Empowered defined

[əmˈpou(ə)r]

VERB

give (someone) the authority or power to do something.

make (someone) stronger and more confident, especially in controlling their life and claiming their rights.

Empowered definition continued...

- ❖ Greater **feeling** of well being and better health.
- ❖ To be **empowered** comes from a sense of competency
- ❖ Things we do have **meaning**.
- ❖ Sense of positivity and puts us on the road towards happiness.
- ❖ When you educate children and believe in them, you empower those kids to go after their dreams.
- ❖ Helping someone realize their abilities and potential, perhaps for the first time.

The process of supporting another person or persons to discover and claim personal power.

Benefits from play

- ❖ Creative problem solving
- ❖ Planning, organizing, sequencing, decision making
- ❖ Reasoning - "what if" possibilities - better control
- ❖ Self Regulation/Self-control - pretend play
- ❖ Impulse Control - games using balls leads to anticipation and prediction skills
- ❖ Winning and losing
- ❖ Move out of comfort zone
- ❖ Conflict resolution
- ❖ Self-advocacy
- ❖ Cooperation, Communication, and Negotiation
- ❖ Learn social cues from independent and cooperative play
- ❖ Social and cultural roles
- ❖ Cooperative skills
- ❖ Discover own areas of interest

"Empowered Play"

Empowered play embraces the whole child. Through the combination of social, behavioral, emotional, and cognitive skills fused with physical literacy, character strengths, and positive psychology to achieve lifelong playful movement.

Every student is unique in how they learn, practice, experience and implement skills and lessons offered in any movement class.

Through creative concepts, supplemental curriculum and play enhancements you will walk away with the knowledge to create intentional programming that promotes both engagement and positive youth development to use in your online classes tomorrow.

How to implement empowered play

Empowered play is a construct not a curriculum. Just as we hope our students feel empowered by our classes, I hope you will feel empowered by the end of this session to modify your programming to suit your needs and the needs of your students.

Intention/Goal Setting
   ❖ Why am I here?
   ❖ What do I need?
   ❖ What do I want to gain from this workshop/walk away with?
   ❖ How much am I willing to give to achieve the aforementioned goal?

Character Strengths
   ❖ Who are you?
   ❖ What thoughts and feelings do you have?
   ❖ What are your strengths?
   ❖ What are your challenges?
   ❖ Let's explore personality strengths

Benefits of connecting with character strengths

   ❖ Authentic, joyful and energizing
   ❖ Enable optimal functioning, development and performance.
   ❖ Foundation for genuine self-confidence grounded in self-awareness.
   ❖ Understand why everyone is different and how to appreciate those differences.
   ❖ Current strengths can be enhanced and new ones can be developed.

<u>My values and needs</u>
- A person's principles or standards of behavior: One's beliefs of what's important in life.

Character Strengths					
Wisdom	**Courage**	**Humanity**	**Justice**	Moderation	Transcendance
Creativity	Bravery	Love	Teamwork	Forgiveness	Gratitude
Curiosity	Perseverance	Kindness	Fairness	Humility	Hope
Judgement	Honesty	Social Intelligence	Leadership	Prudence	Humor
Love of Learning	Zest			Self-regulation	Spirituality
Perspective					Appreciation of beauty and excellence

<u>Positive psychology</u>

Positive emotions are linked with better health, longer life, and greater well-being.

- ❖ Feeling good
- ❖ Engaging fully
- ❖ Doing good
- ❖ Gratitude
- ❖ Savoring pleasure
- ❖ Being mindful
- ❖ Self-compassion

<u>Compassionate Communication</u>

Uses consciousness, language, and communication skills to create a framework from which you can:
- ❖ Express your feelings and needs with clarity and self-responsibility.
- ❖ Listen to others' feelings and needs with compassion and empathy
- ❖ Facilitate mutually beneficial outcomes for all parties involved.
- ❖ Create positive connection
- ❖ Mutually enriching outcomes will emerge from the quality of the relationships.

Implementing Compassionate Communication

- ❖ Consciousness
- ❖ Language
- ❖ Communication skills
- ❖ Means of Influence - sharing "power with others" rather than using "power over others"
- ❖ Feelings when needs are fulfilled: amazed, comfortable, confident, eager, energetic, fulfilled, glad, hopeful, inspired, intrigued, joyous, moved, optimistic, proud, relieved, stimulated, surprised, thankful, touched, trusted
- ❖ Feelings when needs are NOT fulfilled: angry, annoyed, concerned, confused, disappointed, discouraged, distressed, embarrassed, frustrated, helpless, hopeless, impatient, irritated, lonely, nervous, overwhelmed, puzzles, reluctant, sad, uncomfortable.

Conscious Discipline

- ❖ Behavioral management system
- ❖ Learn how to maintain composure
- ❖ Understand your triggers
- ❖ Developing ways to calm ourselves
- ❖ Respond, rather than react to negativity and stress.

Building a school family

Safe space

- ❖ Acknowledge feelings and make a shift from "I am…" to "I feel..."

Connections - Connections on the outside build (neural) connections on the inside.

Social/Behavioral
- ❖ Negotiate group dynamics, collaborate, compromise, deal with others' feelings and share.
- ❖ Creative expression and imaginations to run wild.
- ❖ Create new worlds and form unique ideas and solutions to challenges.
- ❖ Solo play provides kids the opportunity to learn social cues by observing other kids and their interactions.

Emotional

- ❖ Free play - build self-confidence and esteem, experimenting with various emotions, and releasing emotions from trauma.
- ❖ Play fosters experimentation, imagination, and pretend play to experience different feelings and outcomes leading to the development of emotional strength and stability, spontaneity, and humor.

Play allows for vulnerability

- ❖ Uncertainty, risk, and emotional exposure
- ❖ Leads to being courageous and adventurous.
- ❖ Imperfections are not inadequacies; they are reminders that everyone is connected.
- ❖ Appropriately sharing feelings can lead to a greater sense of individual and group purpose.
- ❖ What is Being Vulnerable?
    1. Asking for help
    2. Asking or looking for opportunities to learn
    3. Being willing to change habits
    4. Being willing to manifest and make adjustments to fulfill those manifestations

Cognitive

Play helps children (a) develop intrinsic interests and competencies; (b) learn how to make decisions, solve problems, exert self-control, and follow rules; (c) learn to regulate their emotions; (d) make friends and learn to get along with others as equals; and (e) experience joy.

- ❖ Children learn to think, read, remember, reason, and pay attention through play. Play allows kids to engage their executive functioning skills in exchanging thoughts, information, or messages by speech, signals, writing, or actions.

Classroom Connection
- ❖ Creative problem solving
- ❖ Language/Reading
- ❖ Science
- ❖ Math
- ❖ Memory
- ❖ Executive Functioning Skills
- ❖ Attention

Physical Literacy

- ❖ Mastering of fundamental movement skills and fundamental sport skills.
- ❖ Read their environment and make appropriate decisions
- ❖ Move confidently and with control in a wide range of physical activity situations.
- ❖ Ability of a person to instruct the body to confidently perform an action accurately.
- ❖ Move efficiently,creatively,competently, ethically, enthusiastically, and in socially responsible ways.
- ❖ Have the knowledge, skills, and attitudes to lead healthy and playful lifestyles for themselves, and also assist and inspire others in acquiring these skills as well.

Elements of physical literacy

- ❖ Motivation and Confidence (Emotional)
- ❖ Physical Competence (Physical)
- ❖ Knowledge and Understanding (Cognitive)
- ❖ Engagement in Physical Activities for Life (Behavioural)

Moving classes online

- ❖ Zoom
- ❖ Google Hangouts
- ❖ Facetime
- ❖ Go to Meeting
- ❖ Practice with a friend
- ❖ Good Wifi/internet access
- ❖ Have a backup plan

Ways to implement empowered play online
- ❖ Unstructured/Free play/imaginative vs. Structured
    - ➢ Unstructured -open ended, had no specific learning objective.
    - ➢ Structured- "play with a purpose," is any activity with a specific learning objective.
- ❖ Rough and Tumble vs. Hands off
- ❖ Guided/imaginative vs. Rule based
    - ➢ Guided - create a scene in which you are moving through
    - ➢ Rules
- ❖ Manipulatives vs. Open space
- ❖ Competitive vs. Noncompetitive
    - ➢ Competitive - winners and non-winners
    - ➢ Noncompetitive - cooperative, everyone gets a medal
- ❖ Independent vs. Group
- ❖ Extended vs. Short bouts
- ❖ Inside vs. Outside

Inclusion
- ❖ Inclusion begins with a mindset that everyone has the right to opportunities to participate in all aspects of life. In order for everyone, regardless of any difference, to have an opportunity to participate they must be treated equally with their individualized needs considered and accommodations made available if required for them to feel they belong.
- ❖ We then are inclusive when we provide and promote these opportunities acknowledging the benefits that we gain from working with a diverse group of people.

Inclusion matters to everyone

Benefits of online learning

- ❖ Special opportunity to expand Active Play
- ❖ Reach more kids
- ❖ Promote play online
- ❖ Teach different lessons
- ❖ Engage students in a new way
  - ➢ Make equipment at home using paper plates, paper towel rolls, shopping bags
  - ➢ Use various items at home to create activities hampers, socks, stuffed animal
- ❖ Students may be willing to try new things or be more playful and silly because there aren't concerned about social concerns

Integration and implementation to online learning

- ❖ Don't reinvent, Reinvigorate
- ❖ Acknowledge the challenges, but focus on a positive perspective
- ❖ Be interactive
- ❖ Show and tell
- ❖ Provide high quality
- ❖ Keep students moving
- ❖ Direct and indirect instruction

How to convert curriculum to online setting

- ❖ Connection
- ❖ Building or maintaining a relationship
- ❖ Routine
- ❖ "Break out" rooms
- ❖ Be creative
- ❖ Keep it simple
- ❖ Be general
- ❖ Consider different types of spaces
- ❖ High Energy
- ❖ Over plan

Tips and tools

- ❖ Be energetic and over animated, but still authentic
- ❖ Say kids names and be specific about participation or encouragement
- ❖ If you are spotlighting yourself, ensure you have another teacher/coach who is talking to the students
- ❖ Have props - dress differently, wear bright colors, wear costumes
- ❖ Have music - as much as possible
- ❖ Bring special guests or be a special guest in another class
- ❖ Send information, equipment necessary ahead of time so participants are prepared
- ❖ Highlight students

- ❖ Tell stories, using share screen with digital books or videos
- ❖ Have themes

What doesn't work well
- ❖ A lot of talking
- ❖ Too many instructions
- ❖ Too much equipment required
- ❖ Too much space needed or unavailable
- ❖ Too quiet
- ❖ Under planning

Share "at home" experience ideas

- ❖ Keep kids engaged in between classes
- ❖ Social Media
- ❖ Videos
- ❖ One on One meeting
- ❖ Send boxes of activities
- ❖ Activity Apps/Youtube channels

Games

- ❖ Show and tell
- ❖ Scavenger Hunt
- ❖ Emotional animals
- ❖ Mirror games
- ❖ Circle game
- ❖ Magic bag game
- ❖ Dice game
- ❖ Play with perceptual motor skills