

University of Essex CPD week

# Teaching Generation Z

Wednesday 16<sup>th</sup> June 2021

WELCOME!!!

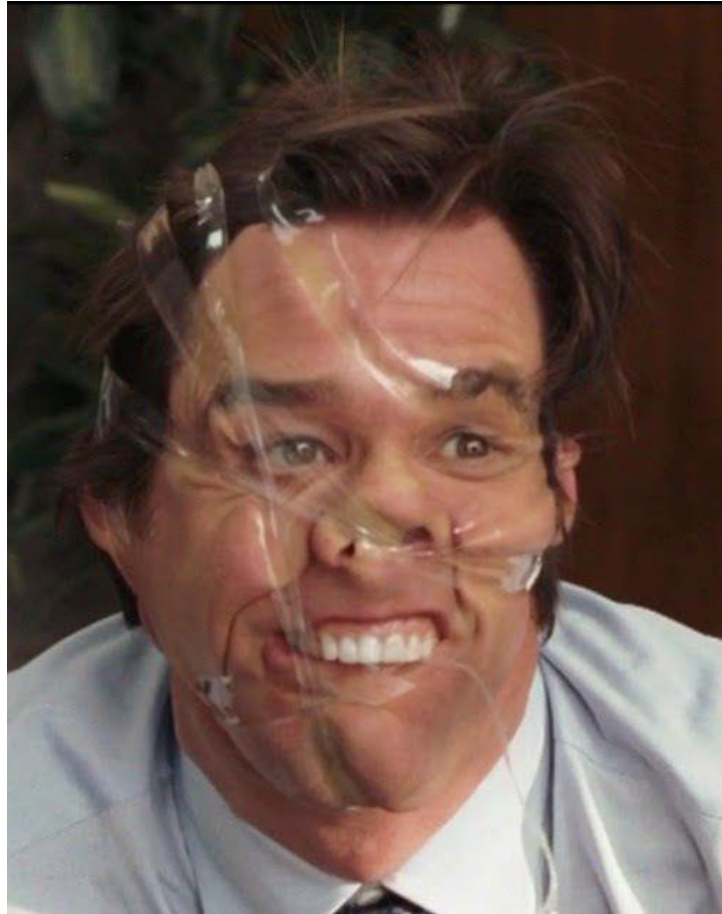
# OK, what are you going to learn in this webinar?

## You will learn:

- The 'Trust Mountain' model of Behaviour Management and how it can help you identify & engage the 4 types of students in your classroom.
- To identify your own classroom management style and learn the 3 styles that you MUST avoid to keep your class onside.
- What is 'Emotional Highjacking' & the three types of bodily responses that could disrupt effective teaching & learning in your classroom.
- The Pygmalion Effect & how positive encouragement can supercharge your learners' classroom potential.
- Communication secrets used by top FBI Agents that will help you soothe & build rapport with the most challenging learners.
- LAST - The sales framework that will help you engage emotionally dysregulated students & help them to self-reflect on troubling behaviour.

**Are you ready?**

LET'S HAVE FUN!



# A Bit About Me...

My name is Karl C. Pupé and I have been in Education for a decade. Some of my roles have included:

- A trained Teaching Assistant providing one-to-one support to children with severe Special Educational Needs (SEN) & Social, Emotional and Mental Health needs (SEMH)
- A fully qualified teacher
- NEETs Coordinator specialising in teaching vulnerable 15 – 19 year old students mitigating anti-social behaviour and bleak life-outcomes
- Helping to run an Inner City London school's Behaviour Department
- Doing teaching supply in Inner City London (successfully)
- Earning a ILM Level 4 Certificate in Leadership & Management
- And in 2019...

I wrote my first book called...

“THE ACTION HERO TEACHER: Classroom Management Made Simple”



And I run a blog at... you guessed it...

# www.actionheroteacher.com



CLASSROOM MANAGEMENT MADE SIMPLE

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#ActionHeroTeacher twitterchat

"Exclusions: By throwing kids out of school  
throwing them into prison?"

SUNDAY 19TH JULY @ 7pm

Hosted by @actionheroteach




Action Hero Teacher 

6 days ago · 5 min

**AHT2: 'Exclusions: By Throwing Our Kids Out Of School Are We Throwing Them Into Prison?' Summary**

On Sunday 19th July, The #ActionHeroTeacher twitterchat looked at the UK's school exclusion crisis. Here's a summary of the best tweets!

38 views · Write a comment







Action Hero Teacher 

Jul 16 · 4 min

What is the best way to manage a classroom?

# In September 2020...

actionheroteacher.com was voted by influential marketing company Vuelio as one the 'Top 10 Education Blogs in the UK...'

## EDUCATION BLOGS UK TOP 10

SEPTEMBER 9, 2020  
by Vuelio UK

PR PULSE / TOP TEN BLOGS / [SOCIAL MEDIA INDEX](#) / BLOG POSTS / SOCIAL MEDIA RESEARCH /  
TOP LISTS / INFLUENCERS / TOP SOCIAL LISTS



## 5. The Action Hero Teacher

Flying in to save the day when it comes to making classroom management simple is The Action Hero Teachers' founder Karl Pupé, a qualified Primary, Secondary and Further Education teacher specialising in behaviour management. Teachers looking to take back control of their classroom don't need a cape to become heroic for their students – Karl runs workshops, has authored *The Action Hero Teacher: Classroom Management Made Simple* and blogs advice on subjects including how to help children who struggle to listen (and Arnie quotes that will make you a better teacher).





**BUT...**

Those were my boring jobs... It was these jobs that REALLY taught me how to manage difficult behaviour...

I worked in a telecoms call centre on the  
'customer retention team.'



I did street promotions otherwise known as  
'charity mugging.'



Several decades ago, I was a UK battle rapper  
(I'm retired now.)



For the record, I got more abuse from any one of those jobs than all my years of teaching put together.

But those jobs taught me the excellent communication skills that has helped me on my teaching journey...

And will now help you!



Let's kick off this session with a little case study...



## Pimlico academy pupils stage protest over 'discriminatory' policies

Hundreds of students join protest at London secondary school over curriculum and uniform rule changes



▲ Students stage sit-in protest at London school over uniform policy - video

## Inside the academy of anarchy: How Pimlico school saw the headmaster chased down a corridor, the Union flag torn down and burned and cynical teaching unions back woke protests

- London's Pimlico Academy was at the centre of a mutiny by students this week
- New uniform policies were said to penalise Muslims, people with Afro hairstyles
- Anti-flag graffiti appeared on the school walls over the weekend saying 'Ain't no black in the Union Jack', and the Headmaster acquiesced to demands
- A video was posted on twitter of headmaster Daniel Smith being chased

# Pimlico Academy: Angry pupils stage mass walk-out at school's 'racist' uniform policy

Students and staff are furious over a strict new uniform policy at Pimlico Academy in Westminster, central London, and changes to the secondary school's history curriculum





# Very briefly...

- On Wednesday 31<sup>st</sup> March 2021, hundreds of students staged a protest outside the Pimlico Academy over allegations of racism amid changes to the curriculum, its uniform policy and the placement of a union flag outside the building.
- Students, parents and some staff participated in these protests in response to policies which they felt negatively targeted ethnic minorities.
- The Headteacher, after a meeting with some pupils, agreed to roll back some these changes & will continue to review the school policies in light of this situation.

# What Pimlico Academy Teaches Us About Generation Z.

- Student protests are nothing new. But the way that this protest was organised was.
- Students were able to use the technology on their smartphones to galvanise not only their fellow student body but similar activist networks around the world to enhance their voice.
- They did not rely on gatekeepers, celebrities or media broadcasters. They were able, through their creativity & entrepreneurial flair, to dictate the narrative in a very impactful way online.
- Through the uses of visual media (videos, GIFs, memes), they were able to communicate & gain the support of their sympathisers creating an effective PR campaign at a miniscule cost. They are school kids!

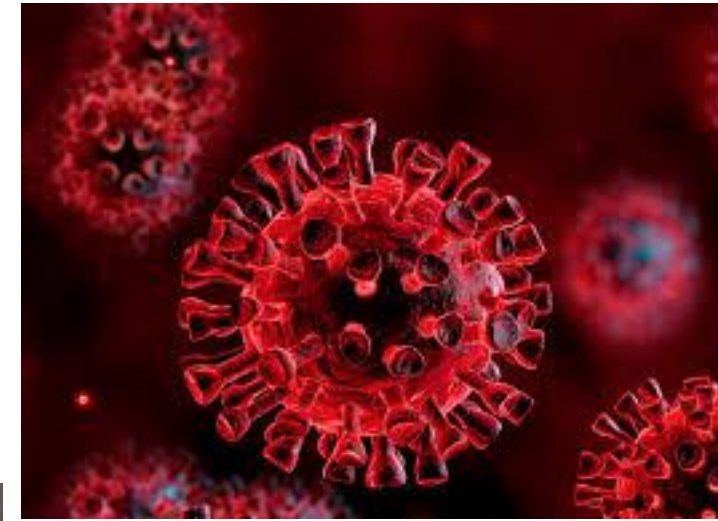
Educators, this is not going away – This is here to stay.



- In our society, the old rules & protocols of how we live together are crumbling before our eyes. We are living through one of the most turbulent times in human history.
- We are witnessing the death-throes of the Industrial Age as our world deals with consequences of the COVID19 pandemic & how it has radically changed our society overnight.

Let's look at some of the events in 2020 ALONE...





- But the turbulence of 2020 allowed us to witness the sign of things to come: The Information Age. We stare in wonder & fear as the Internet 2.0 & Artificial Intelligence transform & shape our societies in ways that our ancestors could not imagine.
- Disruption is the 'new normal'





- The phone in your pocket has more processing power than the computers that put Man on the Moon.
- Generation Z are 'Digital Natives' the 1<sup>st</sup> human generation to never know what life was like before the Internet.
- With the Internet democratising ownership, fame and leadership, our students no longer feel that they need to go through the cultural and societal 'gatekeepers' to get their projects and ideas out there; they have a powerful 'Do-It-Yourself' attitude.
- The line between those in power & those that are governed has become eroded in ways never imagined before.

- Your positional authority alone is no longer enough.
- The do-what-I-say-that's-an-order approach simply doesn't work anymore.
- We are teaching 21<sup>st</sup> Century students in 19<sup>th</sup> Century classrooms.
- Generation Z is known as the 'Crisis Generation' & they know it.
- **If we don't adapt our approaches, we risk leaving them unable to be skilled, resilient & creative enough to deal with the daunting challenges of the 21<sup>st</sup> Century.**

# First Question....



Who was your favourite teacher and why?

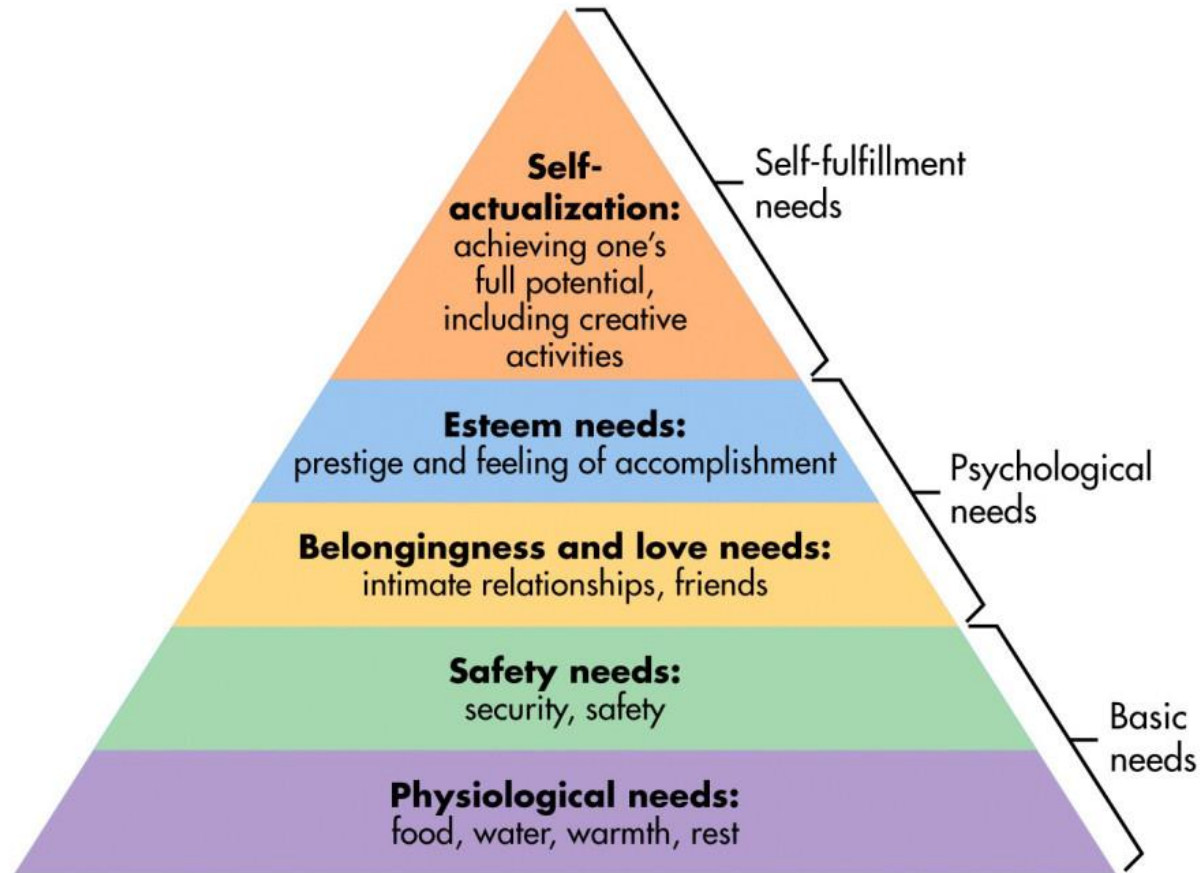
# Here are some common responses...

- "They cared about me."
- "They made me feel that I could do well in the subject."
- "Sir/Miss could have a laugh with us, but also wasn't afraid to show us the line."
- "They were firm but fair."
- "They believed in me when no one else would."
- "I felt safe in their class."

There is ONE thing that you must always keep in mind...

“No one will CARE how much you  
KNOW, unless they KNOW how much  
you CARE.”

# MASLOW'S HIERARCHY OF NEEDS



- Abraham Maslow in his 1943 paper "A Theory Of Human Motivation," stated that human beings have five levels of needs which are ranked by importance: the basic ones like physical safety and security being at the bottom with the more personal and life-affirming ones like purpose and self-esteem being at the top. Maslow wrote:
- "Human needs arrange themselves in hierarchies of pre-potency. That is to say, the appearance of one need usually rests on the prior satisfaction of another, more-potent need<sup>3</sup>."

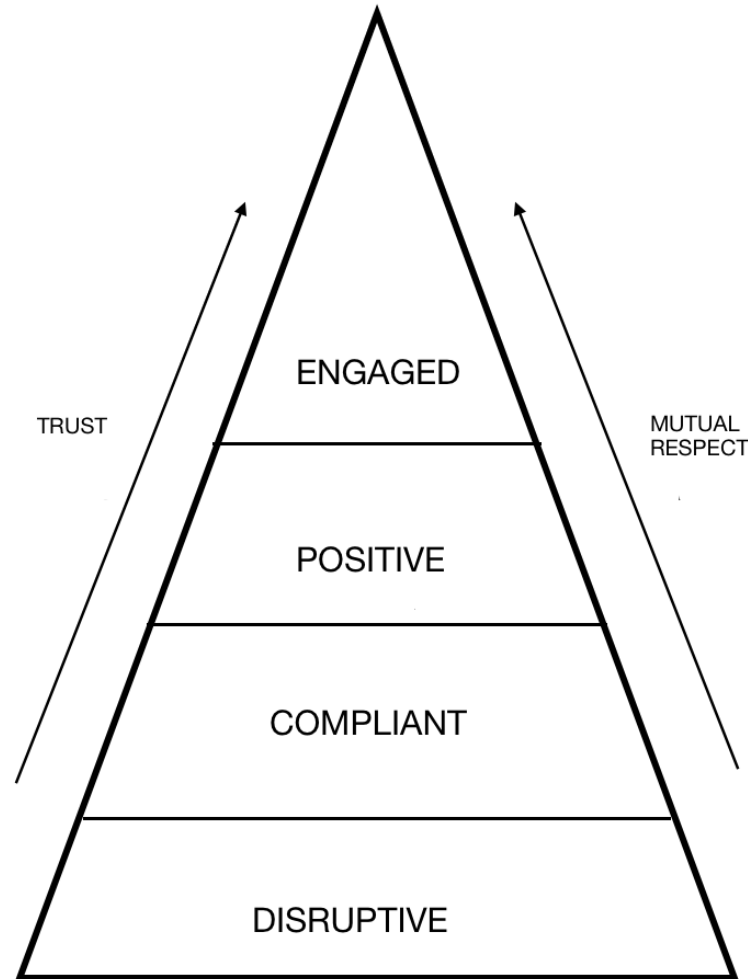


Maslow's Theory greatly inspired my own mental model which I dubbed "Trust Mountain."

The basis of my mental model is simple.

**The more your students respect you and the more you can build a healthy working relationship with them, the more they will engage in your lessons and behave positively.**

# TRUST MOUNTAIN



Every single student that steps into your classroom is at a different stage on the mountain. Your job is to identify where they are and figure out how to take them to the peak...

Remember...

**NEEDS = BEHAVIOUR**

If you do not understand your learners' needs then you cannot influence their behaviour!

Let's do a quick tour of the mountain...

# LEVEL 1 - DISRUPTIVE

- The Red Zone
- Non-existent relationships between the student and the teacher.
- Rules and boundaries are regularly crossed or simply don't exist.
- There are regular firefights and flashpoint situations i.e fights, verbal abuse.
- No learning takes place.
- Negative environment.



# LEVEL 2 - COMPLIANT

- The Yellow Zone
- Students will follow the rules but you will have to repeat them several times.
- Home of 'low-level disruption' and the 'class jokers.'
- Students at this level have to be micromanaged to stay on task.
- These students tend to push the envelope on what they can get away with.



# LEVEL 3 - POSITIVE

- The Green Zone
- The relationship between the teacher and student is positive and there is a level of mutual respect.
- Students can get on with the tasks without fuss.
- Students at this level can 'self-correct' – they will change their negative behaviour with minimal input from you.
- They want positive reinforcement.



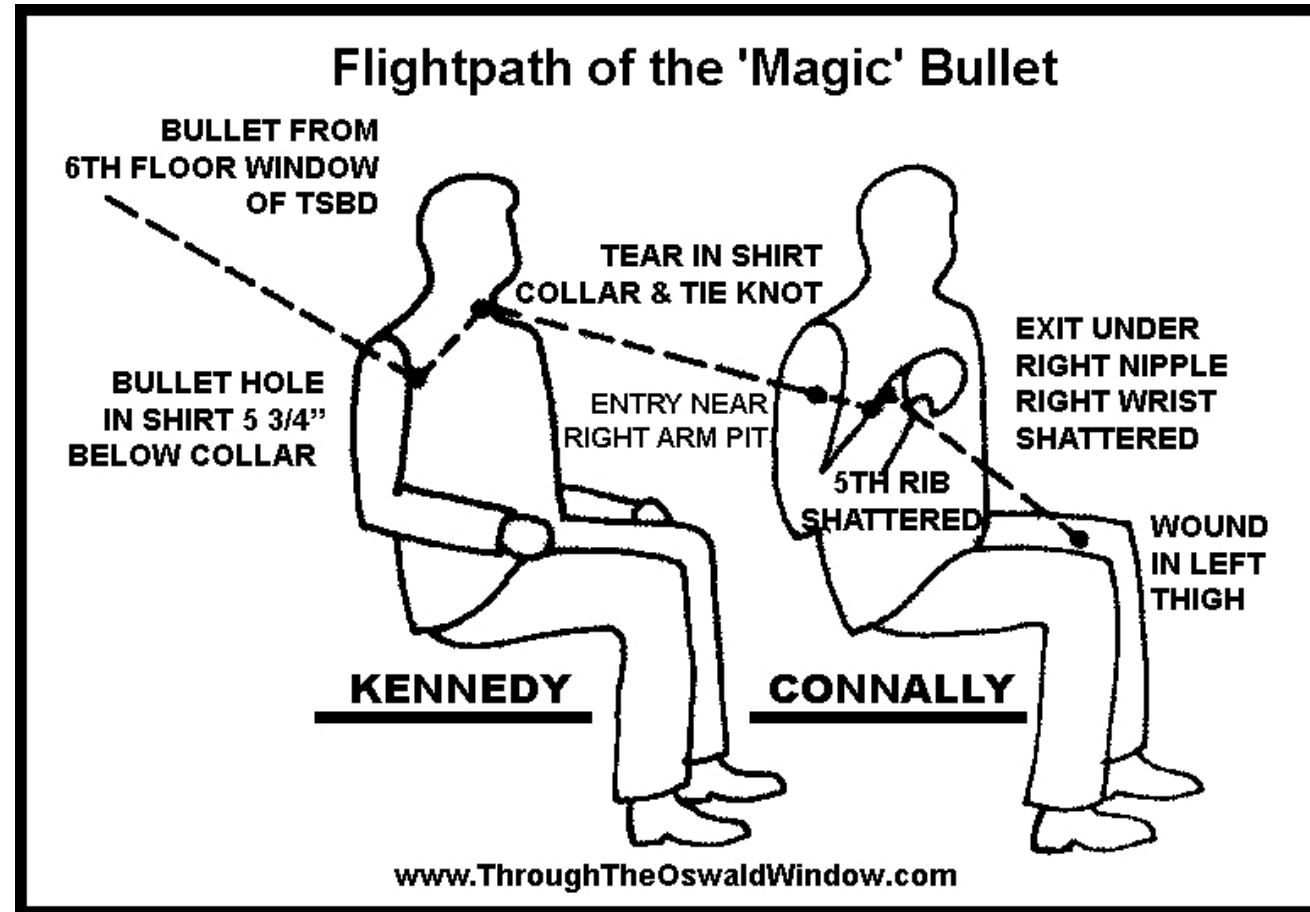


# LEVEL 4 - ENGAGED

- The Blue Zone
- The Dream
- Students fully engage in your lessons and there are NO behaviour problems.
- The students are proactive, independent and use their initiative.
- They lead the class and proactively deal with any negativity.



I'm not going to sell you a pipe dream... There are no magic bullets.





Your ultimate goal would be to get all your students to the ENGAGED level. **But that's a dream. That could take a long time for you to do with every single class that you teach.** Although it is not impossible, I want you to think about what you can do today.



So here's the key question that I want you to ask yourself in this webinar...

**“No matter where your students are at on the Trust Mountain, how can most of them to go up ONE level?”**

There are two elements that will help you climb Trust Mountain with your learners and they are:

- 1) AUTHORITY
- 2) WARMTH

# AUTHORITY

Let's play a quick game.

When you hear the phrase 'authoritative leader' what famous people come to mind?



What a selection...



# The dictionary definition of 'Authority'

- **1. [mass noun] The power or right to give orders, make decisions, and enforce obedience.**
- 'he had absolute authority over his subordinates'.
- 'a rebellion against those in authority'.

This is 'scary' authority that people are familiar with... But there's more to it...

3. [mass noun] **The power to influence others**, especially because of one's commanding manner or one's recognised knowledge about something.

‘he has the natural authority of one who is used to being obeyed’.

3.1 **The confidence resulting from personal expertise.**

‘he hit the ball with authority’.

3.2 [count noun] **A person with extensive or specialised knowledge about a subject; an expert.**

‘he was an authority on the stock market’.



In my book, I describe two types of authority that you can use in your classrooms:

1) POSITIONAL AUTHORITY

2) PERSONAL AUTHORITY

# POSITIONAL AUTHORITY



# PERSONAL AUTHORITY



In his book “The 21 Irrefutable Laws of Leadership” John C. Maxwell describes this trait as the “Law of Influence.” He details these traits as follows:

- “Character - who you are
- Relationships - who you know
- Knowledge - what you know
- Intuition - what you feel
- Experience - where you have been
- Past success — what you’ve done
- Ability - what you can do.”

PERSONAL AUTHORITY can overshadow someone's POSITIONAL AUTHORITY





Remember this equation...

**AUTHORITY = Position(your role) +  
Influence(who you are, what you do and  
how you do it).**



# WARMTH

Warmth consists of two qualities:

- 1) EMOTIONAL INTELLIGENCE
- 2) EMPATHY

# EMOTIONAL INTELLIGENCE



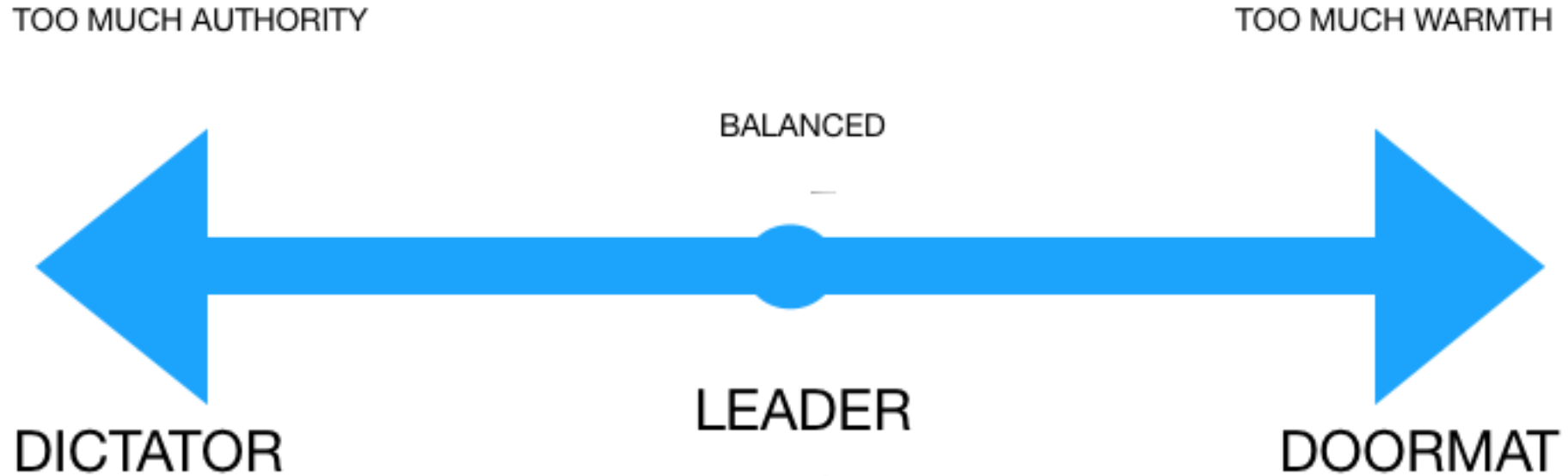
# EMPATHY



Remember this equation...

**WARMTH = Emotional Intelligence (Understanding our own emotions and responding correctly) + Empathy (Understanding your students needs and knowing how to serve them).**

# THE CLASSROOM MANAGEMENT SPECTRUM



BALANCED



FIRM

LEADER

WARM

AVOID THE EXTREMES!!!



# THE DICTATOR – All Authority, No Warmth



# THE DOORMAT – All Warmth, No Authority



# THE YO-YO – Swings Between Dictator and Doormat In A Very Short Period

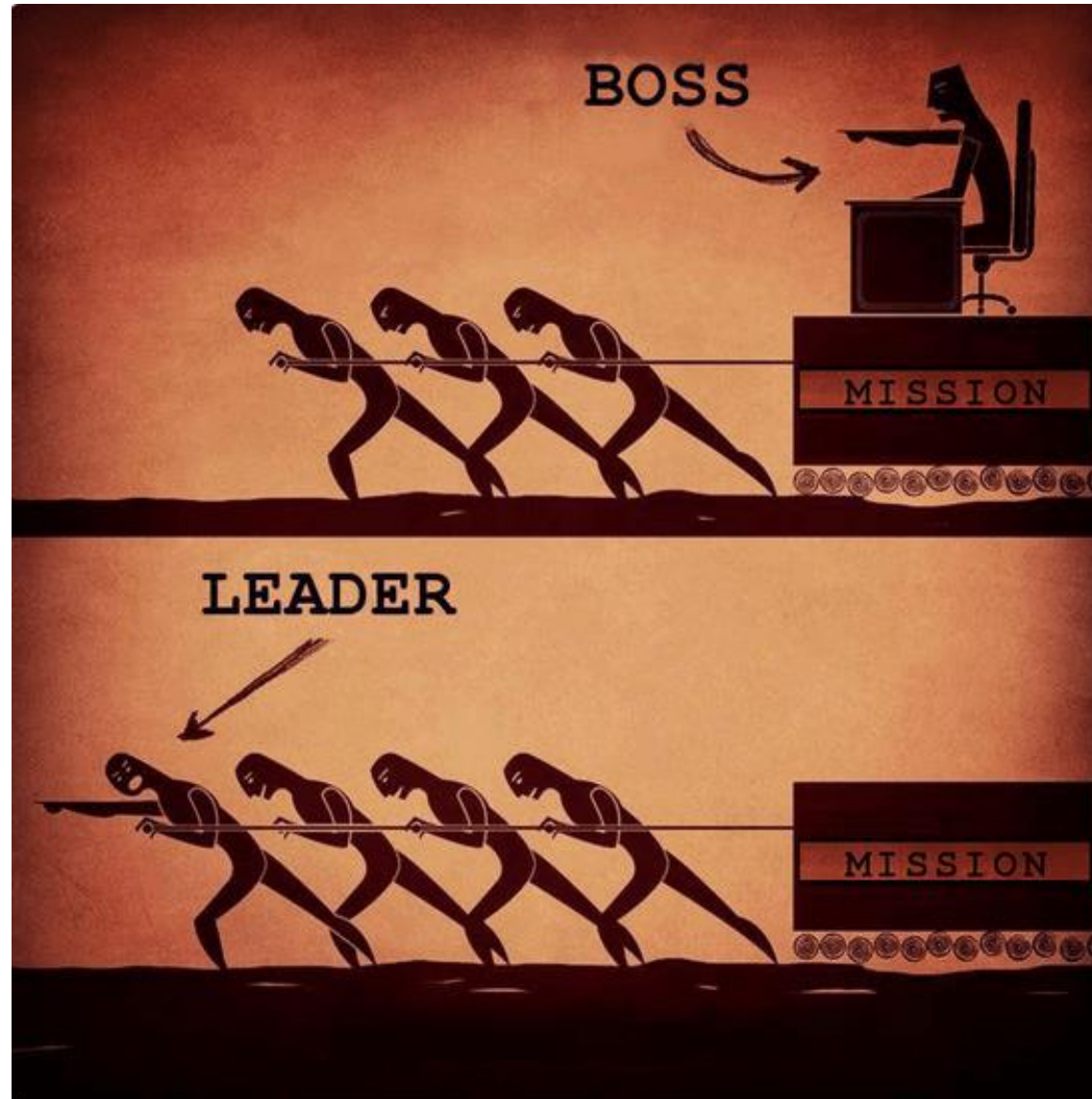


YOU are the emotional bellwether of your classroom.

YOU have to model the behaviour that you want in your classroom.

Don't be a **behaviour manager...**

Be a **behaviour leader.**



# Why are behaviour management styles so important?

- Because in our turbulent world, our students' (and our teachers) mental health have taken an absolute battering. We are living through the biggest global crisis since World War II. We should never take that for granted.

# Here's some stats.

- According to the Royal College of Psychiatrists<sup>1</sup> 400,000 school aged children & 2.2 million people sought help for their mental health during the COVID pandemics & subsequent lockdowns.
- There has been a 28% increase in children being referred to Children & Young People's Mental Health services (CYP) during the Lockdowns.
- 18,269 children and young people needed urgent or emergency crisis care - including assessments to see if someone needs to be sectioned because they or others are at harm - an increase of 18% on 2019.



- In these times that we are living in, we must factor in, more than ever, our young people's well being to be effective practitioners.
- We have to become more fluent in dealing with mental health & wellbeing to get the best out of our students.

# But remember...

## You are a PARAMEDIC not a SURGEON



# EMOTIONAL HIGHJACKING – what it looks like in the classroom



If you have taught for any length of time, you will have sometimes felt like Bruce Banner...

When you get angry or stressed, you may feel like you want to 'lash-out'/run/hide or you feel 'out of control.'

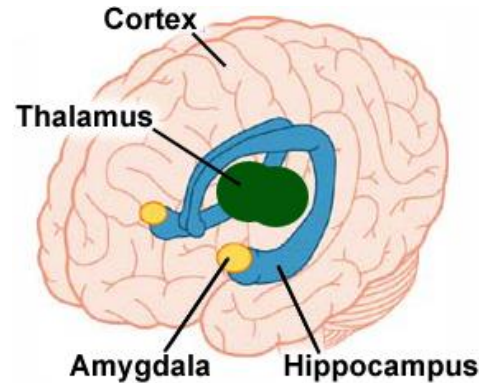
I have news for you...

THIS IS NORMAL. In extreme situations, most human beings would react the same way...

This is just the way, most of us are wired.

- Sadly, our students that have been diagnosed with SEMH, for a variety of reasons, have 'maladaptive emotional responses' meaning that they under-react or over-react to things that happen around them.
- The technical term is 'emotional dysregulation' but I prefer emotional hijacking.
- Moods are contagious. If you have someone who is emotionally hijacked & not contained, they can destabilise your class rapidly.
- You are the bellwether of your class – you may not be able to stay in control of the class **but you can stay in control of yourself.** (More on that later)

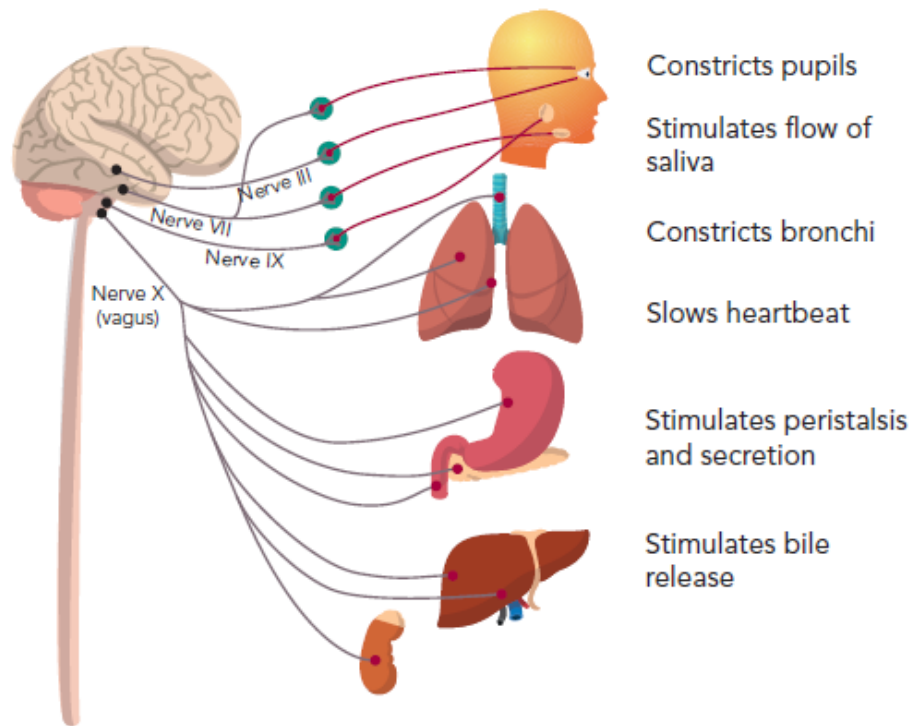
# WHAT HAPPENS DURING AN EMOTIONAL HIGHJACKING?



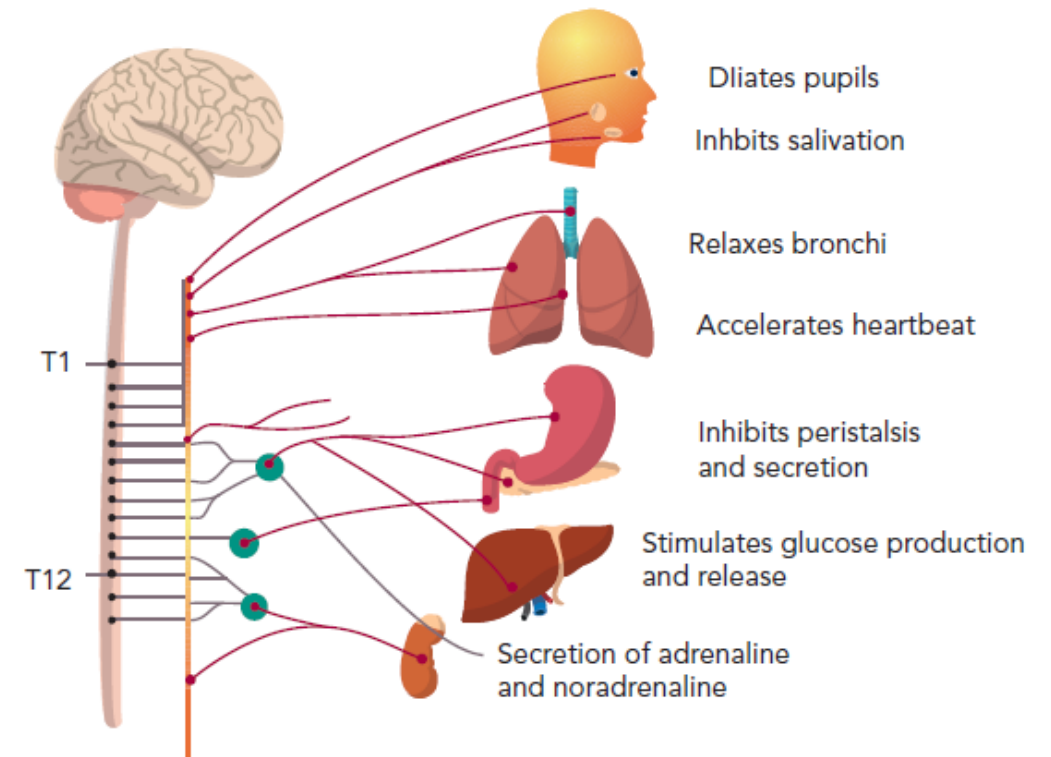
- Although our brains are a wonderful bit of kit, they haven't evolved much since modern man emerged 100,000 years ago.
- Your brain has one job and that's to keep you alive.
- If your brain sees something and interprets it as dangerous, this spooks a part of the brain known as 'amygdala', which is in charge of our emotions, including fear. This sends a signal to the hippocampus, the 'command centre' of the brain and is in charge of most of our involuntary functions such as our breathing, heart rate and blood pressure.

Figure 1: Anatomy of Parasympathetic and Sympathetic Nervous System with Connections and Effects on Various Organ Systems

### Parasympathetic system



### Sympathetic system





- The SNS activates in milliseconds – think of it like the accelerator in a car
- The PNS takes a lot longer to kick in and acts as the body's “brake.”

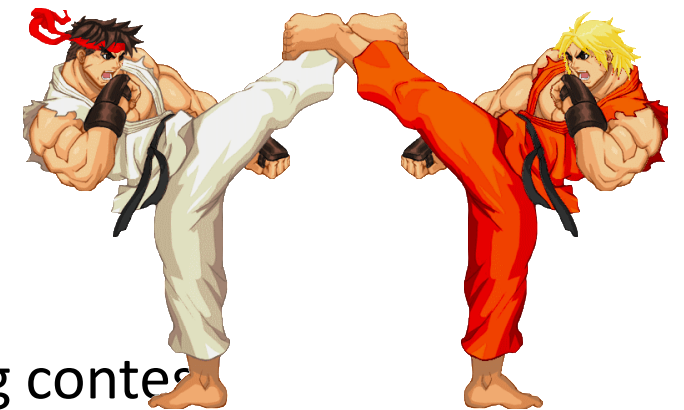
Unless you are a world class yoga teacher, you will not have a problem with your Parasympathetic Nervous System - it's the SNS that causes us the most problems both in the classroom and every other area of our lives. **Students who have suffered any physical or emotional trauma or have conditions that effect the brain are more prone to emotional hijacking than others.**

When we are in that heightened state we tend to fall into one of these three responses:

# Fight

In this state, when a threat is perceived, your body gets you ready to fight back.

- Personal space invasion — moving closer to intimidate or ‘squaring up’ to each other
- Slamming doors or throwing things in frustration
- Stomping
- Clenching of fists or teeth
- Becoming more argumentative and talking over people
- Glaring eyes — either you or the student end up in a staring contest



This is the worst response and this potentially is the most dangerous.

# Flight



In this state, you just want to come out of the situation as fast as possible. If something looks too big to fight or is simply just too overwhelming, your body wants you to get the hell out of Dodge. Symptoms of this state include:

- Being fidgety — shaking limbs and constant tapping on the floor or the table
- Not staying still — constant squirming whilst sitting down or walking around the room
- Backing off — the individual will put distance between them and the threat either by creating distance or by using objects like tables or chairs to block the path of the threat
- Rapid breathing
- Wide eyes and constantly looking around

# Freeze



If you can't 'fight' and there is no way that you can 'flight', you will just 'freeze.' In this state, you 'shutdown' emotionally and mentally. This state is common if you have been in very traumatic situations like a car accident or if you saw a brutal act of violence. Some of the symptoms include:

- Feeling 'spaced out' — the individual feels like they are 'not there' and they are not present
- Feeling numb or frozen
- Feeling like you have either lost your voice or the right words are not coming out of your mouth
- Not moving or having a low response no matter how extreme the situation is

Your main job is to STABILISE & SOOTHE your students if they become emotionally hijacked.

&

STABILISE & SOOTHE yourself.

The techniques that I will teach you next are excellent aids in helping you achieve just that.

# TECHNIQUE 1: The Pygmalion Effect

To explain this topic, I'm going to have to get some help from a World Champion...

Over to you, Tyson Fury...

# TYSON FURY

- Current WBC Heavyweight Champion.
- Lineal Heavyweight Champion of the World.
- Part-time Batman.

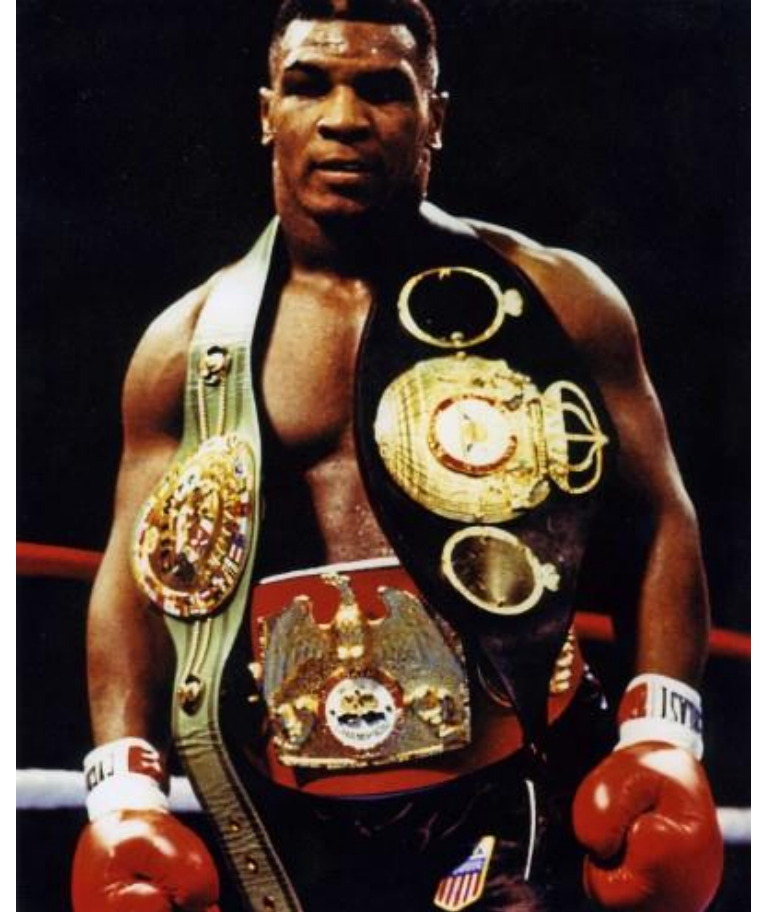






# “IRON” MIKE TYSON

- Former Undisputed Heavyweight Champion of the World.
- Youngest ever Heavyweight Champion at 20 years of age.
- Considered one of the greatest heavyweight boxers in history.
- Once owned 3 Bengal tigers.

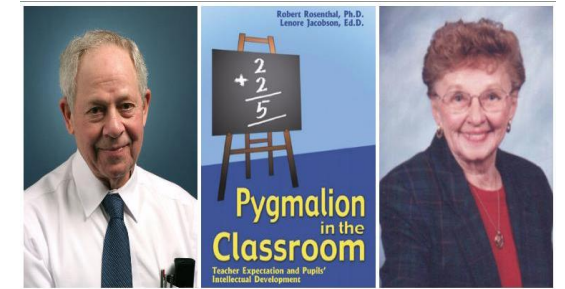


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# The Pygmalion Effect

*The phenomenon whereby others' expectations of a target person affect the target person's performance.*

- In 1965, elementary school principal Lenore Jacobson teamed up with a Harvard psychologist Dr Robert Rosenthal to conduct research on the effects of 'positive reinforcement.'
- In a controlled experiment, the researchers conducted a series of IQ tests with a primary school class and collected the results.
- Based on the results, they informed their teachers that the 20% of their students were "gifted."
- The teachers were told that they expected these students to outpace their classmates by the end of the academic year.



- After eight months, these 'gifted' students did academically, shoot to the tops of their classes achieving what was predicted.

BUT...

This was a red herring...



What the teachers did not know was...

- The “gifted” students were selected completely at random.
- Some of the students, in terms of IQ, were in the lower half of the class & never showed any indication that they would improve.

Lenore & Rosenthal concluded...

“the results of the experiment further evidence that one’s expectations of another’s behaviour may come to serve as a self-fulfilling prophecy<sup>1</sup>”

1. Rosenthal, R, Jacobson, L, 1965. Pygmalion in the classroom. *The Urban Review*, [Online]. 1, 20



People tend to perform up to the level that others expect of them.

# Quick takeaways

- Speak to your students' strengths not to their weaknesses.
- Give them a vision that they could aspire to.
- Praise them when they do the right thing.

# Technique 2: The LAST Framework

- This was a Sales technique that I learnt in my Telecoms Customer Service days and we used this to retain disgruntled customers who wanted to take their services away from the company.
- Internally, we found that account managers that used this technique had a 70% higher retention rate than those who didn't.
- This technique is fantastic to help calm and soothe people who have been emotionally dysregulated or 'emotionally hijacked.'
- In teaching, this has also served me well when building up rapport after I have given a sanction.
- There are 4 parts which must be done in order.
- Luckily we have a former FBI agent that can help us...

# Let me introduce to you Chris Voss...

- Chris was the lead international kidnapping negotiator for the Federal Bureau of Investigation
- A member of the New York City Joint Terrorist Task Force for 14 years
- Now an author & a speaker he wrote a fantastic book called “Never Split The Difference”



A former **FBI**  
hostage negotiator's  
field-tested tools for  
talking anyone into  
(or out of) just about  
anything

# NEVER SPLIT THE DIFFERENCE

Negotiating as if your  
life depended  
on it

**CHRIS VOSS**  
with Tahl Raz



- Chris is considered an world expert on persuasion, influence & negotiation especially in tense circumstances.
- One of Chris' main teachings is using '**trust-based-influence**' to build a rapport with the other person while calming down disruptive or aggressive communication that leads to bad outcomes.
- I have trained on his course and adapted it for my classrooms & I must say that IT WORKS.
- His techniques mirror the sales training I was given & will give you an 'edge' in tense communication situations.
- I thoroughly recommend you buy his book.

PART 1: Listen – Listen not to speak but to understand. Ask yourself these questions as the student is speaking:

- What is the core of the problem?
- What emotional state are they in?
- Who else needs to be in the loop? Safeguarding, Child Protection



There are a golden technique that will help you in the 'Listening' stage.

**MIRRORING** – simply repeating a couple words that the other side has said, often as a question. The best words to pick are usually at the end of their sentence.

For example, if a student says "I'm sick of this school and nobody understands me."

You could say "You're sick of this school?" OR "Nobody understands you?"

Mirroring does a couple of things:

- a) It builds rapport
- b) It helps the other side connect to their thoughts better – This tells the other person that you are listening & makes them engage with their neo-cortex, the “thinking part of the brain.”
- c) It gathers information – people tend to elaborate when they have been mirrored.

2) PART 2: Apologise or Acknowledge - In sales we are taught that to acknowledge the problem is halfway to solving it. Even if the problem or crisis is nothing to do with you, acknowledge what they have said and where appropriate, apologise for what they are going through.

If you are successful and your student feels that you are empathising with their point of view, they will start to calm down. They may even apologise to you! This is a sign that their nervous system is coming out of 'fight-or-flight.'

Here's a golden tip at the 'Acknowledging' stage...

**LABELLING** – verbally acknowledging your counterparts emotions.

“It seems like you are really stressed at the moment.”

“It sounds like you are really angry with John.”

“It seems like you feel really sad.”

Brain scans have shown that the act of simply labelling emotions, helps to soothe the amygdala which is the “emotional centre of the brain.”

Labelling helps your student 'zero-in' on how they feel & express it, helping to calm them down.

# A couple of things on labels...

- Avoid using “I”

“I feel you are upset.”

“I feel that you are angry.”

I sends a message to the other person that you are thinking about yourself.

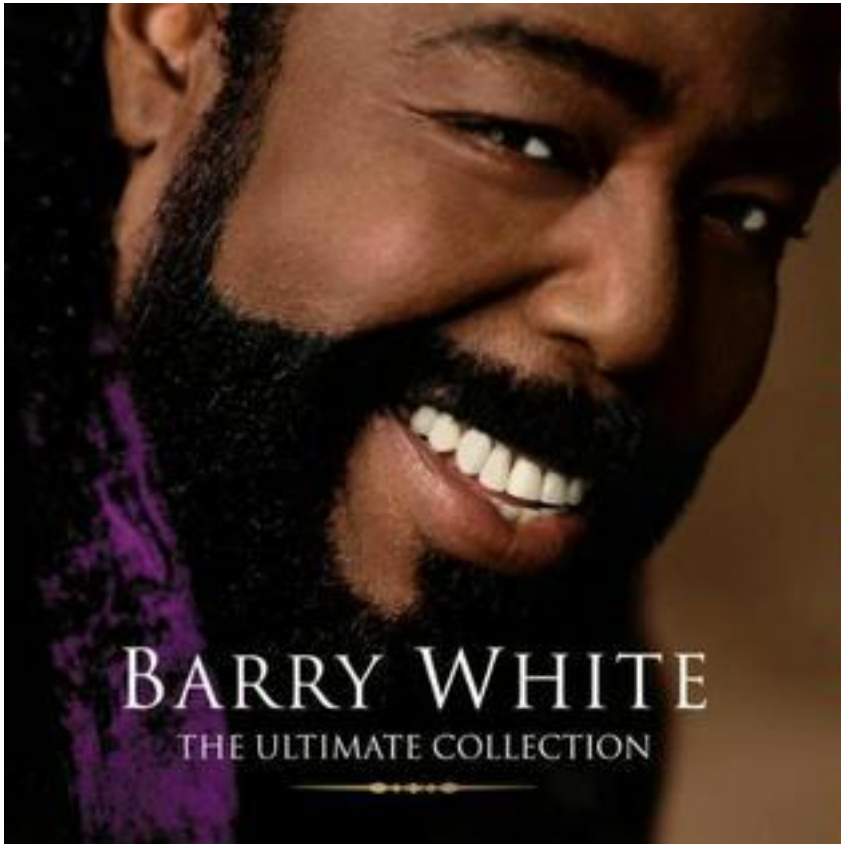
Use “it” instead.

- Don't over explain a label. If the other side remains quiet, that's a great thing! It means that they are thinking about your label & in turn starting process their emotions. Let them think!
- You can label more than once. Especially if the person is in the middle of an emotional highjack, it may take time for them to calm down. Labels are cumulative.

What will help you do the first 2 parts well is sounding a little like this...



# THE LATE NIGHT FM DJ VOICE



- Drop your tone a couple of pitches and talk around 25-50% slower than your normal speed.
- Research has shown that a lower, gentle tone can help soothe the 'amygdala' – the emotional part of the brain.
- Channel your inner Barry White!



# Mirrors & Labels go hand in hand...



3) PART 3: Solve or Send – There are some potential landmines here.

- In Sales you are taught that while you cannot always provide a **solution**, you can provide a **resolution**.
- In simple terms, your student may not get exactly what they want, but our job was either to find a suitable alternative or try to use this moment as an opportunity for both the student and the teacher to learn how to avoid this situation again.

4) PART 4: Thank - If you have done the first three parts successfully, you will have to come to a better place than where you first started. The last step is a nice way to end the communication.

- It also acknowledges what has occurred between the two of you and hopefully this will give you the tools to have more positive interactions. In our day-to-day lives, the negative responses we get from people outnumber positive ones. When we bump into people, they are more likely to swear at us than apologise (especially in London!)
- We were taught that for some customers, our 'thank you' might be the only one that they would hear throughout the day! Thank you displays common courtesy and teaches your student to do the same.

If there has been a serious incident, once the sanction has been served, use LAST to build on the relationship.

This is absolutely critical with Disruptors as they are more prone to receive heavier sanctions. If you invest the time and effort to try and build that relationship, 90% of the time they will pay you in kind.

Most people do not bother. If you do this, you will be showing that you are different and worthy of their trust. This strategy has rarely failed me even with the most severe disruptors.

QUESTIONS?

# Contact details

It doesn't end here. If you have any questions, you can reach me on my email:

[contact@actionheroteacher.com](mailto:contact@actionheroteacher.com)

TWITTER: @actionheroteach

INSTAGRAM: @actionheroteacher

Or simply send a carrier-pigeon, they know where to find me...

THANK YOU FOR LISTENING!!!

# REFERENCES

1. <https://www.rcpsych.ac.uk/news-and-features/latest-news/detail/2021/04/08/country-in-the-grip-of-a-mental-health-crisis-with-children-worst-affected-new-analysis-finds>