

Self-Management Workshop Facilitator Guide

Overview: The Self-Management Workshop provides an opportunity for schools to introduce educators to—or deepen their existing knowledge of—self-management, a competency that is critical to student success in school and beyond. Self-management is a key enabler for all learning, whether for academic subjects, other content areas, or skills like playing a musical instrument. Self-management allows students to follow through on plans to complete assignments, study for tests, and manage their emotions to stay focused in class. In adults, self-management is critical to reaching all sorts of goals whether they’re related to learning or to keeping a resolution to exercise more or go on a diet.

Getting Started with the Self-Management Toolkit: The toolkit contains the materials you or someone in your school will need to facilitate a workshop on self-management. Please download all of the materials if you haven’t already done so. If you have any questions, feel free to contact team@transformingeducation.org.

Inventory: Your toolkit should include the following items:

- 1_Self-Management_Workshop_Facilitator_Guide.docx
- 2_Self-Management_Presentation.pptx (the main workshop slide presentation)
- 3a_Introduction_to_Self-Management_Handout.docx
- 3b_Introduction_to_Self-Management_Handout.pdf (in case you need a pdf version)
- Video_1_Self-Management_Marshmallows_Stop_Signs_Squeezy_Balls_and_Teaching.mov (the first video in the workshop)
- Video_2_Vy_Student_Voice.mov (the second video in the workshop)
- Video_3_Devon_Student_Voice.mov (the third video in the workshop)
- Two links: 1) [TinyURL.com/SMTeacherSurvey](https://tinyurl.com/SMTeacherSurvey), which goes to a feedback survey to be shared with workshop participants near the end of the session, and 2) [TinyURL.com/SMFacilitatorSurvey](https://tinyurl.com/SMFacilitatorSurvey), which goes to a survey for workshop facilitators to be filled out after the session

How to Use/Modify the Self-Management Toolkit: To make things as easy as possible, we’ve intentionally tried to put all of the information you need to run the session on the main presentation slides themselves and in this document. However, the session can be modified to suit your needs. The presentation and materials have been developed in editable formats so that you can modify them based on your own situation.

Note on Session Length

This workshop was designed to be run in a single 60-minute session and can productively be extended to 90 minutes. Some principals and other instructors have been able to run the session in 45 minutes by vastly curtailing the length of the first two discussion activities and concentrating on the last one. If you are at a school that has to go through the content in 35 minutes or less, we recommend that you use an abbreviated version of the toolkit. While you won’t be able to cover all the materials, educators should still be able to derive value from it. Please use the following guidelines to create an abbreviated session using the Self-Management Presentation PowerPoint you already have. (We have included a suggested agenda for the abbreviated session at the end of this guide.)

- Skip discussion on slide 9: “The Video and Your Own Experience”

- On Slide 11, skip or remove the reference to the interview with Devon
- Skip the interview with Devon on slide 11
- Skip discussion on slide 14: “Let’s Talk About Vy and Devon”
- Concentrate on making sure there’s sufficient time for the main activity of the session on slide 29: “Self-Management in Your Classroom.”
- All other elements – including the Introduction to Self-Management – handout stay the same.

A Critical Step: Testing Your Technology Setup

At least two days before the workshop, we recommend that you download the presentation and both videos to the computer you will be using during the workshop. Please check that the presentation displays and advances properly. Also check that the videos embedded in slides 8, 12, and 13 run when you reach the slide or click on them directly.

Additional Pre-Workshop Activities: Before the session, you will need to:

- Print copies of the Introduction to Self-Management handout for each participant. (*We recommend waiting to distribute the handout until the main activity of the session.*)
- Make sure each participant will have a smartphone, iPad, or laptop for the feedback survey at the end.
- Prepare an email to send to all participants with a link to the teacher feedback survey with directions that the link should not be opened until they are asked to do so.
 - It will be easiest to send the email out to participants just before the session begins. Please ask participants not to click on the link until the end of the session.
 - The PowerPoint presentation indicates when participants should fill out their surveys.

During Your Workshop

We recommend distributing the Introduction to Self-Management handout during the workshop when participants are starting the main activity of the session – planning what strategy or strategies they would like to try in their own classrooms. The handout includes most of the content in the slide presentation, as well as some additional ways to implement the self-management strategies.

Workshop Agenda for Facilitators

The following is an agenda that can be used to run the workshop session. The timing of each portion is an estimate only and can be adjusted based on your own situation. (Note: Depending on your computer, you may need to reformat the spacing below for the section times and information to line up.)

Session Length: 60 minutes

Introduction (slides 1 to 6) **4 minutes**

- Participant objectives and a brief introduction to self-management

Self-Management Matters: (slides 7 to 9) **12 minutes**

- Video_1_Marshmallows_Stop_Signs_Squeezy_Balls_and_Teaching
- First discussion: Delving into participants' reactions and past experiences
 - *NOTE: It is up to you whether/how participants will share out. Consider extending the session to create more time for sharing out.*

What Does Learning Self Management Look Like (slides 10 to 14) **13 minutes**

- Video 2: interview with Vy (Video_2_Vy_Student_Voice)
- Video 3: interview with Devon (Video_3_Devon_Student_Voice)
- Let's Talk About Vy and Devon: A brief discussion of strategies and approaches
 - *NOTE: It is up to you whether/how participants will share out. We recommend limiting sharing unless you extend the length of the session.*

Strategies and Techniques (slides 15 to 26) **15 minutes**

- Three types of self-management strategies
- Examples of specific strategies and techniques teachers can use

Self-Management in Your Classroom (slides 27 to 28) **12 minutes**

- Distribute the Introduction to Self-Management handout
- *Main activity - third discussion: Encouraging each teacher to find an activity to try in class*
 - *Please also send the email with the participant survey link now, if you have not already done so. Ask participants not to follow the link until the end.*

Wrapping Up (slides 29 to 31) **4 minutes**

- Ask teachers to take out their smartphone, iPad or laptop
- Ask teachers to look in their email for the survey link and fill it out before they leave
- The link is also shown on screen: TinyURL.com/SMTeacherSurvey,

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Facilitator Survey

- Please follow the link to the survey at TinyURL.com/SMFacilitatorSurvey and fill it out. We greatly appreciate your feedback!

Abbreviated Workshop Agenda for Facilitators

The following is an agenda that can be used to run an abbreviated workshop session. The timing of each portion is an estimate only and can be adjusted based on your own situation. (Note: Depending on your computer, you may need to reformat the spacing below for the section times and information to line up.)

Session Length: 35 minutes

<p>Introduction (slides 1 to 6)</p> <ul style="list-style-type: none"> • Participant objectives and a brief introduction to self-management 	3 minutes
<p>Self-Management Matters: (slides 7 to 9)</p> <ul style="list-style-type: none"> • Video_1_Marshmallows_Stop_Signs_Squeezy_Balls_and_Teaching <ul style="list-style-type: none"> ○ <i>Note: Skip the first discussion</i> 	8 minutes
<p>What Does Learning Self Management Look Like (slides 10 to 14)</p> <ul style="list-style-type: none"> • Video 2: interview with Vy (Video_2_Vy_Student_Voice) <ul style="list-style-type: none"> ▪ <i>Note: Skip video</i> • Video 3: interview with Devon <ul style="list-style-type: none"> ▪ <i>Note: Skip the second discussion</i> 	4 minutes
<p>Strategies and Techniques (slides 15 to 27)</p> <ul style="list-style-type: none"> • Three types of self-management strategies • Examples of specific strategies and techniques teachers can use 	10 minutes
<p>Self-Management in Your Classroom (slides 28 to 29)</p> <ul style="list-style-type: none"> • Distribute the Introduction to Self-Management handout • <i>Third discussion: Encouraging each teacher to find an activity to try in class</i> <ul style="list-style-type: none"> ○ <i>Please also send the email with the participant survey link now, if you have not already done so. Ask participants not to follow the link until the end.</i> 	8 minutes
<p>Wrapping Up (slides 30 to 32)</p> <ul style="list-style-type: none"> • Ask teachers to take out their smartphone, iPad or laptop • Ask teachers to look in their email for the survey link and fill it out before they leave • The link is also shown on screen: TinyURL.com/SMTeacherSurvey, <ul style="list-style-type: none"> ▪ <i>Note: If you are short on time, you can send out the survey by email and skip the survey during the session</i> 	2 minutes
Adjourn	
Facilitator Survey	
<ul style="list-style-type: none"> • Please follow the link to the survey at TinyURL.com/SMFacilitatorSurvey and fill it out. We greatly appreciate your feedback! 	