

EmPOWER

Your

Students,

Not

EnAble_(negatively)

WHAT

POWER *(over your life)*

DO YOU

HAVE?

One or two words that describe your power

7th graders, small #'s of their **POWERS!!!!!!**

Speaking

My Moods

Listening

My Religion

My Opinion(s)

My Confidence

My Body

Actions

My Creativity

My Imagination

Free Time

My Personality

Friends

Sleep

My Happiness

Reputation

Exercising

Eat and Drink

Good Choices

My Thoughts

My Brain

School

My Character

Share your POWER!!!!

What do you do that (neg) enables students?

How many chances do you give the kids?

Do you stick to timelines?

Do you give “extra credit”?

What real consequences do you talk to the students about?

Hard work and effort are very important.

Reality is we have to plan, prepare and produce.

By doing neg. enabling, we are shortchanging the students and I feel holding them back from real success.

Why do we negatively enable students.....?

Most of the time it fits into one of these categories....

1. Whining students
2. Parents that complain and or whine
3. Administrators that give in and don't want to have to deal with either of the two above.

You want a positive classroom, it usually starts with us. If we are not creating a positive learning opportunity, learning will be difficult and no fun for us either (**burnout**).

What power do you have as an educator?

(What makes you stand out and the kids want to be in your class?)

Empowering students and positive enabling is not the same as giving complete control of your classroom.

Journal *Educational Leadership* defines **student empowerment** as “student ownership of learning.”

That is a good way to look at it – helping students take control of their own education.

Are your classes set up so students are **part** of the class or just **“in”** the class?

What is an Empowered Student?

Emily Lloyd (Phd) led a discussion of what her definition of empowered students are
“motivated, confident, and prepared.”

It’s not always easy to come by these students.

So where can we get some of these students? Obviously, that’s the lazy response. The more important question is how can we create an environment in our classrooms to develop such qualities and
“increase [students’] sense of self-efficacy and energy” (Weimer 2014)?

What do you do best that
Em**POWERS** students?

Are these part of your daily classroom management?

- **Meaningfulness** –This describes the value of the task in relation to individual beliefs, ideals, and standards. If the work you need to do doesn't have much or any meaning to you, doesn't seem to hold much or any importance, then there isn't much or any motivation to work hard and produce quality work.
- **Valuable asset** to class/contributed. Assists in building self esteem and positive social interactions.
- **Competence** –*Here's the confidence piece. Empowerment derives from feeling qualified and capable of performing the work. You can handle what you're being asked to do.*
- **Impact** –The more impact you believe you will have, the more motivation you feel to work hard. You are empowered if you believe you're doing work that makes a difference—work that matters and is important.
- **Choice** –This dimension relates to whether you get to determine the task goals and how you will accomplish them. The more choice you have, the more empowered you feel.
- **Tools** to be able to complete activities in class - sports, artist, computer tech, etc...

Are students prepared for meeting the expectations we have for them academically.

We want them to be **organized**

We want them to be **dependable**

We want them to be **prompt** with things in their lives

We want them to be able to **think** and **respond** in a positive manner.

How a person reacts in a situation also empowers oneself. If we over react to situations in a classroom, we are teaching the kids that is how we are supposed to react in those types of situations. When we handle the situation in a proper manner, we empower ourselves as the students will then not look at us like we are jerks.

When does yelling at a student really work?

When does using a curse word around or at a student really work?

When does talking to the student and find out what really is the issue work?

There is a difference in talking loud with enthusiasm and yelling at a student or embarrassing a student.

Most the time, the kids or adults you're dealing with are having something going on in their lives and you just happen to be the one they release on with poor behavior or trying to get attention.

We as educators need to realize that good teachers/educators don't give a good education to the kids. We all should be providing experiences that facilitate and motivate the kids to educate themselves through trial and error, success and failure.

What does **FAIL** mean to you?

(Not failure or losing)

First

Attempt

In

Learning

SELF POWER

**Give kids the tools
to start making choices and
decisions!!!!**

Responsibility

We are always asking the students to grow up and be responsible.

When I need to be professional - Taught and Modeled.

When to act my age (certain situations - church, parenting, etc..) - Taught and Modeled.

Be responsible (pay bills, get kids to practice/contests, etc..) - Taught and Modeled

BUT.....we often forget to have FUN at what we are doing.

The better prepared you are for life, the easier it gets.

Little factoid.....

We are the cause of the the reactions to everything that occurs in our lives.

It is reported that 90% of all the things we worry about never could happen. A 10% chance of something negative might happen compared to 90% of positive or steady things going on in our lives.

Life has no remote,
so wake up and change it.

Sushi Singh

Laws of Universal Attraction

Like attracts Like

When you send out neg. energy,
neg. energy is returned.

Same with positive energy.....so
act like a lightning bolt!

As educators we hear kids say I
suck, I'm no good, I'm gonna fail,
we are gonna loose, etc....

Do not allow words like that in
your classroom!

We have to understand that no one else, **no one**, creates what goes on in our head. We will never be in control or have power until we each take responsibility of ME.



We each need to take control of our own happiness.
Our own power. Our own lives. Don't wait for the
friends, family, loved ones, etc.. to make you happy
or feel fulfilled. TAKE A RISK!

Be the kind of person/teacher you would want to surround yourself with.

You want good people around you, need to make choices about your friends.

You want positive kids in your class.....you have to be positive.

You want kids to use manners, you have to use them.
Lead by example!!!!!!

PRT -Positive Risk Taking; Professional Risk Taking; or Personal Risk Taking

What do we say as parents almost anytime our kids leave the house? Be careful/Be safe
How about saying, “Take lots of risks today in school.”

Personal Risk <https://drive.google.com/drive/folders/0B6fybOi91WuCMtd3UIhzYXZibGc>

Jumping off of waterfalls or cliffs. Ski resorts I have been able to ski and my bucket list of resorts I want to get to yet.

Professional Risks

Started a new club for golfing this year at MMS-almost 40 kids (not a great golfer!)

Journal about the risks you have taken.

Student challenge for risk taking.....

Students that can take risks will search for more in life.

Start small: Say “Hi” to 1 person you don’t normally talk to during the day (anyone in the building).

Then go to 2 -3 risks a week or more in depth. Not just saying “Hi” to someone, but ask their name and engage in a short conversation.

Start a conversation at lunch, see where it goes.

How do we get kids to not being afraid of failing or taking a risk?

**Give them chances to take risks and not
being afraid of outcome at beginning.**

Creativity is
intelligence
having fun.

Albert Einstein



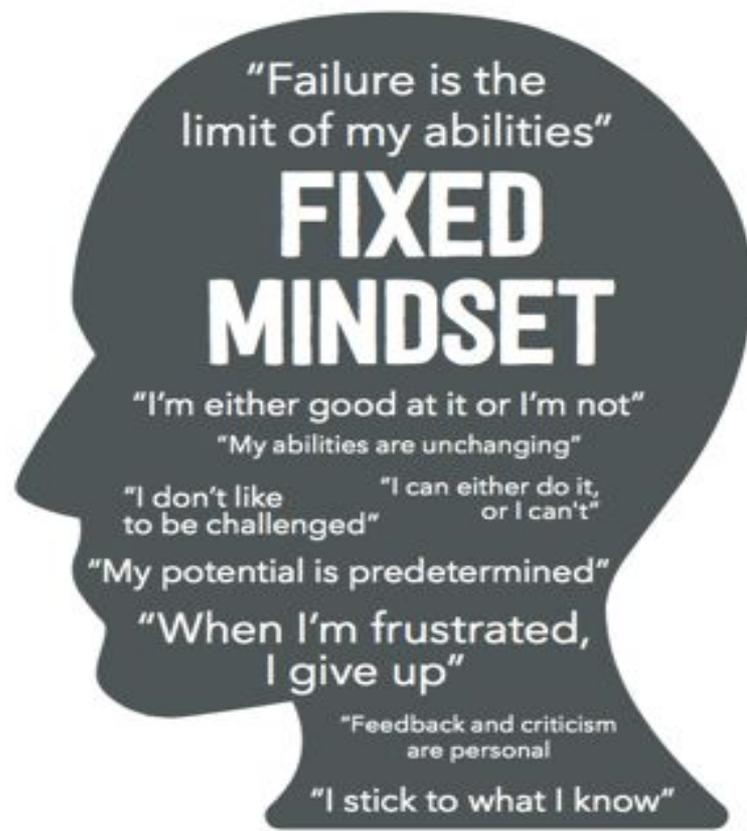
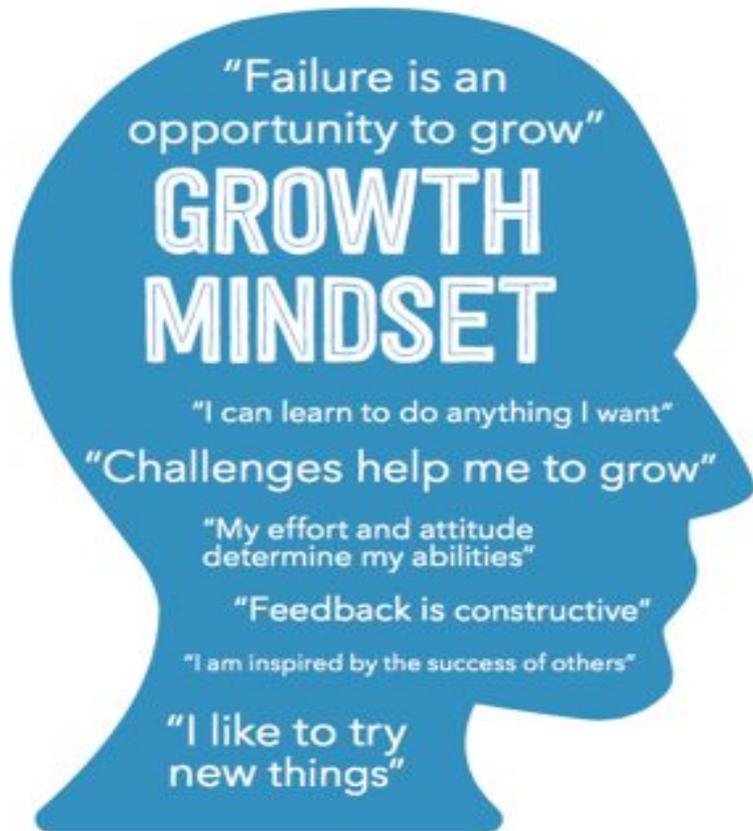
Stump the math teacher.....

Kids create a math problem that the teacher has to be able to finish.

The kids create a math problem that they make up. The kids have to solve it, show the work and then describe how it would be used in “real life” application.

Turn in as your homework/quiz/assessment

What type of person are you?



Chatterbox, your self conscious, the little devil on your shoulder, the doubting Thomas's...the voice in our head. What level do you connect with. Remember, that choice is always yours.....

My neg chatterbox.

I have tunnel vision
I wait and wait
I am helpless
I never enjoy
I am always disappointed
I hold resentment
I am tense
I am a robot
I am being passed by
I am weak
I am vulnerable
I am off course
I try to control all
I am poor
I am lonely
I am afraid
I try to control
I don't notice my blessings
I need
It's terrible

My higher self chatterbox

I see big picture
I live in the now
I am helpful
I am joyful
I go with what is
I forgive
I am relaxed
I am alive
I love getting older
I am powerful
I am protected
I am on the path
I let go
I have too much and want to share
I am connected
I am excited
I trust
I appreciate
I love
It's a learning experience

My neg chatterbox.

I am insensitive
I am in turmoil
I am blocked
I don't know that I count
I repel
I make a neg. difference
I take
I am bored
I am empty
I am filled with self-doubt
I am dissatisfied
I can't
I should
It's not my fault
It's a problem
I'm never satisfied
Life's a struggle
I hope
If only
What will I do

My higher self chatterbox

I care
I am at peace
I am creative
I count
I attract
I make a pos. difference
I give and receive
I am involved
I am filled up
I am confident
I am content
I won't
I could
I'm totally responsible
It's an opportunity
I want to learn and grow
Life's an adventure
I know
Next time
I know I can handle it

When your power builds - self esteem builds

Less issues with social, emotional and
behavior problems.

More kids with positive attitudes towards
education, learning and future
challenges in life!

Empowering activities for your class

Small writing assignment on what are your goals for this class? What do you want to achieve by being in this class? What is it going to take for you to make the student council, sports team, band, earn a scholarship.

Genius Hour, which allows students to study a topic of their own choosing. The topic must be approved by the teacher; it must require research, problem-solving or skill-building; and the final project must be presented to the class.

Book Report: Let them choose from any book in that style and then report or create a film review or put the report in a comic book style

Tests/quizzes: Have 20 short answer questions, they can choose 10; Long multiple choice test or shorter multiple choice test with an essay at end or all essay.

(cheating becomes more difficult with different format of assessments out there)

<http://extension.illinois.edu/ce/strat-index.html> - Activities by grade level