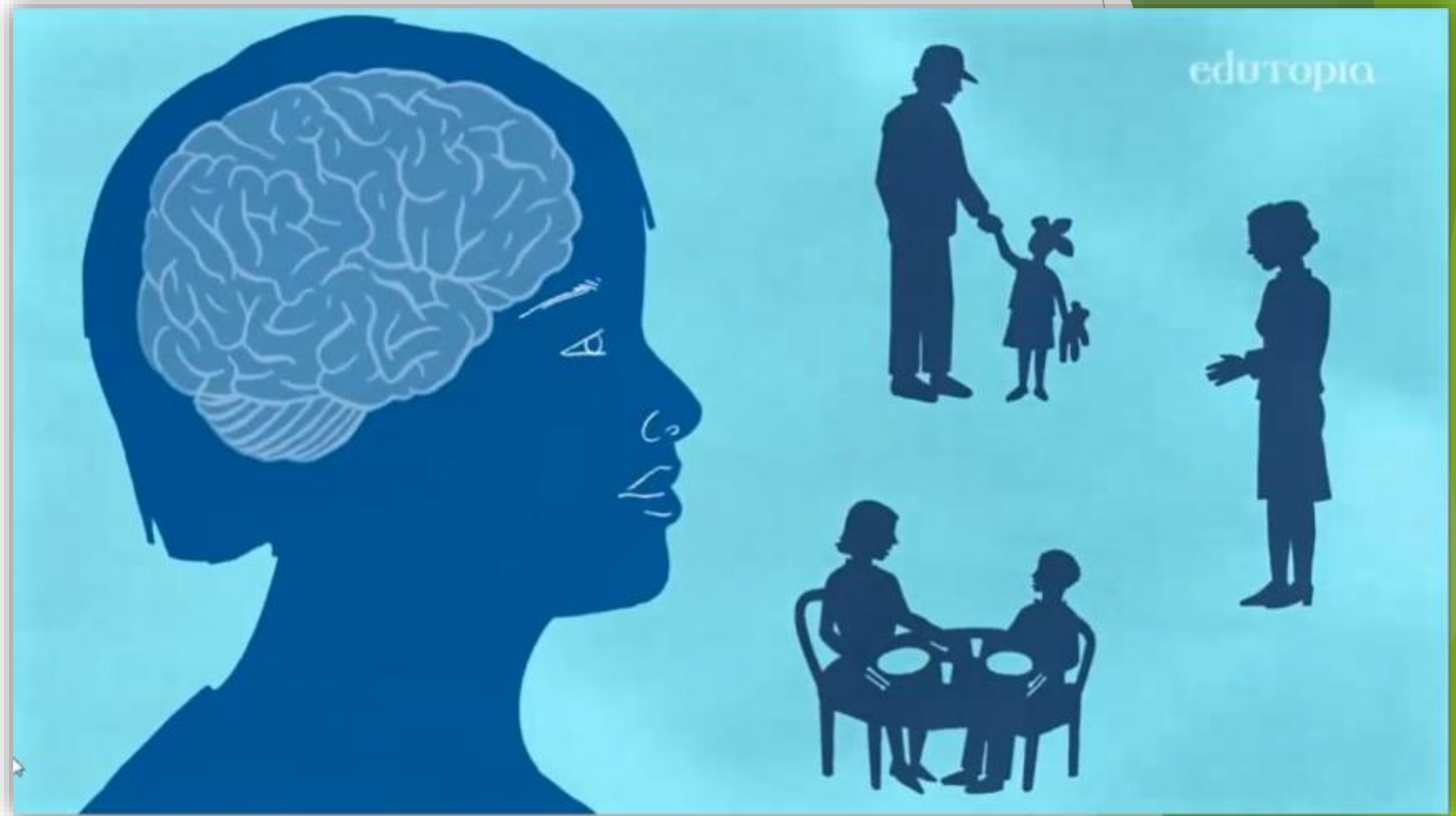
Kid Empowerment Program
Facilitator Soft Skills Training

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.

Emotion & Learning are Connected



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

As program
facilitators, you
benefit, too.



Image Source: Building Futures, LLC.
Supportive Learning Environment.



Kid Empowerment Program
Facilitator Soft Skills 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 with Authoritative Leadership in mind.

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 and their effects on students
- ▶ Identify 5 characteristics of classroom leadership and their effects on students
- ▶ Identify 3 characteristics of an authoritarian style of teaching
- ▶ Identify 3 common student outcomes of an authoritarian style of teaching
- ▶ Identify 3 characteristics of a permissive style of teaching
- ▶ Identify 3 common student outcomes of a permissive style of teaching
- ▶ Identify 3 characteristics of an authoritative style of teaching
- ▶ Identify 3 common student outcomes of an authoritative style of teaching

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 ways to build rapport with students
- ▶ Identify 3 ways to practice being a role model of responsibility
- ▶ Identify 3 ways to practice being a role model as a learner
- ▶ Identify 3 ways to effectively set limits in the classroom
- ▶ Identify 3 ways to minimize stress in the classroom
- ▶ Define a personal Mission Statement as Kid Empowerment Program facilitator with Authoritative Leadership in mind.

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.

Image Source: Building Futures, LLC. *Supportive Learning Environment*.

Every child deserves a champion
– an adult who will never give up
on them, who understands the
power of connection and insists
that they become the best that
they can possibly be.

-- Rita F. Pierson, Educator



Building a Positive Classroom Environment

Management versus Leadership

MANAGEMENT...

trying to control people from the outside

LEADERSHIP...

empowering people to manage themselves from within

Classroom Interaction Characteristics

LEADERSHIP vs. MANAGEMENT

| <i>Classroom Managers</i> | <i>Classroom Leaders</i> |
|---------------------------------|-------------------------------------|
| 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) |

Classroom Interaction Characteristics

LEADERSHIP vs. MANAGEMENT

| <i>Classroom Managers</i> | <i>Classroom Leaders</i> |
|---------------------------|----------------------------|
| 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.html. Accessed 11 November 2020.

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 |

Let's Get Rid of Management

People don't want to be managed.

They want to be led.

Whoever heard of a world manager?

World leader, yes.

Educational leader.

Political leader.

Religious leader.

Scout leader.

Community leader.

Labor leader.

Business leader.

They lead. They don't manage.

The carrot always wins over the stick.

Ask the horse.

You can lead your horse to water, but you can't manage him to drink.

If you want to manage somebody, manage yourself.

Do that well and you'll be ready to stop managing.

And start leading.

Published in the Wall Street Journal, © United Technologies Corporation

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

The Kid Empowerment
Program promotes
LEADERSHIP
interactions in the
classroom...



Teaching Styles & Outcomes

Authoritarian vs. Permissive vs. Authoritative

Authoritarian Teaching Style

Characteristics

- ▶ Unresponsive
- ▶ Dismissive of child's feelings, situation, and/or perspective
- ▶ Strict and inflexible rules - "my way or the highway"
- ▶ High expectations across the board - behavior, grades, hobbies, etc.
- ▶ Blind obedience without question
- ▶ Based on the above, what are some reasons why someone might use this teaching style?

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?

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?

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?

Authoritative Teaching Style

Characteristics

- ▶ Warm and responsive
- ▶ Clear rules
- ▶ High expectations
- ▶ Supportive
- ▶ Values & encourages independence
- ▶ Based on the above, what are some reasons why someone might use this teaching style?

Authoritative Teaching Style

Characteristics & Common Effects

When teachers:

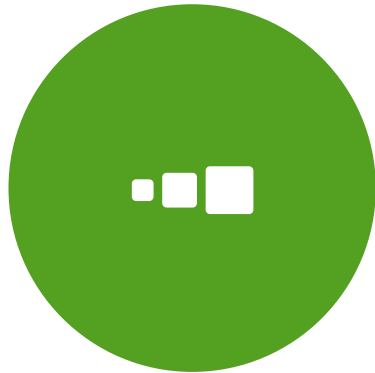
- ▶ Are Warm and responsive
- ▶ Have clear rules
- ▶ Have high expectations
- ▶ Are supportive
- ▶ Value & encourage a student's independence

Children tend to have:

- ▶ 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?

The Kid Empowerment Program promotes an *AUTHORITATIVE* Teaching Style



NEXT UP...



LEARN SOME SKILLS



REMEMBER IT'S A PROCESS.
ENJOY THE JOURNEY!

Authoritative Leadership

Being a Role Model - Building Rapport

Being a Role Model - Responsibility

Being a Role Model - Love of Learning

Setting Effective Limits

Minimizing Stress

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

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.

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.

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.

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.

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.

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

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.

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

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!



Kid Empowerment Program
Facilitator Soft Skills Training

Feedback and Review: Part 1

GROUP DISCUSSION

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" | |

Feedback & Review:

Authoritarian Teaching Style

Characteristics & Common Effects

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

Feedback & Review:

Permissive Teaching Style

Characteristics & Common Effects

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

Feedback & Review:

Authoritative Teaching Style

Characteristics & Common Effects

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

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? |
|---|--|
| | |
| | |
| | |

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? |
|---|--|
| | |
| | |
| | |

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? |
|--|---|
| | |
| | |
| | |

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? |
|--|---|
| | |
| | |
| | |

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? |
|---|--|
| | |
| | |
| | |

Feedback & Review, Part 2:

ONE-ON-ONE

Feedback & Review: Part 3

DEFINE YOUR MISSION STATEMENT

Feedback & Review: Part 3 – Define Your Mission Statement

Follow the four steps below to define your mission as an empowerment program facilitator for children:

- 1) List two of your unique personal qualities, such as enthusiasm and creativity.

- 2) List one or two ways you enjoy expressing those qualities when interacting with others, such as to support and to inspire.

- 3) Assume the world is perfect right now. What does this world look like? How is everyone interacting with everyone else? What does it feel like? This is a statement, in present time, describing an ultimate condition, the perfect world as you see it and feel it. Remember, a perfect world is a fun place to be.

- 4) Combine the three prior subdivisions of this page into a single statement.

Knowledge Check



Kid Empowerment Program

Facilitator Soft Skills Training

Authoritative Leadership

Kid Empowerment Program

Facilitator Soft Skills Training

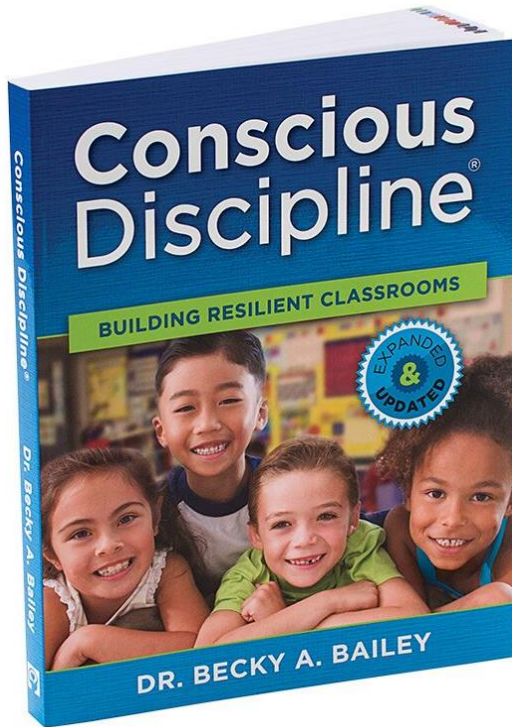
Authoritative Leaders...

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.

Recommended Reading & 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-****.*

Thank you for participating!

Kid Empowerment Program

Facilitator Soft Skills Training