

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

- Rita Pierson, Educator



Session 4
2:40 – 3:30 PM

- The Elephant Rope
- Limiting Beliefs – I'm not smart enough, not talented enough, not good enough, not pretty enough... I am not enough.
- Our students' brains are bound in chains. It is our job to break the chains not to add more.

The Elephant Rope

A Short Story



Limiting Belief

- Limiting beliefs are those which constrain us in some way. Just by believing them, we do not think, do or say the things that they inhibit.
- Limiting beliefs are often about our selves and our self-identity. The beliefs may also be about other people and the world in general.



Why do
we limit
our
beliefs?

Experience

Education

Faulty Logic

Excuse

Fear

Treat the
disease,
not just the
symptoms

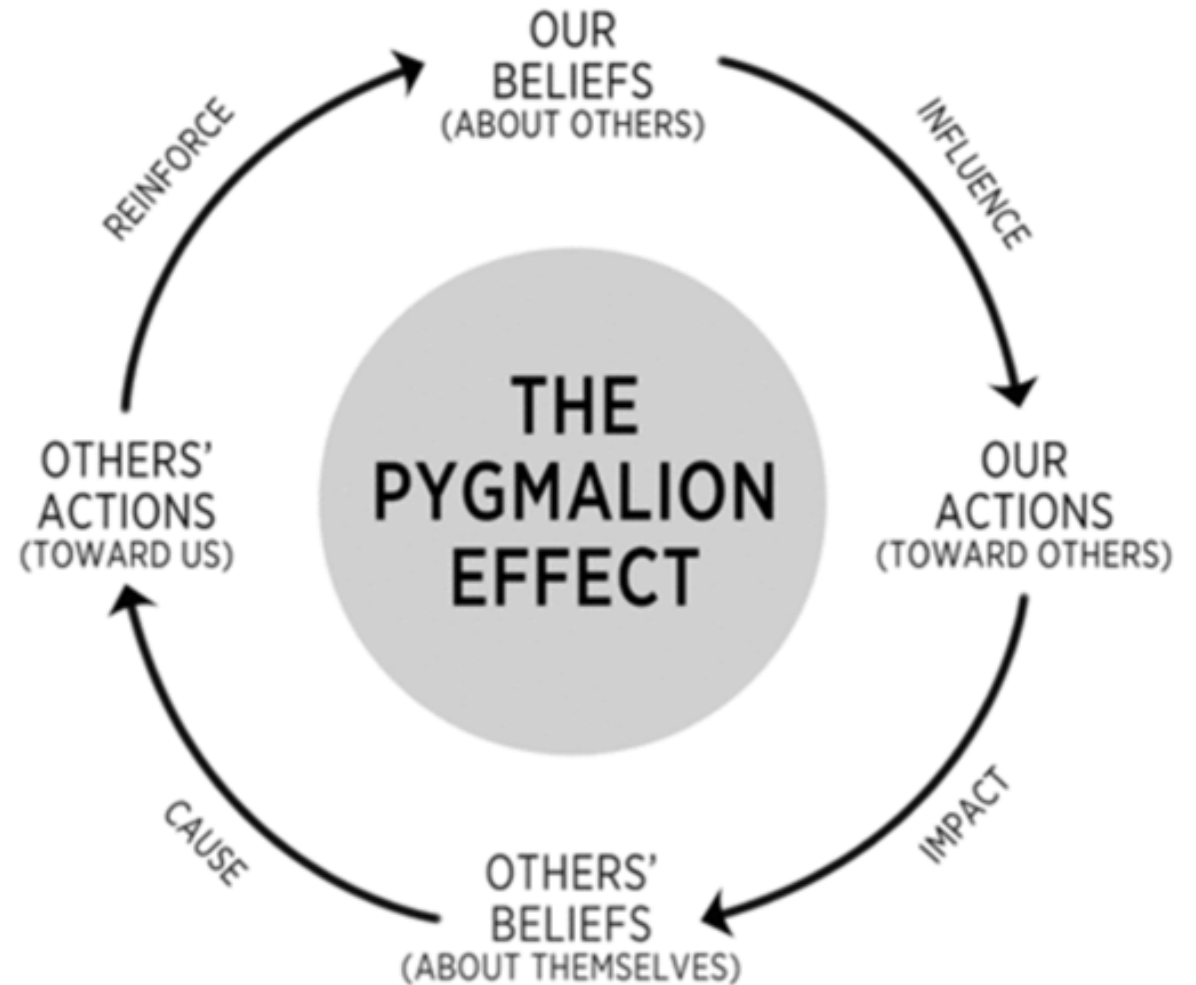
Most teachers struggle continually with misbehavior. Their primary aim is to suppress it. But that never solves the problem.

C.M. Charles

- Students who need attention are often either kinesthetic or visual learners who do not learn best when the instruction is predominately auditory (Tileston, 2004).
- If students are behaving badly because they are bored, the one way to solve the problem is to incorporate strategies that actively engage their brains (Jensen, 2009).
- Students should never be allowed to feel that their misbehavior is ignored or condoned simply because they have difficulties in their lives (Cooper & Garner, 2009).

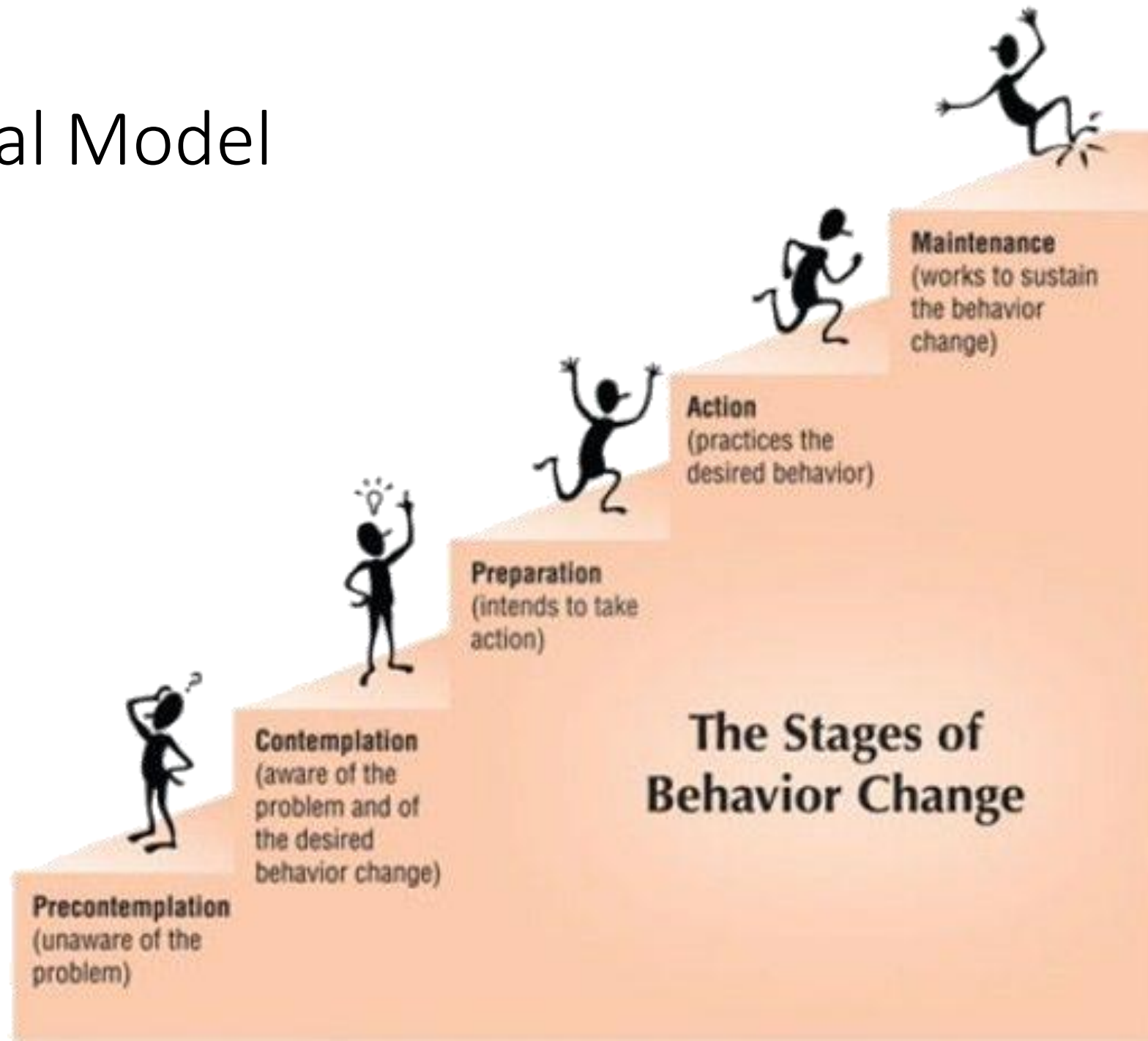
Pygmalion in the Classroom

- A teacher's expectations are the greatest predictors of actual outcomes in the classroom (Allen & Currie, 2012).
- Teachers should not lower their expectations to make it appear that students are successful when they are not. Instead, they should help students see that the route to achieving the expectation is attainable (Cooper & Garner, 2012).
- The self-fulfilling prophecy is communicated to students through two forms of communication – explicit messages (i.e., what teachers try to say consciously) and implicit messages (i.e., what teachers say unconsciously) (H.A. Davis et al., 2012).



The Transtheoretical Model

- How do we help our students become happy, healthy, ethical, emotionally balanced adults?
- What behaviors should we be modelling?
- What skills and habits should we be teaching?



What can you take away from today?

- **Classroom Management**

- The Social Contract
- Classroom Rules
- Procedures

- **Effective Lessons**

- Planning Ahead
- Learning Environment
- Active Engagement

- **Activating Prior Knowledge**

- Bellringers
- Review Games

- **Lifelong Learners**

- Limiting Beliefs
- Pygmalion in the Classroom
- Building better adults