

**Hello
AAEA!**



WHEN SOMEONE SAYS

A MEAN GIRL QUOTE WRONG

makeameme.org

whenever my crush walks by me
and my friend and I yell "act
normal!"



Kris Jenner
@KrisJenner

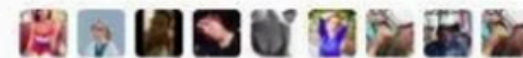
Follow

"I'm not like a regular mom, I'm a cool mom" 😊



RETWEETS
17,532

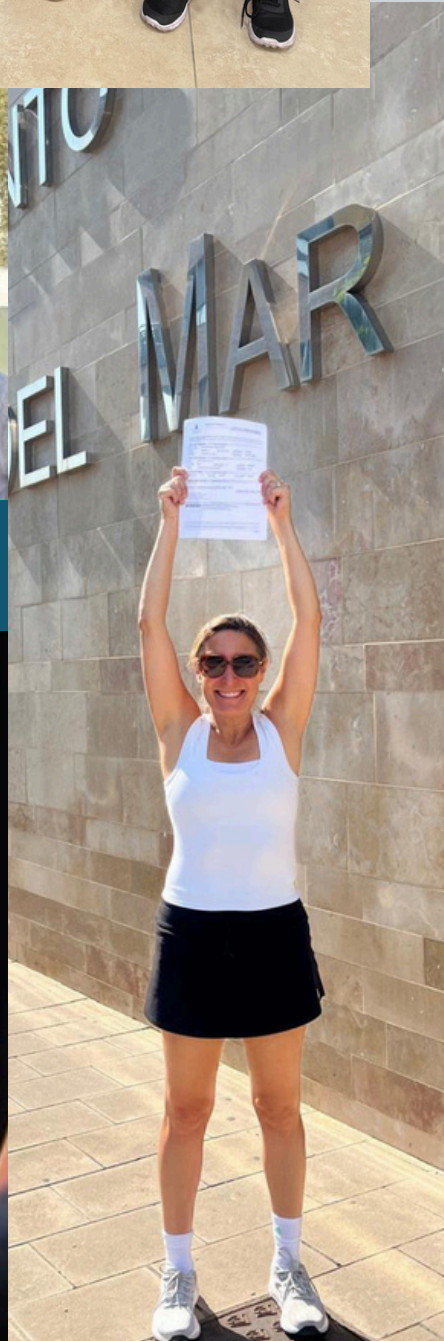
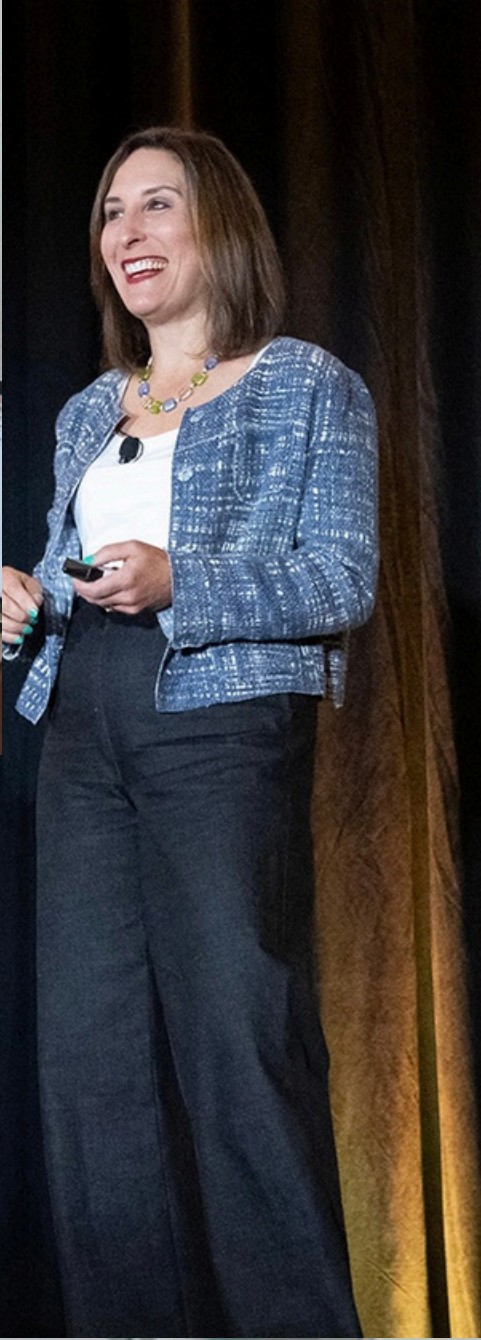
LIKES
32,256



"That's so fetch!"

**friends and I when that one girl we all can't
stand walks in the room :**





Rosalind Wiseman







YOUR TIME TO TALK

60 Seconds each person

What advice do you tell students, parents, or faculty in their snowstorm moments that you have the hardest time following yourself?

The logo consists of the letters 'RW' in a bold, sans-serif font, colored in a light tan or beige. The letters are centered within a white circular outline. The background of the entire slide is a dark blue with diagonal stripes of varying shades.

THIS MUCH IS CERTAIN

We must learn to manage ourselves with adults who can be self-righteous, selectively informed, and we can't tell them everything they need to know.

Dignity, recognizing each person's inherent worth, is non-negotiable. Including yours.

In a world where compromise is seen as weakness and domination is celebrated as strength of character, we stand certain that neither is true. That is generous authority; using your power and title for the good of others.





“

They tell us to talk to everyone and then they tell us to be careful choosing your friends. That's confusing.

-Aidan, 12

“

Tell parents not to hold grudges against another kid. If they do hold a grudge, I don't want to tell them other things. My mom is a teacher and she still hates a kid who stole my glue stick in 1st grade and they're a nice kid now.

-Eliza, 14

“

Adults tell you to be kind but I either forget that instantly or I don't agree because I don't want to be kind to someone who is mean to me.

-Morgan, 13



“

Not caring what people think of you is probably the best and worst social skill you can have. - **Oliver, 14**



Social Survival

but creates risk with adults

vs.

Social Harm

but creates risk with peers

We have to train ourselves to create strategies that *actually* motivate them... not what we think *should* motivate them.

RW

The Challenge

You just found out a student hid something from you. If you had known about it earlier, solving the problem would have been much easier than trying to solve the problem now.

The Reframe

You must have had a good reason for not telling me. When you're ready I would like to know what the reason is so I can help you the best way I know how.

WHAT DRIVES PEOPLE?

- 1 Participating in experiences to feel pride, admiration, and respect
- 2 Avoiding embarrassment, humiliation and shame
- 3 Seeking earned prestige; your reputation for competence and value to the group
- 4 Feeling a sense of belonging



YOUR TIME TO TALK

2 minutes together

What do we say to our students that you worry isn't effective?
As in you can see them disengage or think, "You just have to say that."

- When we want to motivate them?
- When they have a conflict with another student?
- When we are comforting them?

Teasing isn't all the same

Playful Teasing

- Feel liked
- Don't feel put down
- Will stop if asked
- You don't think about it after

Annoying Teasing

- Doesn't know how you feel
- "I was just joking." But doesn't stop to think about how it impacts you
- You think about it but you aren't focused on it.

Harmful Teasing

- Teased for what you feel shy or not confident about
- Relentless and public
- You don't feel there's anything you can do to stop it
- It's a constant in your mind and you anticipate it happening again



It's not all bullying and "just be kind"

Rude

is unintentionally hurting,
excluding, embarrassing
someone

Drama

is serious to the people involved
but not taken seriously by others

Mean

is intentionally hurting, excluding,
embarrassing someone

Bullying

is repeatedly abusing or
threatening to abuse power
against another person based on
who they are or perceived to be



Enforcer

High expectations but
low support

vs.

Protector

Low expectations but
high support

Mentor mindset is about providing
high expectations with high support

The mentor's dilemma

It is very hard to simultaneously criticize and motivate young people...

Especially when we tell them their brains aren't fully developed until they are 25

The Challenge

Specific Co-Created agreements that immediately signal:

- Mentor mindset
- Acknowledges learning differences
- Recognizes students' complicated education journey

The Reframe

Make it your own:

- What kind of teacher can I be that works best for your ability to learn?
- What kind of teacher could I be that would make it harder for you to learn?
- What do you want from yourself?
- What do you want from each other?





Adults think respect should be something younger people give to them by nature. Why should we treat someone with respect if it's not reciprocal? The excuse always is: "I'm older than you, I have power over you. You have to do what I say."

If you need to give excuses and reasons on why you should get treated with respect instead of being a human who people want to respect, that says a lot. — Valerie, 16





Respect is
earned

Admiring
someone's actions

Dignity is
a given

The inherent
worth of each of us

*Almost all of us have had to show respect to
someone in a position of authority who is
denying the dignity of others*



Treating someone with **respect**
looks the same as treating them with **dignity**

But the experience of it is entirely different.

One feels like **submission**

The other feels like **empowerment**



People

Students, faculty, parents, board, staff, buildings and open space

Tactics

SEL, Strategic plans, student voice programs, IB, MTSS, StuCo, advisory, schedule, designing the buildings

Principles

Guide your thoughts and actions

Dignity

Acceptance of Identity, Recognition, Acknowledgement, Inclusion, Safety, Fairness, Independence, Benefit of the Doubt, and Accountability.

5 Key Principles

1

Listening is
being prepared
to be changed by
what you hear

2

Easy on people
hard on ideas

3

Validate,
don't relate

4

Take ownership
when it's hard

5

No one knows
everything,
together we
know a lot



Listening is being prepared to be
changed
by what you hear.



The Challenge

They confide in you about a problem or conflict they're having with another person.

You are tempted to ask a lot of questions...

The Reframe

I'm so sorry that happened. Thank you for trusting me to tell any of this. What do you need from me right now?

Easy on people.

Hard on ideas.



The Challenge

An exam didn't go well and they...

- Want to give up
- Say it doesn't matter because they'll never need to know the material
- Tell you they don't care
- Refuse to talk and get mad at you

The Reframe

I'm guessing that you may not want to talk about how you could have done better or my advice about what you need to do right now. Am I right?

Do you want to not think about it right now? Or take a few minutes to tell me how you're feeling? Then after... we can talk about what you want to do about the test/paper/game later. How does that sound?

The Challenge

They did something wrong and you need a strategy to figure out what happened and discipline with high support and high expectations

The Reframe

Hi-I'm guessing it's stressful to be here but we have to talk about what happened.

Here's what was reported to me... OR Here is what I saw...

Can you help me understand what happened or how we got here?

I understand that people may ask you about our conversation or what kind of trouble you're in. I imagine that can be a lot of pressure so do you want to spend a few minutes together thinking about what you can say?

The Challenge

“We do all of these programs here, but we can’t control the ‘messages’ our students receive at home. Parents don’t have the same values as we do.”

The Reframe

There are parents and other adults in our community who won’t agree with everything we do. With dignity as our foundation, we are not forcing anyone to change their values while we uphold our mission. Even if other adults contradict us, what we do matters to our students’ development and emotional health. So I’m going to focus on our best with what we can control.

A woman with short brown hair, wearing a light pink jacket over a black shirt, is sitting and speaking to a group of people. She is gesturing with her hands. In the foreground, the backs of several people's heads are visible, including a man in a blue Under Armour shirt on the left and a woman with long brown hair on the right. The background features a colorful abstract mural and a red and white striped flag.

Validate. Don't relate.

RW

The Challenge

*I know what it's like to be you!
I know what you're feeling!
I was your age once.*

**Acknowledging someone's
difference is a recognition of
their dignity.**

The Reframe

Even though I was your age once, I have no idea what it's like to grow up today. So before I give you any advice, I need to listen to whatever you want to tell me. That's the only way I can understand what you're facing.



**Take ownership
when it's hard.**



The Challenge

You (or someone else) has done something that has come across the “wrong” way with parents and now someone’s pants are on fire.

The Reframe

First, I want to acknowledge that I came across as not taking this seriously (coming across like your child was X). I’m sorry for that.

They say something that puts you on edge.

It sounds like you don’t believe my apology or that things can change. Am I hearing that right, or have you had other experiences here that make it hard to trust that we’ll follow through for your child?

It’s really important to me that your child feels supported. How do you want your child to feel as we move forward, and what do you think is most important for them to learn from this experience?

Thank you for staying in this conversation with me.



**No One Knows
EVERYTHING**

**TOGETHER
WE KNOW A LOT**

The Challenge

You have a problem that keeps coming back and you can't figure out how to fix it.

OR

You are trying to figure out what really happened and people are reluctant to tell you.

The Reframe

Ask yourself:

- Who are we forgetting that has experience with the problem we are trying to solve?
- How will you find out?
- What will you say to bring them in?
- Do they have any reason to fear giving you the answers you seek?
- How will you reassure them?
- How will you acknowledge their contribution?

What did you come in knowing
but now see *differentlly*?





**Certainty is always about dignity driving how we
choose
to lead, model, and repair.**

Let's continue the conversation!

 www.rosalindwiseman.com

 rosalind@rosalindwiseman.com

 [@rosalindwiseman](https://www.linkedin.com/company/rosalindwiseman)

 [@rosalind.wiseman](https://www.instagram.com/rosalind.wiseman)

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