

English for Specific Careers – Week 3 (Non-instructional Staff: Creating A Positive Climate For Children)

Element	Description
<p>Objective: What will students know and be able to do by the end of the lesson?</p>	<ul style="list-style-type: none"> • Students/ Attendees will understand the key elements of a positive emotional, social and physical climate of children • Students/ Attendees will develop skills to promote positive behavior, respect, and empathy among children • Students/ Attendees will learn how teacher attitudes, interactions and classroom practices influence children’s well-being and development.
<p>Materials needed:</p>	<ul style="list-style-type: none"> • Week 3 Presentation Slides 1-25
<p>Monday</p>	
<p>Warm-Up [You do]: How will you review the previous lesson? How will you hook students for today’s lesson?</p>	<p>Slide 1-5 - Topic introduction (20 minutes)</p> <ul style="list-style-type: none"> • How to find the training of BKC on PennState • How to finish the complete training? • Talking about the topic the are considered as required trainings <p>Slide 5-8</p> <ul style="list-style-type: none"> • Discuss the schema questions with the students to check their pre-knowledge of the topics (sharing the optional sentences starters slide) • Discuss the pre-lesson questions with the students (sharing the optional sentences starters slide).
<p>Introduction [I do]: How will you model or demonstrate what students are expected to do?</p>	<p>Slide 9 - 25 - Lecture (40 minutes)</p> <ul style="list-style-type: none"> • Sharing the sub-topics to the students • Definition of a positive climate for children • The importance of emotional safety, trust and belonging • Impact of classroom climate on children’s behavior, learning and development • To talk about the above to use the presentation
<p>Guided Practice [We do]: How will you deliver the lesson? How will students demonstrate their understanding? How will you ensure that students understand?</p>	<p>Group Work (15 minutes)</p> <ul style="list-style-type: none"> • Step 1, scenario discussion • Provide each group with a classroom scenario (e.g., shy children, lack of engagement in the classroom, etc...) • Ask students to discuss about the topic and find out solutions • Create breakout rooms • When they are back they need to present to the whole class what they come up with as a solution.
<p>Independent Practice [You do]: How will you ensure that students understand? How will you address misconceptions and mistakes?</p>	<p>Time: 15-20 minutes</p> <ul style="list-style-type: none"> • Students will share personal situations and discuss individual ideas about the topic • Teacher has the autonomy to ask any topic-related questions to see students’ understanding of the topic • Students can talk about their past challenges in their own classroom and their learning environment was. • Students can choose 2-3 strategies that will help them create a positive climate for children.
<p>Closure [We do]: How will students reflect on their learning?</p>	<p>10 minutes - Slide 25 - Key takeaways</p> <ul style="list-style-type: none"> • And ask students what is one strategy they feel confident using immediately. • Teacher’s key reminders and final encouragement
<p>BEFORE NEXT CLASS</p>	

Please upload class summary and attendance to the Teachers Portal.

Thank you!

Wednesday

Objective: What will students know and be able to do by the end of the lesson?

By the end of this session participants will be able to:

- understand the core principles of Positive Youth Development (PYD) and how they apply to everyday interactions with children and youth.
- improve their own interactions practices using PYD principles
- recognize how teacher-child and teacher-youth interactions influence social, emotional, and behavioral development.

Warm-Up [You do]: How will you review the previous lesson? How will you hook students for today's lesson?

Slide 30-33 (20 minutes)

- Discuss the schema questions with the students to check their pre-knowledge of the topics (sharing the optional sentences starters slide)
- Discuss the pre-lesson questions with the students (sharing the optional sentences starters slide).

Introduction [I do]: How will you model or demonstrate what students are expected to do?

Slide 34 - 45 - Lecture (40 minutes)

- Sharing the sub-topics to the students
- Overview of positive youth development using the presentation
- Importance of intentional, respectful interactions with children and youth.
- Method
- Interactive mini-lecture using slides
- Link concepts to real-life settings (classroom, after-school programs and youth groups)

Guided Practice [We do]: How will you deliver the lesson? How will students demonstrate their understanding? How will you ensure that students understand?

Group Work (20 minutes)

- Divide participants into pairs or groups considering the number of students
- Provide each group with realistic interaction scenarios (e.g., disengaged youth, peer conflict, defiant behavior, etc...)
- Ask students to discuss about the topic and find out solutions
- Create breakout rooms
- When they are back they need to present to the whole class what they come up with as a solution.

Independent Practice [You do]: How will you ensure that students understand? How will you address misconceptions and mistakes?

(20 minutes)

- Participants will share their ideas to the rest of class talking about the following topics:
- Identify one interaction challenge he/she faces at the moment
- How PYD principles can help them to apply.
- 2-3 specific strategies from PYD

Closure [We do]: How will students reflect on their learning?

(10 minutes)

- The teacher talks about the conclusion on slide 47 and asks students to share one key takeaway or strategy they plan to use and closing the class by this question:
- How can your interactions today shape positive outcomes for children and youth tomorrow?

BEFORE NEXT CLASS

Please upload class summary and attendance to the Teachers Portal.

Thank you!

Note: Please consider the time.