



“WHAT’S IN YOUR WALLET?”

- ★ What does the commercial emphasize? What benefits does it suggest to considering “what’s in your wallet”? Why does what is in your wallet matter?
- ★ What if the central question of the commercial were: “Who’s in your classroom?” What, then, would the commercial emphasize?
- ★ *Who and what is in an environment influences the inhabitants. Where else, besides the classroom, is this true?*

CHARACTER: “CAUGHT” OR “TAUGHT”?

What do you think? Think of one positive character trait you possess. How did that trait become part of you?

Think about your students. In your classroom, what are your goals for the development of character?

CHARACTER AND INFLUENCE OF A “CHARISMATIC ADULT”

What is a “charismatic adult”?

- ★ One from whom others gather strength. One adult can have a lifelong influence on a child (Brooks, 2018). An adult who believes in the worth and potential of a child. In a “surprising number” of children’s lives, the charismatic adult turns out to be a teacher (Brooks & Goldstein, 2001).
 - ▶ “Today may be the day when I say or do something that makes the difference in the life of a child” (Brooks, 2018).
- ★ A teacher who believes in a student’s potential, and “who knows the science behind teaching, how the brain learns, and how students thrive” (Whitman & Kelleher, 9).
 - ▶ “There may be nothing more powerful I can give another person than my belief in his or her potential.”

Who is in your classroom? 10 Traits of a “Charismatic Adult”

- ★ Empathetic: see through a student’s eyes; “You are understood.”
 - ▶ How do you want to be described by students? What do you intentionally do or say to be described that way?
- ★ Communicates effectively, listens actively; “You are heard and your thoughts are important.”
- ★ Avoids negative scripts, and responds in ways that avoid power struggles: “You are accepted, even when you mess up.”
 - ▶ A well-intentioned, repeated comment, such as “Try harder,” actually increases a child’s frustration and discourages continued effort.
 - ▶ Not accepting misbehavior, but seeking causes and suggesting changes that do not detract from a child’s sense of dignity
- ★ Makes children feel appreciated: “You matter.”
 - ▶ Make sure students feel welcome in your presence. Know their names, smile, and learn as much as you can about them.
 - ▶ Create opportunities for one-on-one interaction—e.g., *Writer’s Stylus* approach to coaching young writers
- ★ Helps children set realistic goals: “You can do this.”
 - ▶ Engage students in considering what challenges may lie ahead, how they will be perceived, and how they can be overcome.
- ★ Builds confidence by building competence: “You have strengths to share” (Sandberg & Grant).
 - ▶ Find out what strengths students have and find ways for those strengths to be used via “contributory activities” (Brooks, 2018).
- ★ Helps children reframe failure as an opportunity to learn: “You can learn and try a new strategy” (Sandberg & Grant).
 - ▶ Words and actions must communicate that learning from mistakes is possible. In fact, research suggests that learning from mistakes is one of the most powerful ways of learning.
 - ▶ “If you’re not making mistakes, then you’re not doing anything” (John Wooden in Afremow, 19).
- ★ Provides opportunities for service: “You can help others.”
 - ▶ Frame opportunities as “help” rather than “chores”

- ★ Teaches children to solve problems and make decisions: “You can define a problem, consider solutions, make good choices, and learn from outcomes.”
 - ▶ Whenever possible, guide student thinking rather than stating what should be done.
 - ▶ “...if I am caught up in an emotional state or judging my performance, there is no space to problem-solve...” (John Wodden in Afremow, 136).

- ★ Uses opportunities to reinforce self-discipline: “You can identify better strategies for directing your energies.”
 - ▶ Help children identify and apply strategies to prevent future problems
 - ▶ Be calm and consistent
 - ▶ Couple consequences with solutions

CONCLUSION

II Timothy 3: 14, 17

“But as for you, continue in what you have learned and have become convinced of, because you know those from whom you learned it [‘sure of the integrity of your teachers,’ MSG]... so that the servant of God may be thoroughly equipped for every good work.”