



## Group Management 1

### 3-Hour Training-of-Trainer Outline

#### Outcomes

By the end of the workshop, participants will:

- Verbalize the benefits of using proactive group management strategies
- Identify proactive behavior management strategies to integrate into daily routines

Time	Section	Section Content	Equipment
10 min	Quick introduction and warm up	Trainer choice	
15 min	Introduction	<p><i>If the participants are new or haven't had a Playworks training in some time, consider reviewing the content in the long introduction from the POP outline and start there. However, if GM1 training is on the heels of POP training, there is no need to go over the long introduction again. In that case, proceed with the content below.</i></p> <p><b>Opening</b></p> <ul style="list-style-type: none"> <li>• Welcome (back)! We're kicking off this training on the topic of proactive group management. Let's start by talking about the outcomes of this training.</li> </ul> <p><b>Outcomes of Training</b></p> <ul style="list-style-type: none"> <li>• By the end of the workshop, participants will be able to: <ul style="list-style-type: none"> <li>◦ Verbalize the benefits of using proactive group management strategies</li> <li>◦ Identify proactive behavior management strategies to integrate into daily routines</li> </ul> </li> </ul> <p><b>Review Posters</b></p> <ul style="list-style-type: none"> <li>• We use group management all the time - it might be effective or ineffective. This training will help you develop effective strategies.</li> <li>• What strategies do you currently use to manage behavior at recess? How effective are</li> </ul>	<p><b>Posters</b></p> <ul style="list-style-type: none"> <li>• Core Values</li> <li>• Community Promise</li> <li>• Outcomes</li> <li>• Agenda</li> <li>• Proactive Strategies</li> <li>• Garden</li> </ul>

		<p>they? We will build on successes and help you modify what doesn't work.</p> <ul style="list-style-type: none"> <li>We will be looking at 5 strategies we call proactive group management strategies</li> </ul> <p><b>Discuss the word “proactive.”</b></p> <ul style="list-style-type: none"> <li>Why is being proactive important, in general? Why should proactivity be part of our group management philosophy? How do each of the following five strategies fall under the category of “proactive”? <ul style="list-style-type: none"> <li>Building rapport: person-to-person connection that is harmonious and based on mutual respect, confidence, and acceptance</li> <li>Transitions, Openings and Closings: the transition to, beginning, and ending of a game or recess that is planned and intentional</li> <li>Attention Getters and Signals: tools and strategies that help us in working with children to reinforce readiness and focus</li> <li>Rules and Consequences: communicated expectations about behavior that is critical to ensuring consistent expectations among students and staff</li> <li>Learning Styles: teaching to each of the ways that people learn in order to communicate expectations clearly</li> </ul> </li> </ul> <p><b>Closing:</b> We've covered the basics of proactive group management. Now we're going to shift into the first of the proactive group management strategies we'll talk about today, and the one that builds the foundation for the rest of the strategies: building rapport.</p>	
25 min	Building Rapport	<p><b>Opening:</b> To start off, let's talk about how we might define rapport. <i>Group defines rapport in large group brainstorm. If not mentioned, include that it is “connection, especially harmonious and sympathetic”, according to the dictionary. It is built on mutual respect, confidence, and acceptance.</i></p> <p><b>New Game:</b> <a href="#">Animal Farm</a> (end with 4-5 groups)</p> <ul style="list-style-type: none"> <li>Each group will be given a scenario: <ul style="list-style-type: none"> <li>There is a new student at recess who is trying to join in a game. An adult steps in and finds ways to include everyone.</li> <li>A group of students are hesitant to engage in recess. Other students find ways to engage them in a game.</li> <li>A new adult volunteer has joined recess and is reluctant to engage. Other adults have noticed and look for ways to help the volunteer enjoy recess.</li> <li>The end of recess has been signaled, students are starting to line up except for a small group of students who continue to play with the equipment. Adults notice and work with these students to end</li> </ul> </li> </ul>	<p><b>Equipment</b></p> <ul style="list-style-type: none"> <li>Cones</li> <li>GM1 packet, pgs. 9-10</li> <li>Building rapport scenarios</li> </ul>

		<p>recess in a better way.</p> <ul style="list-style-type: none"> <li>○ Two students get into a conflict. A Youth Leader steps in and helps the students resolve the issue.</li> <li>● Groups will have 5 minutes to design and rehearse a skit based on their selected scenario.</li> <li>● Groups will have 2 minutes to perform skit</li> <li>● At the end of each skit: <ul style="list-style-type: none"> <li>○ Share <a href="#">appreciation clap</a></li> <li>○ Ask audience to share: “What did you notice about building rapport?” “Who built rapport with whom (i.e. adult to adult, adult to student, student to student)?”</li> </ul> </li> </ul> <p><b>Debrief:</b> Connect each strategy to play/recess and the core values (respect, inclusion, healthy play, and healthy community)</p> <ul style="list-style-type: none"> <li>● How does this support respect and inclusion?</li> <li>● How does this relate to proactive group management?</li> <li>● What does this look like at recess?</li> </ul> <p><b>Key Concepts (reiterate and/or mention if not addressed during debrief)</b></p> <ul style="list-style-type: none"> <li>● Mutual respect, confidence, and acceptance are the roots of rapport</li> <li>● Rapport can happen in a variety of relationships related to recess and play: adult to adult, adult to student, and student to student</li> </ul> <p><b>Step Back</b></p> <ul style="list-style-type: none"> <li>● As a trainer, how might you model building rapport with your learners in “silent” ways? How would you call back to it later on?</li> </ul> <p><b>Closing:</b> Now that we’ve covered the foundation for effective proactive group management, we’ll move on to talking about attention getters and signals. But before we do, let’s transition to our space by doing a sequence touch.</p>	
5 min	Transition	<p><a href="#">Sequence Touch</a> as transition. End transition in pairs for the next activity</p> <p><b>Step Back</b></p> <ul style="list-style-type: none"> <li>● What part of the five proactive group management strategies does transitions fall under?</li> <li>● As a trainer, what are some ways you can model transitions throughout your own training?</li> </ul>	

		<ul style="list-style-type: none"> <li>As we move into talking about attention getters and signals, we can be thinking about the importance of using them during transitions, especially at high-tension points of the day.</li> </ul>	
20 min	Attention getters and signals	<p><b>Opening:</b> What are attention getters and signals? Why do we use them? Do popcorn out in large group. If group doesn't mention, define attention getters and signals as "a sound or body movement that initiates change in a group". Signals are used to stop or start an action, while attention getters are used to focus attention. Having a variety of attention getters and signals is critical for working with groups of children to reinforce the need to pay attention and focus.</p> <p><b>New Game:</b> <a href="#">Spark</a></p> <ul style="list-style-type: none"> <li>Before game, facilitate think/pair/share about attention getters or signals that participants already know</li> <li>Each round of the game, direct the group to create an attention getter or signal:             <ul style="list-style-type: none"> <li>Round 1: Loud and energetic</li> <li>Round 2: Quiet (or silent) and calm</li> <li>Round 3: Uses call and response (auditory)</li> <li>Round 4: Incorporates animal or mascot</li> <li>Round 5: Incorporates movement (visual/kinesthetic)</li> </ul> </li> </ul> <p><b>Debrief</b></p> <ul style="list-style-type: none"> <li>How does using attention getters relate to proactive group management? How does using signals relate to proactive behavior management?</li> <li>What are some ways we can modify attention getters that are:             <ul style="list-style-type: none"> <li>Varied and appropriate for different spaces?</li> <li>Appropriate for the age/developmental group?</li> </ul> </li> </ul> <p><b>Key Concepts (reiterate and/or mention if not addressed during debrief)</b></p> <ul style="list-style-type: none"> <li>Using a variety of attention getters and signals are key in order to get and keep students' attention</li> <li>Depending on the space (i.e. outdoors, after a high-energy activity, before going out to recess), using students' energy and volume to get their own attention can help to facilitate their own personal transition from high energy (recess) to low energy (classroom) or low energy (classroom) to high energy (recess).</li> <li>Using start and stop signals helps transitions to be more safe and less chaotic</li> </ul> <p><b>Individual/Group Work:</b> Provide time for all to write down examples of new attention</p>	<p><b>Equipment</b></p> <ul style="list-style-type: none"> <li>Cones</li> <li>GM1 packet, pgs. 11-13</li> </ul>

		<p>getters and signals on page 13 of packet.</p> <p><b>Step Back</b></p> <ul style="list-style-type: none"> <li>• What are some other ways you would model attention getters and signals during this or the Power of Play training?</li> <li>• What are some strategies that you use to help participants arrive at the key concepts without giving the concepts away automatically?</li> </ul> <p><b>Closing:</b> Now that we've covered attention getters and signals, we're going to think through how to incorporate those two things, among other components, into recess (or after school time, or play time) transitions, openings, and closings.</p>	
20 min	Transitions, Openings and Closings	<p><b>Opening:</b> We're going to jump in by experiencing a game transition, opening, and closing ourselves.</p> <p><b>Transition</b> into <a href="#">Line of Silence</a> to demonstrate a transition to the game and game space.</p> <p><b>New Game:</b> <a href="#">Up, Down, Stop, Go</a></p> <ul style="list-style-type: none"> <li>• Transition from Line of Silence to game</li> <li>• Model opening of game with instructions, call back instructions, teaching to all learning styles with instructions, and setting start/stop signal</li> <li>• Play game</li> <li>• Model Closing</li> <li>• Debrief game as with a group of students (i.e. "What skills did we practice in our game today?" "Was any part of the game hard for any of us?" "What did we like about the game?" "What would we do differently in our game next time?")</li> <li>• End modeling game with a <a href="#">group cheer</a></li> </ul> <p><i>Other notes:</i></p> <ul style="list-style-type: none"> <li>• Consider also modeling recess opening and closing (including transition to recess with starting area/location and using start signal after giving announcements and instructions, and transitioning out of recess with recess end signal and cool down in closing area/location) and facilitating Up, Down, Stop, Go as large group game as part of mock recess.</li> </ul> <p><b>Debrief</b></p> <ul style="list-style-type: none"> <li>• Coming out of the game, what did you notice about the game? What did you notice about the transitions, openings, and closings?</li> </ul>	<p><b>Equipment</b></p> <ul style="list-style-type: none"> <li>• Cones</li> <li>• GM1 Packet</li> </ul>

		<ul style="list-style-type: none"> <li>How do transitions, openings, and closings relate to proactive group management?</li> </ul> <p><b>Key Concepts (reiterate and/or mention if not addressed during debrief)</b></p> <ul style="list-style-type: none"> <li>Transitions are planned, intentional, and engaging</li> <li>Openings provide clear beginning and opportunity to remind and reinforce</li> <li>Closings provide definite end, a space to remind, reinforce and ready the group for the next activity</li> </ul> <p><b>Step Back</b></p> <ul style="list-style-type: none"> <li>Identify 3-5 transitions and line activities to model in your first training on this content. Use packet pages 14-21 to highlight, circle, or underline the activities to do.</li> </ul> <p><b>Closing</b></p> <ul style="list-style-type: none"> <li>As we take time for a short break (be back by X time), let's transition out by high fiving a neighbor, telling somebody else in the room that they rock, and touching something blue (not on a person!).</li> </ul>	
10 min	Break		
25 min	Teaching to all learning styles	<p><b>Opening:</b> Next we move into our next proactive group management strategy of teaching to all learning styles. What are the three primary learning styles (large group share out)? <i>If group does not specifically address, then define the learning styles: auditory (learn primarily by hearing), visual (learn primarily by seeing), and kinesthetic (learn primarily by doing).</i> By a show of hands, how many of us are primarily auditory learners? Visual learners? Kinesthetic learners? As we move into our next game, I want us to be mindful of how the game is taught to different learning styles and also how the game itself involves different learning styles to play.</p> <p><b>New Game:</b> <a href="#">Mountains and Valleys</a></p> <ul style="list-style-type: none"> <li>Use a grouping game to end with two groups</li> <li>Teach Mountains and Valleys, especially demonstrating each learning style in the instructions.</li> </ul> <p><b>Debrief</b></p> <ul style="list-style-type: none"> <li>How does this relate to proactive behavior management?</li> <li>Examples of specific methods used to teach each style</li> <li>Consider other settings to teach to all learners, beyond teaching a game (teaching school rules, etc.)</li> </ul>	<p><b>Equipment</b></p> <ul style="list-style-type: none"> <li>Cones</li> <li>GM1 Packet</li> <li>Poster Paper</li> </ul>

		<p><b>Key Concepts (reiterate and/or mention if not addressed during debrief)</b></p> <ul style="list-style-type: none"> <li>Using a variety of techniques to get information to students will help all students learn the systems of recess, making recess safer, more inclusive, and more fun for everyone involved.</li> </ul> <p><b>Step Back</b></p> <ul style="list-style-type: none"> <li>What are some ways that you, as a trainer, would teach to all learning styles through delivering your own training on this material?</li> </ul> <p><b>Closing:</b> Thanks everyone for trying on so many of these games and strategies so far. Hopefully we're starting to see connections to what we're already doing, so that implementing these strategies will come easily. Are there any questions so far?</p>	
20 min	Rules and consequences	<p><b>Opening:</b> For our final proactive group management strategy, we're going to wrap things up by talking about rules and consequences. Rules and consequences are critical to ensuring consistent expectations among students and staff. Recess rules promote mutual respect, cooperation, self-discipline, and personal responsibility while also providing the structure and security students need. Consequences provide opportunities for students to learn behavior that is expected at recess. As educators, it is our job to help students learn appropriate behavior through consequences.</p> <p><b>Rules</b></p> <ul style="list-style-type: none"> <li>Ask the group what personal qualities or characteristics the rules of recess (or safe and healthy play at participants' youth development program) should promote. <i>Refer back to opening statement about characteristics of rules if group does not touch on them: promotion of mutual respect, cooperation, self-discipline, personal responsibility, provides structure and security students need.</i></li> <li>When developing rules, we should keep in mind that rules should relate to appropriate behaviors. When we talk about consequences, we'll process how effective consequences are also intended to support learning of appropriate behavior.</li> <li>Rules should be global, applying to the broad concepts of mutual respect and personal responsibility.</li> <li>Rules should be simple, meaning there should be no more than four and they should be stated in as few words as possible.</li> <li>Rules should be positive, so there should not be "no running" or "no hitting", for example. Instead, rules should be stated as "Walking feet only" or "Use kind hands"</li> <li>Provide an example of recess rules:</li> </ul>	<p><b>Equipment</b></p> <ul style="list-style-type: none"> <li>Poster: Rules &amp; Consequences</li> <li>GM1 Packet</li> </ul>

		<ul style="list-style-type: none"> <li>○ 1) Respect each other, 2) Respect the game, 3) Have fun</li> <li>● Students should always know what it looks like to follow the rules at recess. We should model for them - in multiple ways - what following the rules looks like, sounds like, and feels like. Elementary-aged students are concrete and examples help with their learning.</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>● What happens when the rules are not followed?</li> <li>● Consequences provide opportunities for students to learn about what behavior is expected at recess.</li> <li>● Consequences are different from punishment; consequences help students learn from their mistakes, rather than suffer for them.</li> <li>● Can anybody state in their own words the difference between consequences and punishment, and give an example of each of them?</li> <li>● Consequences should incorporate The 4 R's (borrowed from "Logical Consequences"; refer to page 24 of packet) <ul style="list-style-type: none"> <li>○ Respectful</li> <li>○ Reasonable</li> <li>○ Related</li> <li>○ Revealed in Advance</li> </ul> </li> <li>● Provide an example of recess consequences: <ul style="list-style-type: none"> <li>○ 1) <b>Reteach</b> the expected behavior or rules, 2) <b>Remind</b> student of having gone through step 1 and ask for clarification on any questions, 3) <b>Redirect</b> to another game or activity</li> </ul> </li> </ul> <p><b>Debrief</b></p> <ul style="list-style-type: none"> <li>● How are rules and consequences similar? Different?</li> <li>● Why are both rules and consequences important?</li> </ul> <p><b>Key Concepts (reiterate and/or mention if not addressed during debrief)</b></p> <ul style="list-style-type: none"> <li>● Rules and consequences are critical to ensuring consistent expectations among students and staff.</li> <li>● Recess rules promote mutual respect, cooperation, self-discipline, and personal responsibility while also providing the structure and security students need.</li> <li>● Consequences provide opportunities for students to learn behavior that is expected at recess.</li> </ul> <p><b>Step back</b></p>	
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		<ul style="list-style-type: none"> <li>Now that we've worked through this section on rules and consequences, what feels easy about it? What would feel challenging as the facilitator?</li> </ul> <p><b>Closing:</b> Thanks for being so thoughtful and intentional in this section that can often feel more philosophical than the other sections in this training. I think it will benefit all of the kids that we work with to have thought through these things here and now so that when we go back, we're already thinking proactively about any changes we might want to make, or feeling more confident in the strategies and systems we already have in place.</p>	
15 min	Wrap up	As we wrap up this training on proactive group management, let's take the opportunity to reflect on what we've done in the past few hours. In small groups, share with one another a key takeaway from this training on proactive group management. Then we'll come together and share out as a whole.	
10 min	Evaluations	If relevant	
10 min	Closing	Quick whip around circle of a word or takeaway from the training or the day as a whole. Follow with any announcements.	

**Additional resources:**

- Consequences
  - [Positive Discipline and Logical Consequences](#)
  - [Logical Consequences](#)
  - [Natural and Logical Consequences](#)