

Things to Remember



Your students are going to react to the material and experiences the way they see you react. If you demonstrate; belief and confidence in the ultimate worth of the program; strict conformance to schedules; and maintain your role as a leader, they will act accordingly.

If you abandon your role as a leader, let the members “run the show”, change the schedule, start and end haphazardly, or conduct a unit with no advance planning, then the total program will deteriorate.

Show your personal interest and enthusiasm, dedication of time for planning, complete familiarity with each unit, and leadership in conducting the program as it is conceived and laid out will be an invaluable contribution to the lives of your students.

1. Start on time and end on time. If you start waiting for the stragglers before you start, each session will start a little later. By allowing this to happen, you are teaching them to be late. If the students know you start the minute you are scheduled to start, they will learn to be prompt. The ones who are not would be late regardless of when you started. The material for each unit could be stretched into three times the length scheduled. But then it would start dragging. Keep it crisp and keep it moving. Conform to the schedule. If students always wish they had a little more time, you will retain their appetite for the program. It is designed with this in mind.
2. Do not project the “Boss Image.” Lead, do not scold, embarrass, or make jokes about any student, even if the viewpoint expressed is different from the group or yours.
3. Learn the names of your students. Mix with them and call them by name.
4. Get your students to mix. Build a cohesive spirit in the group. Make the individual problems the groups’ problem. If an individual asks you a question, respond by asking, “That’s an interesting question. Do you mind if I open this question up to the rest of the class?” You should become an example of correct attitude rather than an authority. Turn all questions into class projects. The growth will then be the students’.
5. Do not get into any “contest” with your students about what is right or wrong.
6. Every student must learn to identify with other students. This is part of understanding and growth. It is done through group involvement of common problems. You should not overpower or in any way restrict this.
7. Be the image of what the program instills. Be enthusiastic, cheerful, positive and considerate.
8. Be the first one on the spot. Make sure you are ready. Arrange your material so you are fully prepared to conduct your lessons.
9. Avoid abrupt commands such as “stop!” Comments such as “Let’s get started,” or “The time is up,” imply a more casual leadership style. Your conduct should be suggestive rather than autocratic.