

Professional Development Situation: Meeting

Skill Focus: Managing Groups during STEM

Time Required: 20 minutes

IS IT MANAGING OR CONTROLLING?

Participants will compare management versus control in order to positively manage groups for learning.

Agenda

Comparison of Management v. Control—15 minutes

See the Skill in Action—5 minutes

- [Keeping the Group Focused](#) video-based learning module

Materials

- Computer with internet connection
- Projector and speakers
- Chart paper and markers
- Pens for participants
- [Keeping the Group Focused](#) video-based learning module

Before the Session

- Read this meeting guide to become familiar with the content and allow time to personalize the activities to best suit your presentation style. Watch all videos and read all informational materials.
- Send reminder email about the meeting. Determine if any participants require accommodations (sight; hearing; etc.).
 - *The next professional development opportunity to enhance our STEM skills will be on DATE at TIME at LOCATION. Our focus for this session will be “Managing Groups during STEM”. Let me know if you require any accommodations to*

participate in the training. I am happy to answer any questions you have and look forward to seeing you at the workshop. I can be reached at CONTACT INFO.

- Gather all materials needed for the session.
- Develop a list of possible questions participants might have during the meeting. Create potential responses to be explored through informal conversation. Review any key terms or ideas that may be unclear.
- On the day of the session, test the audio and video equipment.

Session Outline

Comparison of Management and Control (15 min)

- Prepare a large piece of paper with a Venn diagram. Title one circle “management” and the other “control.”
 - *How can we manage youth learning without attempting to over-control their actions?*
 - *Management is only what's necessary to support learning, control is punitive and about serving the interests of the adult; both are strategies for working with youth; they look the same on the surface, it's often the motivation that's different for them.*
 - Note: Studies show that educators can be more inclined to control students of color, including sending them out of class altogether or through over-surveilling them, so this may be of particular interest for discussion depending on your demographics. It's especially important to focus on managing learning with students of color, not controlling them.
 - *One major difference is that management tends to be positive and youth-first, and control tends to be about making the adults comfortable.*
- Ask participants to identify whether these statements are management or control:
 - *The facilitator asks youth to work more quietly so groups can hear each other.* (Management)
 - *The facilitator asks youth to work more quietly because she thinks it is too loud.* (Control)
 - *The facilitator gives youth five positive statements before asking them to change a behavior* (management; it is positive and youth-first.)
 - *The facilitator asks youth to contribute ideas to the learning goal for the day* (management)

- *The facilitator groups youth in same-language groups (e.g, all of the Spanish speakers together) so that they can clearly communicate without having to translate (management).*
- *The facilitator demands that all youth speak English so that he can understand them (control).*

Management puts youths' learning first. Control puts the teacher's comfort first.

See the Skill in Action (5 min)

- Introduce the clip under step 3 of [Keeping the Group Focused](#) video-based learning module.
 - *Focus on the ways that the facilitators in this group manage or control youths' behavior. Are they positive? Negative? Do they focus on learning or on control?*
- Watch the video.
- Facilitate a discussion about what the participants saw relating to control v. management. Highlight positive youth development and keeping comments and statements focused on learning.
- Thank participants for thinking about the difference between management and control, and encourage them to get in touch with you if they have questions.

After the Session

- Email the participants:
 - *Thank you for your participation in the recent Click2Science training on "Managing Groups during STEM". I hope you found it useful and applicable to your practice. Consider sharing your thoughts with a co-worker, supervisor, or friend. Please let me know if you have any questions. You can contact me at CONTACT INFO.*

Want to Earn Credit? Click2Science has teamed up with Better Kid Care to provide continuing education units. Check it out at: <http://www.click2sciencepd.org/web-lessions/about>