



MARY ROBINSON REYNOLDS'

THE ACADEMIC SUCCESS 101™  
*Online Course*

# Academic Success 101™ Workbook

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The **ACADEMIC SUCCESS 101™**  
9-Weeks to a Make A Difference School Year  
*Workbook*

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*At times our light goes out ...*

and is rekindled by a spark from another person.

Each of us has cause to think with deep gratitude

Of those who have lighted the flame within us.

– Albert Schweitzer



## YOU DECIDE

My intention is: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Rules for this course: \_\_\_\_\_  
\_\_\_\_\_

What's great about \_\_\_\_\_ is \_\_\_\_\_  
\_\_\_\_\_



*Reaching out to make a connection says...*

You matter to me, and I believe in you.

It's what re-charges our emotional batteries.

What I already know is great about \_\_\_\_\_ is \_\_\_\_\_  
\_\_\_\_\_

What I already know is great about \_\_\_\_\_ is \_\_\_\_\_  
\_\_\_\_\_

What I already know is great about \_\_\_\_\_ is \_\_\_\_\_  
\_\_\_\_\_

What I already know is great about \_\_\_\_\_ is \_\_\_\_\_  
\_\_\_\_\_

### RE-IGNITING TEACHER MORALE

Problematic Areas in Education

OC/CO

|       |       |
|-------|-------|
| <hr/> | <hr/> |

*You can dream, create, design and build  
the most wonderful place in the world  
... but it requires people to make the dream a reality.*

– Walt Disney

Preferences / Solutions

How

|       |       |
|-------|-------|
| <hr/> | <hr/> |

## Find out Your Predominant Color Style

Take Free Colors Personality  
Style Test for Adults

[Click Here](#)

Take Free Colors Personality  
Style Test for Tweens/Teens

[Click Here](#)

### Your Results will Include:

- A general description of your predominant, or "primary" color personality style.
- A description of your Strengths, Intellect, Motto, Problematic Area & Quirk!
- A recommendation about how to better relate to the other Color Styles

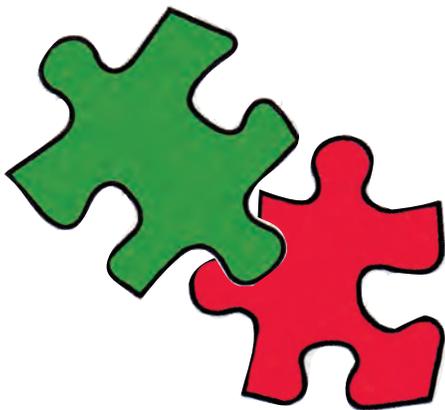
## Upgrade to Individualized Personality Style Profiles (PSP's)



Get an Access Code For Use in ANY PSP

One for: \$9.95  [Add to Cart](#) [Quantity Discounts Apply](#)

TO TAKE YOUR FREE TEST GO TO:  
<http://TEST.CONNECTINGWITHCOLORS.COM>

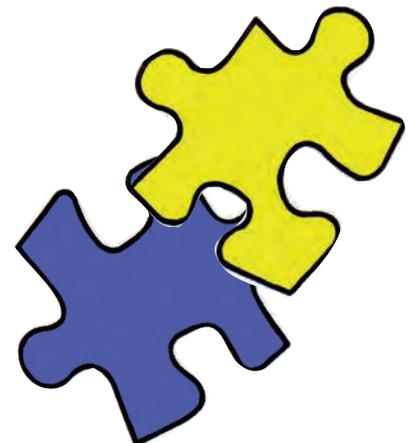


Matching & Mirroring

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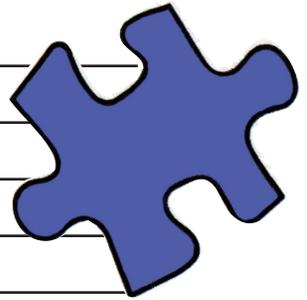


*Laughter is the shortest distance between two people.*

9 Weeks to a Make A Difference School Year

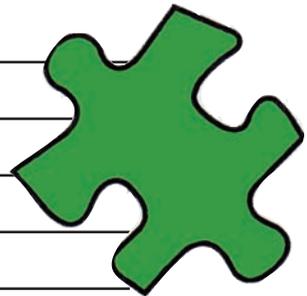
**Blue**

STRENGTHS: \_\_\_\_\_  
INTELLECT: \_\_\_\_\_  
MOTTO: \_\_\_\_\_  
PROBLEMATIC AREA: \_\_\_\_\_  
LITTLE QUIRK: \_\_\_\_\_



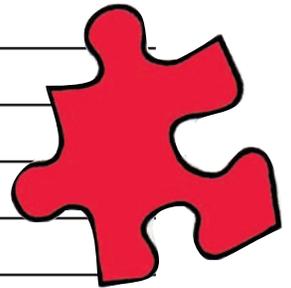
**Green**

STRENGTHS: \_\_\_\_\_  
INTELLECT: \_\_\_\_\_  
MOTTO: \_\_\_\_\_  
PROBLEMATIC AREA: \_\_\_\_\_  
LITTLE QUIRK: \_\_\_\_\_



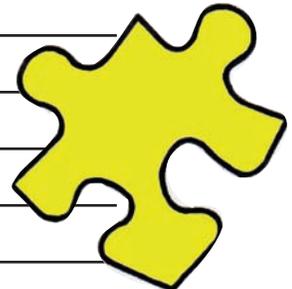
**Red**

STRENGTHS: \_\_\_\_\_  
INTELLECT: \_\_\_\_\_  
MOTTO: \_\_\_\_\_  
PROBLEMATIC AREA: \_\_\_\_\_  
LITTLE QUIRK: \_\_\_\_\_



**Yellow**

STRENGTHS: \_\_\_\_\_  
INTELLECT: \_\_\_\_\_  
MOTTO: \_\_\_\_\_  
PROBLEMATIC AREA: \_\_\_\_\_  
LITTLE QUIRK: \_\_\_\_\_



*Connecting with compassion...creates a ripple effect*

that changes attitudes, reinforces the positive,  
and can have an impact far greater than we realize.

## USER-FRIENDLY QUANTUM FIELD THEORY AND INTERCONNECTEDNESS

### We Are Electromagnetic

The February 1993 issue of Discover Magazine featured an article, *The Body Electric* by Carl Zimmer (DISCOVER Vol. 14 No. 02 /February 1993/Biology & Medicine), which included a series of electronic photographs showing the illuminated flow of electrical activity throughout the entire system of nerves and blood vessels in the human body.

Think about it: if the heart stops, modern medical practice calls for the application of an electrical jolt to get it started again. The brain uses electricity to issue its commands from neuron to neuron. When these signals reach a muscle, they set up a wave of electricity throughout the muscle. Each cell of the body has a positive and negative charge, so there is constant polarity. In addition, each cell has a magnetic component, which means that the body is not only electric, it's magnetic. In essence, we are moving, electromagnetic fields of living energy.

The human mind and body create a measurable magnetic field arising from electrical charges in motion. In Dr. Deepak Chopra's *Ageless Body, Timeless Mind*, he explains that every cell in the body even has its own intelligence. There is ample evidence that, at the sub-atomic level, each quantum particle/wave has an "intelligence" of its own! At the organic level of our bodies, embryonic cells "know" how to grow into higher forms of complex and distinctive systems. Each of these systems is responsive, in varying ways, to the electromagnetic energy generator of our minds.

Because the body is electrical, and each cell in the body has a positive and negative charge, we are magnetically charged in accordance with what our thoughts vibrate and transmit. Being electromagnetic, our body sets up certain conditions for how we relate to our physical world. Energy flows out of our bodies and interacts with all other energy and matter.

An analogy that illustrates this best is to imagine that the energy flow from you is like a signal or wave-length transmitted from a radio or television station. Each of us emits very precise signals based on what we believe and think. Everyone and everything in our environment has the capacity to pick up certain aspects of these signals. However, only those who are tuned in on the same wave length can consciously respond to them, as only those radios and television sets that are turned on and tuned in to a particular station will pick up a signal.

Have you ever turned on your TV remote control and randomly flipped through the channels until something on one channel made you stop and watch? You were in tune, or in alignment, with what was being said and that's why you wanted to stop and listen. Or the opposite can happen, and you can be so upset by the information being presented that you turn to another channel immediately.

Understanding that the human body is electromagnetic, combined with some insight into quantum physics, will help you to see how energy affects us, and how we continuously affect our

## 9 Weeks to a Make A Difference School Year

world, our reality and our connections with other people. There are many experiments that show that the mind or consciousness is not restricted to our bodies, nor is it restricted to any kind of locality.

### Examples of Interconnectedness Research

How often have you been driving along and you get this feeling sense that somebody is looking at you. Then you discover that, sure enough, somebody is!



Have you had a thought about a particular person—and the phone rings!

We think of these things as extraordinary, but in fact they are very common and available to all of us, all the time. Whether or not we observe them depends upon whether we let ourselves tune in to this experience and be conscious of what's going on around us. When we wall off the world, we also wall off our capacity to know ourselves, and to own our real personal power and the connections we are actually making.

Here are some experiments that show that the mind or consciousness is not restricted to our bodies nor is it restricted to any kind of locality.

One experiment was done at the Institute of Noetic Sciences: a woman (Subject A) sat in one room and was connected to a polygraph machine, while another woman (B) remained in a room down the hall.

A polygraph is better known as a lie detector test. It measures physiological responses of stress such as heart rate, blood pressure, galvanic skin response, so when a person experiences stress at any level inside the body the polygraph machine would record it.

Subject B was instructed to think thoughts that were either “upsetting” or “happy.” When she began a new thought, she would push a button to enter into the computer the precise time the thought occurred. Different buttons designated different types of thoughts—happy or upsetting. Later the computer data showing the specific type and timing of each of B’s thoughts was compared to A’s polygraph results. With repeated experiments, researchers found an average 90-95% accurate correlation between B’s thoughts and the registrations on A’s polygraph machine.

By using the polygraph we move beyond conscious knowledge about what might be happening, and we are able to judge what the body itself just resonated.

### More Interconnectiveness Research

Another interesting study, sponsored by the US Army, was conducted by General Andrew Staublebine of the Army's central intelligence command. In his experiment he extracted saliva from a donor's mouth, centrifuged the saliva, extracted the white blood cells and placed them in a test tube. Also in the test tube were placed electrodes attached to a polygraph machine. The donor was sent to another room to watch certain scenes of violence.

Researchers discovered that when violent images were shown on television to the subject, his centrifuged saliva connected to the polygraph machine in another room, produced very noticeable stress reactions. More interestingly is that this reaction would occur up to three days after removal from the donor's mouth. Researchers then duplicated the experiment from greater and greater distances, up to fifty miles away, and still the polygraph would react with its electrodes in the centrifuged saliva from the donor's mouth when he would watch scenes of violence.

*Suddenly had a  
thought about someone...  
and the phone rings?*



How much of this might be an explanation for the increased violence in the world? What about the discord in our families and relationships? If we are thinking, watching or writing about violence—or focusing even just for a moment on what we would like to do to someone who has offended us, is it possible that those thoughts reach forth and have a larger effect on the world and on the people around us, as well upon ourselves? According to physicists, that is very likely, because mind and consciousness are joined as one, and in that interconnectedness, there can be an effect that is felt.

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A similar result was obtained by Clive Baxter, who is one of the foremost experts in the polygraph. As far back as twenty-five years ago, he liked to share the story about the time he was working with a polygraph machine in his laboratory late one night when he decided to take a break and make a cup of instant coffee. As he waited for the water to boil, curiosity made him wonder, “Gee, what would happen if I wired up the polygraph to the corn plant in the corner of my office?”

He placed electrodes around the corn plant, and then began to think what he could do to stress or scare the plant, to try to elicit a stress response on the polygraph. He decided that scorching a leaf would surely cause anxiety in the plant. So he found some matches and stood beside the plant. As he took a match out of the box, intending to strike it and burn the plant, the polygraph made a sound of response. Baxter was startled by the noise—he hadn’t yet lit the match—and he assumed there must be some misconnection. So he examined the plant and found that the electrodes were solidly placed, with nothing out of order.

Once again he took the match and held it in his hand, and again, at the very moment he had the *intention* to strike the match to burn the leaf of the plant, the polygraph reacted dramatically. By this time his water was boiling, and he went to the kettle to make his cup of instant coffee. But as he poured the remaining water down the drain of the sink, the polygraph reacted again, and this time he was doubly surprised. He thought, “What’s going on now?”

He boiled more water, but when he poured it down the drain, the polygraph did not react. After speaking to a biologist friend about it, they concluded that when the scientist poured the boiling water down the drain the first time, the corn plant was reacting to the stress of other living cells—bacteria in the sink that were killed by the hot water. However, when he poured it down the second time, the bacteria had already been killed. The scientists hypothesized that there was a connected resonance between the bacteria in the sink and the corn plant. The interconnectedness of mind, or of consciousness, throughout our world is something that stands out strikingly to us.

### **The Power of Communication**

The famous botanist, Luther Burbank, conducted a very interesting experiment. He developed many different species of plants and one of his goals was an attempt to develop a spineless cactus. He would take a cactus and remove its spines, to see if it would live and then be reproduced as a spineless cactus. Each time he did that, the plant would die. He replicated the experiment several times without success.

Then one day, being an energy-minded person himself, he had a thought—he would talk to his plant. He assured the cactus that here in his laboratory there would be no harm. He would take very good care of the plant. That there would be no animals or any other creatures that could come in to harm the cactus, even without its spines, and that the plant would be completely safe in his laboratory. And with that, he removed the spines from the cactus. This time the cactus lived and Burbank was able to reproduce spineless cacti.

Psychologists have slowly picked up on the relevance of quantum theory to their practice. The traditional medical community has begun to accept these theories and incorporate them into the medical model of healing. I say it's "begun" only because many of today's scientists, including those in the field of medicine, still function within the old Newtonian paradigm. It is easier for these practitioners to ignore the new findings and to continue to rely on the logical and rational models they were originally trained in. As we look at some of the findings of quantum mechanical experiments, you will see that they seem to turn logic and rationality upside-down.

### Evidence of Sub-atomic Communication

In recent experiments, physicists found that particles which originated from a common atomic mass continued to experience a kind of communication with each other that kept them permanently in touch with each other regardless of distance.

The way this was tested was to split an electron in half and manipulate the spin of one half. They found that the second half would always spin in the opposite direction from the first one. If they reversed the direction of spin of one electron, then the spin of the other electron was automatically reversed instantaneously.

Furthermore, physicists discovered that the relationship of opposite spin is maintained by both electrons regardless of the distance between the partners. **They even went so far as to separate the two electrons by a distance of half way around the world. The results were the same.** Scientists were able to document that the two split electrons, originating from the same atomic mass, switched direction at **exactly the same moment** that the manipulation of one was initiated!

This illustrates that sub-atomic matter is constantly and consistently reading its environment and communicating.

### Further Possibilities of Energy And Distance

This basic knowledge of electron communication was once again the impetus for experimenter Clive Baxter to further examine the possibilities of energy and distance. Baxter wanted to prove that we have the power to send energy over a long distance through characteristics that are present in atomic mass, which includes the structure and behavior of electrons.

He set up an experiment in which he scraped cells from the inside of the mouth of an actor and put them in a petri dish. He then had the actor drive to another laboratory seven miles away so that his colleagues would not know what the actor was doing, which was to act angry at certain intervals. At exactly the instant the actor began to act angry, the electrical activity in the cells in the petri dish changed. Before that moment, the cells in the petri dish were showing very little electrical activity. In fact the electronic survey only registered that there were cells there, and the petri dish was not empty. **Yet the more invested the actor became in experiencing anger, the greater the level of electrical activity in the cells present in the petri dish.**

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Now let's look at these two experiments together. The first experiment suggests we are all part of an incredible and pervasive communication system in which distance is irrelevant. The second experiment suggests that thoughts have energy that magnetizes electrons, measurable by electrical activity in living cells, again at a distance.

From this we conclude that we can purposely transmit thought-energy over distances instantaneously, like a radio station to a receiver. This is precisely how we create our experiences in the physical world.

### **Message Sending, Message Receiving**

Dr. Page Bailey, creator of Educotherapy, offers his explanation of this in his program, *Pathways to Accelerated Recovery from Chronic Pain*:

Atoms are universal; and at the atomic level there is energy in us that's in all the universe. But we are not sharing electrons, we are modifying electron behavior in each other or in the outcome of events. Our electrons are reading other electrons as we are moving empathetically.

For example, telepathy is really just the electrons and information that we are receiving. Receptive people are simply open to the translation of those energies which are received around them. And there can be no question about the fact that some people have a special receptivity, and that through exercises they have developed it to very high levels.

We are all receptive at some level. In Marlo Morgan's book, *Mutant Message Down Under*, she has a chapter called *Cordless Phone*. There is a passage in which one of the hunters has left the tribe and goes out to kill a kangaroo. He does so, but drinks contaminated water, becomes ill and contacts the tribe telepathically. Marlo observes the tribe suddenly stopping in their daily trek. They kneel in quiet and receive the message that the hunter is asking for permission to cut off the tail of the kangaroo and bring the kangaroo to a predetermined destination in the desert, which itself is a fascinating process: how do they determine position in the desert — how do they do that?

The tribe could not have picked up just any message. If that brave hunter with the kangaroo said, "I want tickets to see the NY Jets football game," the tribe would not have gotten that message, so there is a pre-conditioned *message sending* and *message receiving set* that has been created in the culture, which in turn has modified an atomic process. This aboriginal tribe has created a receptivity to a particular set of messages.

Now we in our culture have also created receptivity to a certain set of messages in the human dialogic process, and those messages are again determined by pre-conditioning.

Let's say that you are in a conversation with someone and you find yourself saying: "Tell me what you told me again, I know you just said some words, but give me more words

so that I'm sure what your words meant.” What you may be sensing intuitively is that there is another script and other material that has not as yet been said out loud. That intuition would not be there if there were not a message sending and receiving process.

This can happen when we are first beginning to date someone, especially if we are really very interested in the person, but we are not verbalizing that yet. Or you may be in a conversation, and you hear just a few words, but you intuit many more, and you are troubled by the fact that you did not get to confirm your intuition. Another way to describe this is the message conditioning that the culture has provided for us, and we are all receptive to cultural messages to different degrees and in different ways.

You may be asking, “Does this mean I can get my thoughts, and thus my energy all over you?” Yes it can, whether you mean for it to be happening or not. For now, let's move on to another very exciting experiment which reveals how thoughts influence energy and outcome.

### **Thought Affects Electrons**

There was a new kind of technology in the 1970's that allowed scientists to fire electrons at a speed approaching the speed of light. When they would fire the electrons at a screen with two apertures, they were amazed to find that the electrons, which were believed to be particles, would sometimes behave like waves. Sometimes they would go through the top aperture, and sometimes go through the bottom aperture, and sometimes the electron would change into a light wave and go through both apertures and converge on the other side and become a particle again.

The scientists at first could not figure out how this happened. Finally after extensive experimentation and research, they began to recognize that what determined the way the electron would behave was the observation, perception and expectation of the experimenter. When they looked for particles, they found them. When they looked for waves in the same experiment, they found waves.

*For the first time in scientific history...*

we recognized that you cannot have any experiment  
absent of the perceptual influence of the experimenter.  
Nor can you have a life that is absent the influence of the way you see it.

Electrons constantly and consistently read their environment, and thoughts are constantly directing electrons by intent. Our intent is being transmitted directly into our environment, and electrons pick up on the infinitesimal signals we are sending. What we think, what we believe, what we intend, have faith in and expect all have energy that flows out of us and is “read” by our physical environment. Electrons are responding in kind to the thoughts we hold in mind.







## ENERGY ILLUSTRATION

*Compassion turns "me" into "we."*

The moment that the "we" becomes "me" occurs,  
new understanding is revealed.

Compassion is the only way out of  
resentment, anger or unskilled behavior.

### ENERGY TRANSFER

You can't have an attitude and \_\_\_\_\_

**Positive Behavioral Support/Behavior Modifications #1 Rule:**

**Before you can change anyone else you must first \_\_\_\_\_**

### RESISTANCE REDUCERS

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The real power of compassionate attention is that it causes positive behavioral change—instantaneously.

There has been a significant amount of research about compassion, in the areas of human development and behavior. Psychologists have demonstrated that a compassionate response to difficult people and situations yields a positive reaction 70% of the time. Whereas, responding with resentment or anger produces a negative reaction 100% of the time!

### To transform the emotions ...

of an undesirable situation, you must first decide that you are going to manage your impulse:

- to abandon
- avoid
- diminish
- or punish
- to make your point.

### The very best place to begin is ...

#### **Behavior Modification's #1 Rule:**

**Before you can change anyone else you must first change yourself.**

You simply cannot have an attitude ...and keep it a secret!

If you don't like a child, you will not be able to work with that child successfully.

You are either contaminating or contributing based on what you've decided about any given situation.

### So which odds would you choose?

Compassion: Positive Result 70% of the Time  
Resentment: Failure Result 100% of the Time

*Make A Difference with the Power of Connection* page 26

## BECOMING A TURNAROUND SPECIALIST

*The most effective place we can break in is at the thought level,  
rather than at the behavioral or the emotional levels.*

For centuries, thoughts have been considered of utmost importance by the great philosophers. “I think, therefore I am,” wrote Rene Descartes back in the 1600s. We know that there are common phrases—*what goes around comes around*, or *what you put out comes back*—which apply not only to behaviors, but are especially applicable to thoughts as well. Everything we think reaches out into the world, carrying its effects in powerful ways, far beyond what we might imagine.

In becoming TurnAround Specialists, we are ready to see that our thoughts often have a more profound effect on others than what we actually say or do, both in our work and in our personal relationships. How we perceive someone (for example, whether we think of them as attractive or unattractive)—that is a *thought*.

*Attitudes* are born of our thoughts, and the level of emotion stimulated by the thought causes the vibrations that reach out into our world. The attitudes we carry actually influence and determine our experience with a person or an event. In fact, all communication begins with a *thought* and energetically vibrates out from the *attitude* that is formed from the thought.

The decision you make about that thought becomes your attitude and, energetically, it is constantly in motion, whether you mean for it to be or not. The more emotion there is attached to the thought, the stronger the vibration and the more it has the capacity to be felt, both by the sender and the receiver of the vibration.

When you perceive someone as kind or unkind, for instance, you have a *thought* that stimulates an *emotion*, which then becomes an *attitude*. This will determine how you will interact with that person, and they with you. Regardless of whether or not the person you are communicating with is cognizant of the vibes they are getting from you, they will in fact have an energetic response.

The more self-effacing and conscious individuals are about their own attitudes toward another, and mindful about the vibes they are sending off, the more they can intentionally decide how they want to affect that person, and thus attain a desired outcome. By the same token, the more conscious—aware—people are about the vibes being sent to them (or what may feel to be **at** them), the more they can be mindful and elective about what they choose to do with their response.

Our perceptions are never truly objective, for perception is a result of all of the decisions we’ve made about our world since our earliest memories. When our thoughts give rise to an emotion, based on a perception and a decision about an experience, we vibrate an energy created from the attitude we’ve held in the past, and probably nursed, cursed and rehearsed ever since. We see people as opposed to us (or abusing us, giving it to us or depriving us) or we see them as safe, loving and nurturing. How we perceive them, and what we think about them, generates an expectation, an attitude, a vibration, which then can virtually determine the outcome.

## 9 Weeks to a Make A Difference School Year

Whatever reality you find yourself in is capable of being altered by you at any time you want. It is not altered by changing what is outside of you; it's altered by changing how you choose to process your life.

- Wayne Dyer

### Looking for New Evidence

Most of what I did to be highly successful in assisting children, adolescents, adults, and families, and later in the corporate environment, came as a result of simply looking for new evidence to offset negative perceptions. This works because most behavioral problems are responses to negative perceptions and decisions!

Becoming a TurnAround Specialist means taking a situation that is not going very well at all, and finding a way to turn it around attitudinally by the deliberate mental and mindful act of relabeling. It may also be considered a deliberate act of looking for the silver lining behind an otherwise dark cloud or experience.

Being a TurnAround Specialist is the art of intentionally interrupting our thinking to consider a new thought to energetically affect a new, and desired attitude, and thus a new outcome. The easiest way I know of to generate new attitudinal energy is to look for new evidence, and use it to assign a new label. Give the situation or the person a new explanation and meaning to what a behavior is trying to say. It is from the new evidence that we open our minds to greater understanding and it is from this new place that we shift an attitude and instantaneously send out a new vibe.

The art is in offering an entirely different (and yes, positive in nature) meaning, perception and understanding of an otherwise disruptive, disabling behavior or situation.

### Suppressing the Negatives with Positives Doesn't Work

One of the problems we need to deal with initially in becoming a TurnAround Specialist is the issue of negative feelings we are feeling, but suppressing in order to be positive, perky and upbeat. This doesn't work, because anything suppressed is still in your attitudinal energy and vibes. You can smile at someone as if you really like him, but if underneath that smile you truly loath him, then the energy of the loathing will be what is felt. It's the true and authentic feeling, so it is predominant in the energy of the interaction.

Being overtly positive, while holding an underlying negativity that has not been resolved within you, means you are pushing against that person. This energy is clearly felt by most people, and it can directly and instantaneously affect the person. They are responding to what is felt, not what is seen.

Your attitude can literally have an emotional effect on a person, which can and does affect behaviors and interactions. This, of course, is why your attempts to be perky, positive and upbeat with them are not working.

## Academic Success 101™ Workbook

Think about it: we've never been schooled on how to handle energy coming in "at" us, other than being told: *sticks and stones may break your bones, but words will never hurt you*. Perhaps you've also heard the saying: "Be careful what you think, because your thoughts have a way of jumping out of your mouth!" Have you experienced that phenomenon? Attitudes come from thoughts, which become words, and they do have the power to interject themselves into each other's experience.

There is another saying I want to address here, and that is: "No one can make you feel anything you don't want to feel." I think that this is definitely true. It also suggests that when we sense bad vibes coming at us, at some level we are conscious that we know how to get out of the way!

It is unfortunate that we have not been taught about attitudinal energy; that it is real, and that it is involved in every interaction. Most people in our society would agree that they are functioning more from a state of resistance to those people who, they feel, are sending them "bad vibes," rather than using energy in a positive way. This shows us that the energy from a negative attitude can in fact interject into another person's energy field, and can have an effect how she or he feels.

When a bad vibe comes your way, you may react by feeling as if there is something bad or wrong about yourself. Why is this? Well, regardless of what you are saying, the vibe you hold about "the problem with them" is what you really think. That's the cause of some of the "crazy-making" feelings we have all felt from time to time.

### Get Honest with Yourself

The most important and courageous thing we can do is to take a close look at our decisions about the person with whom we're having so much difficulty. Take a look at what we have decided is wrong with that individual.

That decision—what we have determined is wrong with them—the label, becomes a real part of our experience with them. It's true. It's real. We are not responsible for their choice in behaviors, but their behaviors will in fact be affected by our energetic interaction with them. The great news is that as we become more conscious of the effects of energy, we can have a greater degree of influence in getting a different outcome than we've been getting. This skill is exactly what you will be learning in this training.

For now, you may be thinking, "Well, why don't they just do what they know they should be doing in the first place? Why does this have to be up to me? I'm not the one behaving badly!"

True, and yet, energetically, you are engaged with them and you, like them, are locked into the judgment of their existing behavior, labeling it bad or wrong. Therefore, it has now become your experience, also. And it is especially important if you are managing children, other teachers, parents, and/or administrators within the context of a school environment, because you are responsible for the performance that is being affected by the behavior.

To change the experience, you must interrupt yourself at the thought level, change your thinking and therefore your attitude about that experience. You have an attitude about this. You just do. It's really okay, and it's really that simple.

## 9 Weeks to a Make A Difference School Year

This is about learning how to be self-effacing, without blowing yourself up any more than you already have been doing, affecting not only yourself but others. Start being honest with yourself about what you have labeled this individual, and you now have a starting point to initiate a TurnAround.

Recognize that an outsider would see your difficult situation differently. Someone who doesn't know the person you are having problems with won't have the same suppressed negative emotional triggers as you. Therefore, that individual will have an entirely different experience with the person whose behaviors you find most difficult to endure.

Let's say you have a negative experience with someone, and you get the word out to all of your friends (or fellow employees.) They tell all of their friends, and now the number of people who know about this behavior has multiplied dramatically. Everyone who has heard about your "difficult person," will now be making individual choices and forming expectations as to what they believe they will experience with this person, with whom you experienced what you perceive as a bad behavior.



*This forms within you  
an expectation...*

An even more insidious form of this spreading of attitudes can occur when others simply feel your attitude about the "bad" person as you interact with them, without you saying anything. Everyone who has heard this information now has a decision to make. They have their own fears and resistances, and they will either 1) be mindful and decide that their experience does not need to be the same as yours, or 2) they will decide, at a less mindful level, that their experience will be the same as yours. Guess what happens?

Now you are thinking, "How did it become my problem? I didn't make them do that nasty thing." No, you did not make them do anything. And, when you chose to hold the bad thing against them, and nurse it, curse it and rehearse it in your mind, you are solidifying an attitude and therefore sending out a vibe.

This forms within you an expectation, and so no matter what this person does or doesn't do the next time you are with them, that vibe is right smack dab in the middle of your interaction with them. No matter how positive, perky and upbeat you think you are being, your vibe is louder than your words. The same is true of all the other people who have been energetically introduced to your attitude about this person.

Rather than be concerned with who did what, as a TurnAround Specialist, you must simply be mindful about what you really think. What **are** your judgments, opinions, prejudices? Look specifically at the negative feelings, thoughts and expectations you are in fact holding about this person or event, and at what this all means in relationship to you.

## Academic Success 101™ Workbook

You may be thinking, “But I don’t like them at all. I don’t want to like them, and I don’t want to find new evidence to shift my attitude or my energy toward them. They deserve all the shame and judgment I can send them, and now that I know it’s having an effect, I’m going to send even more.”

This is a choice that you certainly have the power to make. Just know this: by keeping yourself in this place of judgment and unforgiveness, you are guaranteeing that you will not be moving on from what has happened. You will never experience any form of healing from the past. You will never be free. You will be keeping yourself chained to the “problem” persons energetically. They will be pitching a tent in the resources of your mind and not paying you rent! They will continue to energetically resist you as you resist them. You will remain in a state of powerlessness with them, because, in this resistive state you will always feel their energy because you resist it and them. As much as you’d like to make them suffer, you will be the one who pays a price. They can deflect your energy any time they choose, and often that’s exactly what people do to those who are obsessively sending bad vibes to them. You will not be able to get through to them.

### When Bad Vibes Are Too Unbearable

Many people in our society today are so sensitive and so resistive to the bad vibes that they’ve had blasted at them over the years, that they have totally shut themselves down to any and all energy. This will also shut down their intuitive connections.

The way many accomplish this is through addiction to mind- and mood-altering drugs or behaviors. Drugs, smoking, food, gambling and sex are the most common. Virtually all are a result of the addicts’ inability to deal with negative labels and vibes that consistently come at them as a result of the decisions others have made about them throughout their lifetimes.

People will shut down because it’s too unbearable, and they have no tools to deal with the pain of what’s been interjected into their experiences. They fight back, push back and behave in unsettling ways, or they check out emotionally, physically and mentally, or they do both to differing degrees.

It is imperative that we become more in tune to the influence we have upon each other, for we are setting future events in motion every time we deal with a behavior or a situation by labeling it from a place of judgment and condemnation.

It is not an easy task to put forth the effort to re-label someone who has harmed you, been offensive, been totally difficult and belligerent to work with or live with. It is difficult to accept the possibility that if we re-label someone who has harmed us, holding that new label firmly in mind, it can in fact alter a behavior. Our experiences with that person can indeed change for the better, over time.

But we can have that effect on an individual, and we **are** having effects on the people in our world right now. Whether we meant to or not, we **are**. Once a personal connection is made, there are effects. We have been busy judging up to now, in an effort to keep ourselves safe from unsafe people and events. And in that act alone, we are drawing out more of the same. What you resist, persists!

Excerpt from *Attitude Alignment*, by Mary Robinson Reynolds— [www.AttitudelsPower.com](http://www.AttitudelsPower.com)

## 9 Weeks to a Make A Difference School Year

*T*reat a person as he is, and he will remain as he is.

Treat a person as if he were what he could be, and he will become what he could and should be."  
- Goethe

### Ineffective / Disconnecting Language

Bad  
  
Disruptive, Inappropriate  
Disappointed  
  
Wrong  
Can't  
  
I forgot  
  
No time  
  
Problem, Impossible  
  
Break-up, Hard, Jerk  
  
Want  
Alone, All by myself

### Effective / Accountability Language

Unskillful, Hurt, Fear, Isolated  
Opportunity, Interesting  
Wanted, You Matter to Me  
  
Unproductive, Unnecessary  
  
Human Error, Age-related, Normal  
Reframe: Yes, I believe you CAN!  
  
Error. That's one way to look at it!  
  
Won't , Fear of failure/  
Learning/ Becoming  
  
I decided to put other things first.  
It wasn't important to me to remember / or  
make the time for what I needed to do.  
  
I can remember / make time for anything  
that really interests me or that I really want.  
  
Problematic  
Creative Challenge  
Solution Generating Opportunity  
  
Empowering Learning Experience /  
Character Building Experience  
  
Intend, Desire, Decide, Choose, Prefer, Elect  
  
With myself. I take care of myself  
I am the only one who can abandon me.



### *Compassionate thoughts...*

actually light up the frontal lobe.

When we are resentful or angry,  
there is no light in that part of the brain,  
and so we shut down and fail to function well.

When the frontal lobe has light it can access solutions.

And that's why compassionate attention  
forms the necessary healing connection.

## BRAIN RESEARCH



*Now this explains so much!*

Recent brain research suggests that the frontal lobe—  
the executive region— is not always  
functioning fully in teenagers ...

That would suggest, therefore, that teenagers  
aren't thinking through the consequences  
of their behaviors.

The more we understand about how the neurological pathways connect Personality with Learning Styles the easier it is to quickly access Compassion ...and communicate effectively from an AFZ (Attitude Free Zone).

The following excerpt from *Make A Difference with the Power of Connection* by Mary Robinson Reynolds:

If your attitude is anything but compassionate positive regard, it is interfering with any attempt to communicate. You must modify your attitude by re-labeling your limited beliefs about what your experience will be with teenagers. Start connecting with compassion. It's not easy for teen-agers to be with adults who consistently launch their negative, limiting "attitudes" at them.

Deborah Yurgelun-Todd is the director of neuropsychology and cognitive neuroimaging at McLean Hospital in Belmont, MA. Her recent work suggests that teens' brains actually work differently than adults' when processing emotional information from external stimuli. In a recent study of mapping differences between brains of adults and teens, Todd put teenage and adult volunteers into an MRI and monitored how their brains responded to a series of pictures. The results were surprising. When she examined their brain scans, Todd found that the teenagers were using a different part of their brain when viewing the images.

There was an age-dependent or age-related change between the ages of eleven and seventeen, with the most dramatic difference being in the early teen years. One aspect of the scientists' work has been to look at the frontal part of the brain, which has been known to underlie thought, anticipation, planning and goal-directed behavior. They studied the relationship of this part to the more inferior, or lower part, of the brain, which has been associated with gut responses.

The frontal lobe, the executive region that was studied, is not always functioning fully in teenagers. That would suggest that teenagers aren't thinking through the consequences of their behaviors. Now this explains so much!

## 9 Weeks to a Make A Difference School Year

One of the implications of this work is that, in relationship to emotional information, the teenager's brain may be responding more with gut reaction—impulsive behavior—than with an executive or measured, thoughtful response.

Realize that, if teenagers are not fully developed in thinking through consequences of their behavior, then younger children certainly are not either.

Shaming children into behaving does not teach them to use their judgment, but rather teaches them that they are incompetent, incapable, irresponsible and inept.

This actually induces more of the unwanted behavior, because we are coming “at” the unwanted behaviors instead of using the language of positive reinforcement, expectation, directives and choices.

Frontal lobe development research now helps us understand how a compassionate response—activating the frontal lobe—to an emotionally upsetting situation soothes problematic behaviors quickly.

This also explains why making desired behavior about the “consequences,” rather than teaching choice-making and skill acquisition, does not teach them a lesson!

Repeatedly threatening harsh consequences will never instill the skill acquisition you want to see children and teenagers growing into.

To read more about Deborah Yurgelun-Todd's research findings, go to:

[www.MakeADifference.com/teenbrain](http://www.MakeADifference.com/teenbrain)



*The teenage brain responds more with gut reaction  
than with a measured, thoughtful response.*

So what do you do with children or teenagers who are out of control, causing harm to themselves or others? Do this:

- Give ongoing acknowledgment, positive regard and behavior-affirming attention.
- Make a connection—use two-way communication about behavioral expectations.
- Offer choices, stating best case scenario preferences. Ask the child what he “thinks.”
- Role-play when needed to empower and teach a new skill. Ask the child what she “prefers.”
- Re-label. Suspend your fear and judgment.
- Teach them in very clear terms how they can prove themselves to grow more trust.



### Three Questions to Ask Yourself

- 1- What do I really think, expect or have decided about this child?
- 2- What can I do attitudinally to make this situation better?
- 3- How do I prefer that my experience with this child be?

*Make A Difference with the Power of Connection* pages 63-70



## BREAK THROUGH THE CYCLE OF FAILURE

### CB

### 5 Core Beliefs

The power of acknowledgment, affirmative attention & connection heals, resolves, dissolves, re-wires the 5-Core Beliefs that create chronic self-talk and problematic behaviors:

- 1- bad
- 2- unwanted/a bother/a nuisance
- 3- unloveable
- 4- incompetent/incapable/lazy
- 5- irresponsible/untrustworthy

#### *Compassionate connection...*

never means being “walked on”  
and it never means “giving in”  
or tolerating harmful behavior.

By putting compassion first, you actually regulate upsetting emotional responses.

You **can** re-wire your impulses.

*When you ask me how I feel,*

*I'm the only one who can tell you...*

*And I like that.*

-Kindergarten student

Upon being given a “I Make A Difference”

purple wristband a four year old said:

*You mean, I' make a difference?*

#### Filling the Cup DIRECTIVES:

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## INNOVATIVE SOLUTIONS = OC/CO

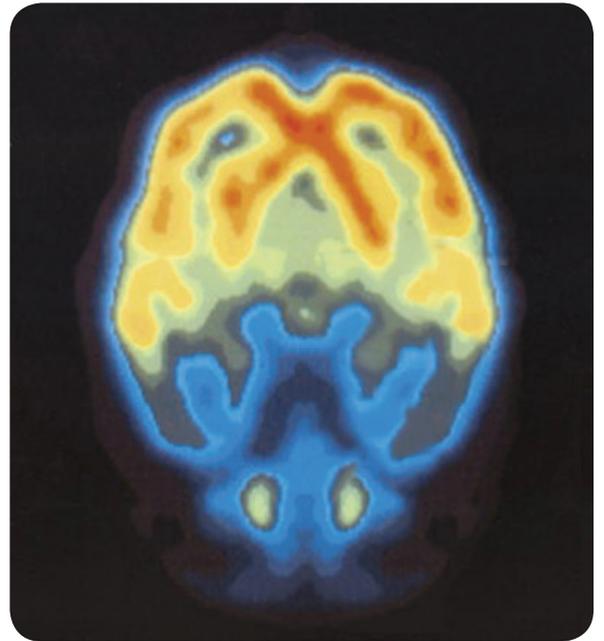
Research about the brain reveals that compassionate thoughts literally light up the frontal lobe of a person's brain. (The frontal lobe is where the mind can access solutions.) When we are resentful or angry, there is no light in that part of the brain, and so we shut down and fail to function well. As soon as we deliberately think compassionate thoughts, this part of the brain lights up, and we can literally go from "impossible" to "possible" in an instant.

Compassionate thoughts actually lights up the frontal lobe.

When we are resentful or angry,  
there is no light in that part of the brain,  
and so we shut down and fail to function well.

When the frontal lobe has light it can access solutions.

And that's why compassionate attention  
forms the necessary healing connection.



To view Color Photo go to:  
[www.MakeADifference.com/brain](http://www.MakeADifference.com/brain)

### **3** Behavior Changing Response Steps

1. What is?
2. ATZ – Attitude Free Zone [zero content/timeout/no judgment]
3. How do you prefer that it be?

*Some people talk because they think sound  
is more manageable than silence.*

–Margaret Halsey

### RE-LABELING™ EXERCISE

| NEGATIVE MESSAGES/ LABELS<br>FOR MYSELF | I HAVE DECIDED THAT I AM NOW<br>RESOLVED & HOLDING FIRM to the IMAGE<br>of myself I intend to become more of every day in<br>every way. |
|---|---|
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### RE-LABELING™ OTHERS

| NEGATIVE MESSAGES/ LABELS<br>FOR _____ | I HAVE DECIDED THAT I AM NOW<br>RESOLVED & HOLDING FIRM to the IMAGE<br>and EXPECTATION of _____ |
|--|--|
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Children are open books.  
If you tell them they can expect this, they believe you!

**RE-LABELING™ OTHERS**  
***GIFTED & TALENTED***

| NEGATIVE MESSAGES/ LABELS FOR | I HAVE DECIDED THAT I AM NOW RESOLVED & HOLDING FIRM to the IMAGE and EXPECTATION of  |
|-------------------------------|---|
| Excessive                     | Excitement  |
| Hyperactive                   | High energy   |
| Nagging                       | Persistence with borders!   |
| Not paying attention          | Imagination with awareness. I can focus, stay in present time; be here, now, and still enjoy my creative mind.  |
| Just too sensitive            | Intuitive and energetically aware. I am able to disengage or communicate in the ways that are best for me. It's OK for me to say when I feel something is "not OK." |
| Disruptive                    | I can be heard by using my words and attitude skillfully. Seeking meaningful connection is a normal human need and desire.  |
| Anger bursts                  | Passionate. I am becoming more and more able to manage my passion.  |
| Oppositional, Argumentative   | Self-directed, creative and competent.  |

\*Additional Relabeling on pages 31-36 of the *9-Weeks to a Make a Difference Curriculum* at the end of the workbook.

## 9 Weeks to a Make A Difference School Year

### **Gifted & Talented, ADHD, Special Needs, LD : For ALL Children To Succeed Begins with Teacher Expectation!**

Every child must be made to know that they are an ambassador of good, that who they are makes a difference and they are expected to do so. Acknowledgement, acceptance and appreciation of individual differences and gifts and talents, elevates each and every learner.

Watch Blue Ribbon Movie at:  
[www.BlueRibbonMovie.com](http://www.BlueRibbonMovie.com)



New York University research studies have proven that the expectations of the teachers were carried out in profound way.

The children in the study were given an achievement test, and the students, who had a wide range of scores on the tests, were randomly assigned to two teachers. One teacher was informed that all her students had the highest scores on the test, the other was told his students had the lowest scores on the test. Even though the students were randomly assigned, they actually performed according to the teachers' expectations. The teacher who thought she had all the high scoring students had them performing at high levels of achievement, while the teacher who thought the students in his class were the ones with low test scores, found that his students performed poorly in his class.

After revealing this information to the teachers, they began to see that "their" thoughts and expectations did make a difference. If we think Johnny is going to be a loser, or that Suzy is going to flake out, or some kid won't concentrate and do the work, it's going to be exactly as predicted. Why? Because our thoughts and feelings carry tremendous "attitudinal energy" and our beliefs cause us to act in accordance with the expected outcome. All students are strongly affected by the energy of your expectations.

A Stanford University study showed measurable and dramatic acceleration in reading speed and comprehension when they renamed the Remedial Reading room to Accelerated Reading Room for the school year.

EXPECTATION directly and conclusively affects, mental, emotional and therefore the physiology of each individual's ability to succeed ... and/or fail.

Whether you have 10 students or 30 students in your classroom, it's ALL in what you expect.

Expecting the BEST and modeling inclusivity to each member of the class of 30 or more students, don't think for a moment we didn't just make our jobs easier.

### Creating Magnificent Minds - Daily Journaling

Daniel G. Amen, M.D. clinical neuroscientist, child and adolescent psychiatrist, medical director of Amen Clinic in CA, and author of *Change Your Brain Change Your Life*, calls this kind of writing, “the One-Page Miracle.” This one daily exercise will dramatically begin to improve the brain by creating new neurological pathways and neuro nets for each student's ability to see new solutions and ways to learn. This specific kind of writing – daily – will dramatically improve each student's ability to concentrate, calm down and sustain focus for learning.

- 1) First 15-min. of every day, after Brag & Blag, is devoted to Writing about Preferences.
- 2) Students are informed of teacher's intention peruse notebooks to determine use of positive language, i.e, preferences, wants, dreams and desires are what is to be the focus for this daily writing assignment.
- 3) All workbooks are handed in at the end of the 15 minutes and if the students wrote something to let off steam, that they do not want the teacher to see they are welcome to tear it out and throw it away.
- 4) Teacher keeps all notebooks in a desk drawer next to where they teach.

To initiate writing, you can have the *What I Can Say When I Talk to Myself: Best Self Flash Movie*, playing at the front of the room – at the start of every day (first class period). Come in, get yourselves seated and begin writing.

Go to: [www.WhatICanSayMovie.com](http://www.WhatICanSayMovie.com)

Site licensing is available at: [http://www.makeadifference.com/TYG/DLBS\\_site.php](http://www.makeadifference.com/TYG/DLBS_site.php)

### The Power of EXPECTATION – How HARD it has to be... or NOT!

Numerous studies conducted around the world have shown that imagery also has an enormous effect on physical and athletic performance. In a recent experiment, psychologist Shlomo Breznitz at Hebrew University, Jerusalem, had several groups of Israeli soldiers march forty kilometers (about twenty-five miles), but gave each group different information. He had some groups march thirty kilometers, and then told them they had another ten to go. He told others they were going to march sixty kilometers, but in reality only marched them forty. He allowed some to see distance markers, and provided no clues to others as to how far they had walked. At the end of the study Breznitz found that the stress hormone levels in the soldiers' blood always reflected their estimates and not the actual distance they had marched. In other words, their bodies responded not to reality, but to what they were imagining as reality.

As we begin to become aware that what we think – expect – about certain students has a profound effect on the outcome. How we react physiologically is translated directly to the learner based on our expectation of them. Educator's who are energy drained and irritable with certain children, hold certain expectations. Until the teacher's thinking is “reframed” academic and behavioral issues will not abate. Teaching is a burden, not a JOY and enjoyed as the most creative of human endeavors.

*We teach people how to treat us.*

It is incongruous to expect children to be respectful when you are not respectful in your attitude toward them.

It's like pushing a child to the ground,  
putting your foot on her shoulder  
and yelling "Get Up!"

*Make A Difference with the Power of Connection* pages 27-33



### MARY'S 7 BEST ONE LINERS

#### FOR DEFUSING & DISARMING CONFLICT & CONFRONTATION

- You could be \_\_\_\_\_.
- You are \_\_\_\_\_ and I still \_\_\_\_\_.
- I understand that you think that \_\_\_\_\_ however, \_\_\_\_\_.
- Our relationship is \_\_\_\_\_ and I have a few \_\_\_\_\_ regarding my observation of \_\_\_\_\_.
- It was not my \_\_\_\_\_.
- We can agree to \_\_\_\_\_.
- I'm on your \_\_\_\_\_.

*Life shrinks or expands in proportion to one's courage.*

—Anais Nin

## FORMULATING YOUR "MAKE A DIFFERENCE" PLAN



There is a heart that beats within every single one of us.  
Connection calls the heart of the matter forth  
in ways that are beyond our human understanding.  
How compassion works is a mystery.  
With behavior-affirming attention, there  
is a whole range of positive possibilities.

## IYS & CV

### In Your Shoes & Core Values

Always Ask "WHAT ..." – Never Ask "WHY?"

"What was going on for you that you \_\_\_\_\_?"

Because most have never been asked this ... w-a-i-t a few moments and then ask,

"If you did know what would it be?"

Wait for it ... Wait for it .... w-a-i-t -- f-o-r -- i-t....

If they still don't know, direct them to finding their own answers:

"Let me know when you know."

"For now, we'll get back to work. It's important to me, so we will revisit this later."

When anger is erupting or some form of violence or bullying has occurred ask:

"What do you think this person did to hurt you?"

OR

"What were you hoping to accomplish?"

## 9 Weeks to a Make A Difference School Year

“Tell me more.”

“Talk to me about that.”

“I’m on your side here, let’s figure this out together.”

After it has become clear what the emotional reaction to a situation was, move into teaching them how to self-regulate. Help them find solutions that will remedy what has upset them, by asking:

“How would you prefer that it be?”

“Let’s get quiet for a minute. Close your eyes and see if you can hear what your ‘quiet’ inside voice says.”

Or give them a notebook for them to start writing how they’d prefer that the situation be.

Or have them first write what they no longer want to be happening in their life.

Then after they’ve done that for a few minutes, then they can access the heart of what they really want.

Once they begin to identify how they prefer that it be:

“Let’s visualize the **Best Case Scenario** together right now.”

“Let’s role play a new way of handling this, right here, right now.”

Finally, ask:

“Is there anything you would like from me to help you with this?”

*The courage to speak must be matched  
by the wisdom to listen.*

– Unknown

*Make A Difference with the Power of Connection* pages 46 & 87

## “MAKE A DIFFERENCE” PLAN

Student's initials: \_\_\_\_\_

Unproductive behavior: \_\_\_\_\_

CB appears to be: \_\_\_\_\_

IYS Insights: \_\_\_\_\_

New Labels: \_\_\_\_\_

Specific replacement behaviors I will teach and role play:

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CV: Daily writing antidote statements for this student will be:

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Preferred productive outcome:

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**“MAKE A DIFFERENCE” PLAN**

Student’s initials: \_\_\_\_\_

Unproductive behavior: \_\_\_\_\_

CB appears to be: \_\_\_\_\_

IYS Insights: \_\_\_\_\_

New Labels: \_\_\_\_\_

Specific replacement behaviors I will teach and role play:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

CV: Daily writing antidote statements for this student will be:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Preferred productive outcome:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## “MAKE A DIFFERENCE” PLAN

Student’s initials: \_\_\_\_\_

Unproductive behavior: \_\_\_\_\_

CB appears to be: \_\_\_\_\_

IYS Insights: \_\_\_\_\_

New Labels: \_\_\_\_\_

Specific replacement behaviors I will teach and role play:

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CV: Daily writing antidote statements for this student will be:

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Preferred productive outcome:

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## CORE VALUES

|                 |                |                   |                   |
|-----------------|----------------|-------------------|-------------------|
| Accessibility   | Experience     | Love-concern      | Risk-taking       |
| Accomplishment  | Expression     | Loyalty           | Rootedness        |
| Accountability  | Fairness       | Meaning           | Rule of Law       |
| Accuracy        | Faith          | Merit             | Safety            |
| Achievement     | Fame           | Mobility          | Satisfying others |
| Adventure       | Family         | Money             | Security          |
| Asperation      | Fate           | Non-violence      | Self-sharing      |
| Attitude        | Fitness        | Nurturing         | Self-Reliance     |
| Authenticity    | Flair          | Openness          | Seriousness       |
| Authority       | Force          | Opportunity       | Service           |
| Autonomy        | Freedom        | Optimism          | Sexuality         |
| Beauty          | Free will      | Patriotism        | Simplicity        |
| Challenge       | Fun            | Peace             | Sincerity         |
| Change          | Generosity     | Perfection        | Skill             |
| Chastity/purity | Giving/charity | Performance       | Solidarity        |
| Cleanliness     | Global View    | Persistence       | Speed             |
| Collaboration   | Goodness       | Personal growth   | Spirit in life    |
| Commitment      | Gratitude      | Philosophy        | Stability         |
| Communication   | Hard work      | Pioneer spirit    | Standardization   |
| Community       | Harmony        | Pleasure          | Status            |
| Compassion      | Heroism        | Popularity        | Strength          |
| Competence      | Heritage       | Positive attitude | Style             |
| Competition     | Honesty        | Power             | Success           |
| Concern         | Honor          | Practicality      | Support           |
| Conformity      | Hope           | Preservation      | Systemization     |
| Courage         | Humor          | Prestige          | Teamwork          |
| Conviction      | Inclusiveness  | Pride             | Tolerance         |
| Cooperation     | Influence      | Privacy           | Tradition         |
| Creativity      | Inner peace    | Prosperity/wealth | Tranquility       |
| Customer        | Innovation     | Punctuality       | Trust             |
| Decisiveness    | Improvement    | Inner Peace       | Truth             |
| Democracy       | Integrity      | Innovation        | Utility           |
| Determination   | Intuition      | Rationality       | Variety           |
| Discipline      | Involvement    | Recognition       | Wellbeing         |
| Discovery       | Joy            | Regularity        | Wellness          |
| Diversity       | Justice        | Rehabilitation    | Wisdom            |
| Duty            | Knowledge      | Reliability       |                   |
| Education       | Leadership     | Resourcefulness   |                   |
| Efficiency      | Learning       | Respect           |                   |
| Empowerment     | Leisure        | Responsibility    |                   |
| Equality        | Love-romance   | Responsiveness    |                   |
| Excellence      | Love-care      | Results-oriented  |                   |



## CORE VALUES: Building The Foundation for Self-esteem

This list of core values can be printed out and used when helping students get in touch with those things that they really value.

### Directions:

A good way to use this list is to have the student you are working with select the 20 words that they feel most represent their deepest motivators, their personal passion, and the major ideas that guide their life.

Have them select the words that seem most important to them and that really define who they feel they are.

You may wish to print the list first, and work from paper where they can circle, cross out, underline and connect words together. If they have a core value that is not listed, go ahead and write it in.

After deciding upon their top 20, then have them work their way to their top 10 Core Values... and then to their top 5.

If the student has difficulty with reading, sit side by side and work together – sounding them out –to read them aloud, discussing them as you go.

It is always interesting to see how close their choices match their predominant personality and learning style. This will give you insight into how best to reach out, connect and communicate that supports them.

Core Values represent the things we value as well as what we want to experience in this life. It's what builds in our "why" and keeps us motivated in the face of adversity, growth and change. Every student has a dream in them that they need help growing into and actualizing. This is how they begin to identify "how" they make a difference and "what is" the difference they came here to make.

Core Values are integral to how a person generates their own internal motivation and happiness. The more one's core values are talked about, the more concrete, real and important they become. Getting students to answer the question, "What, in life, is important to you?" will show you how to reach them and teach them how best to accomplish their dreams.

When you behave or react in a way that is out of alignment with your Core Value, you feel bad about yourself. When your behaviors and/or reactions are in alignment with your Core Values, you feel good about yourself. This is where the foundation for self-esteem is built upon.

**LESS EFFORT, MORE RESULTS IN THE CLASSROOM COME ABOUT THROUGH  
WHOLE CLASS ELEVATION & COOPERATIVE LEARNING**

**WHOLE CLASSROOM, WHOLE CHILD LEARNING INCLUDES:**



Color's Personality (Neurological Wiring) Styles:  
Blue, Yellow, Green and Red

**AND**

Learning Styles:  
Visual, Auditory and Kinesthetic Learners



**Gifted and Talented and the need for Movement Based Learning for WHOLE Classroom!  
Cooperative Learning & Community Building**

- 1) Be a good citizen. Applying the “inclusion factor.”
- 2) Be connected and inclusive in the entire classroom experience.
- 3) Skill development for EQ & IQ.
- 4) Involve each student in designing their own “Interest Based” Projects.
- 5) Keep project ideas to build upon for each incoming class.
- 6) Discussion IS the process in which students learn and help others learn.
- 7) Participation expectation and communication.
- 8) Less Effort, More Results – Expectation + Interests = Accelerated Academic Growth

Help children with learning challenges – on either side of the spectrum – EQ and/or IQ find their own “islands of competence” by bringing “their” interests into the teaching equation. This will put your student on the road to confidence and success, efficiently and effectively.

\* COMMUNITY BUILDING: read pages 86-88 in *Make A Difference with the Power of Connection*

\* 9-Week Make A Difference Curriculum – Cooperative Learning Bonus Activities pages 25 – 27\*

### What is cooperative learning?

Cooperative learning can sometimes be confused with group work. In the chart below the comparison between group work and cooperative learning is made to help clarify the difference between these two very different activities.

#### Cooperative Learning vs. Group Work

| Cooperative Learning  | Group Work   |
|---|--|
| Students focus on individual performance as well as group performance   | Students are responsible for only themselves and focus on individual performance |
| Groups are composed of 3-4 students                                     | Groups are composed of 5-10 students   |
| Groups are chosen by the teacher  | Students often choose their own groups   |
| Discussion is the process in which students learn and help others learn | Lack of discussion and concern for helping another student's learning            |

In the field of cooperative learning there are four prominent developers and researchers. They are Spencer Kagan, David Johnson, Roger Johnson and Robert Slavin. Described below are the four essential elements of cooperative learning that these theorists have in common.

 **Positive interdependence** ~ teachers structure the learning tasks in a manner that the students think they must “sink or swim together.” Students learn that they must depend on one another for their learning and success as a group. Rewards are group based, where the team as a whole gets reward or no member does.

 **Face-to-face interactions** ~ the position of students should be so that they are facing one another allowing for direct eye contact and conversation. This allows for soft voices to be used instead of loud talking. When all team members are facing each other it allows for a sense that they are all equal and valued.

 **Individual student accountability** ~ students are held accountable for their individual doings and mastery of material. An aligned test or task that can assess each student’s independent performance given after the cooperative learning activity.

 **Appropriate use of interpersonal and social skills by the students** ~ at first students may

## 9 Weeks to a Make A Difference School Year

not use social skills but over time they will gain leadership, trust, conflict management, constructive criticism, encouragement, compromise, negotiation, and clarifying. The assigning of specific roles helps make sure these behaviors are present in the group activity.

### Why use cooperative learning?

Research has proven that cooperative learning helps:

- Develop critical thinking skills and teamwork
- Promote positive relations among different ethnic groups
- Practice peer coaching
- Establish friendly learning environments
- Increases self-confidence and motivation
- Mainstream learning disabled students
- Student achievement

Even though the structure of the sciences requires a good deal of direct instruction, a 15-20 minute cooperative learning activity will help students with critical thinking, recalling information and lead to a relaxed and fun learning environment.

### Cooperative Learning Strategies

Various strategies exist for cooperative learning and can be used at whenever the instructor see fit for their use. Listed below with a brief description are some of the more common strategies.

**Think-Pair-Share** is a method that allows students to engage in individual and small-group thinking before they are asked to answer questions in front of the whole class. There are four steps to this method. The first step, groups of four students listen to a question posed by the teacher. Secondly, individual students are given time to think and then write their responses. Thirdly, pairs of students read and discuss their responses. Finally, a few students are called on by the teacher to share their thoughts and ideas with the whole class. This method can be very useful and work well in the science classroom due to the continual request of science teachers having students formulate hypotheses about the outcome of an experiment before it is done.

- (Example: A teacher could pose the question, ‘What is photosynthesis?’ students then think individually about the question. After a couple minutes of thought the students then turn to a shoulder partner and discuss their thoughts with each other. The teacher then facilitates a whole class discussion.)

**Three-Step Interview** is a strategy that is effective when students are solving problems that have no specific right answers. Three problem-solving steps are involved in this process. In step one the teacher presents an issue about which varying opinions exist and poses several questions for the class to address. Step two, the students, in pairs become the interviewer and the interviewee. Step three, after the first interview has been completed, the students' roles are switched. After each student has had a turn, the pairs read their interviews to the class. After all interviews have been done, the class writes a summary report of the interview results.

- (Example: A teacher presents stem cell research as a cure to Alzheimer's disease then students pair off and interview each other about this topic. Following the interviews a presentation to the class is made.)

**Round Table** or **Rally Table** are simple cooperative learning structures that cover much content, builds team spirit, and incorporates writing. The roundtable has three steps to it. In the first step, the teacher poses a question that has multiple answers. Step two, the first student in each group writes one response on a paper and passes the paper counterclockwise to the next student. Finally, in step three, teams with the greatest number of correct responses gain some type of recognition. This type of cooperative learning can easily be used in the science classroom. For example, the students may be asked to write as many reptile names as they can. At the end the group with the most reptiles written down is rewarded.

- (Example: A teacher displays a picture and asks what are various food chains found within the ecosystem of the picture. One student writes a food chain on a piece of paper then passes the paper to other members of the team for them to write a food chain that they see in the picture. Students continue to pass around the paper until the teacher stops the activity or until a group runs out of answers.)

**Group Investigations** are structured to emphasize higher-order thinking skills such as analysis and evaluation. Students work to produce a group project, which they may have a hand in selecting.

- (Example: Science fair projects.)

**STAD (Student Teams-Achievement Divisions)** is used in grades 2-12. Students with varying academic abilities are assigned to 4 or 5 member teams in order to study what has been initially taught by the teacher and to help each student reach his or her highest level of achievement. Students are then tested individually. Teams earn certificates or other recognition based on the degree to which all team members have progressed over their past records.

- (Example: Review day activity before a test.)

## 9 Weeks to a Make A Difference School Year

**Jigsaw II** is used with narrative material in grades 3-12. Each team member is responsible for learning a specific part of a topic. After meeting with members of other groups, who are the “expert” in the same part, the “experts” return to their own groups and present their findings. Team members then are quizzed on all topics.

- (Example: Discussion of the interplay of the systems of the human body.)

**Round Robin Brainstorming** or **Rally Robin** are a strategies when the class is divided into small groups of 4 to 6 students per group with one person appointed as the recorder. A question is posed by the teacher with many possible answers and students are given time to think about answers. After the “think time,” members of the team share responses with one another round robin style. The recorder writes down all the answers of the group members. The person next to (clockwise) the recorder gives their answer and the recorder writes it done then the each person in the group in order (clockwise) gives an answer until time is called. This strategy is very similar to round table. The main difference is that in round robin one student does all the recording for all members of his/her group.

- (Example: A teacher displays a picture and asks what are various food chains found within the ecosystem of the picture. One student is the recorder and writes all of the groups answers on a piece of paper. This strategy continues until the teacher stops the activity or until a group runs out of answers.)

**Three-minute Review** is used when the teachers stop any time during a lecture or discussion and allows teams three minutes to review what has been said with their group. Students in their groups can ask a clarifying question to the other members or answer questions of others.

- (Example: After discussing a multiple step process like digestion, students can form teams and review the process or ask clarifying questions.)

Excerpt from: <http://courses.coe.asu.edu/dbclark/CoopLearn/Index.htm>

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## GIFTED AND TALENTED INDEPENDENT LEARNING

“Independent Learning is that learning in which the learner, in conjunction with relevant others, can make the decisions necessary to meet the learner’s own learning needs.”

-Cyril Kesten

To read more on Cyril Kesten’s *Independent Learning, Saskatchewan Education, 1987* go to:  
[www.MakeADifference.com/IndependentLearning](http://www.MakeADifference.com/IndependentLearning)

Independent Learning modules, once designed, accelerate Gifted & Talented learning needs and ultimately greater involvement to every GT child. Each project you create with students, should go in a notebook for the next years reference. Teachers will eventually have designed enough projects with their GT students to keep all students involved in their own accelerated learning process based on their individual interests.

ALL students, no matter what their individual gifts and talents are,  
must be held to their individual best.

-Mary Robinson Reynolds

### Subjects that lend themselves to Independent Learning Projects and/or Work-At-Your-Own-Pace

- **Spelling:** Work in spelling workbook at their own pace, when they’ve completed it, go on to the Dictionary and create board games, word projects, play scrabble quietly in corner, whole class Spelling races in teacher selected/balanced teams every Friday ... etc.
- **Reading:** Various interests book clubs: fiction, non-fiction, crafts, cooking, home decorating, home remodeling, etc. Google and contact your favorite authors for interviews to share with class, etc.
- **Science:** Inventors’ Fair, Hobby Collections with displays and descriptions.
- **World & Social Studies:** i.e., extensive WWII project, including watching movies, library research, portfolio, etc. Current events, following current conditions throughout the world, written and verbal extra credit reports. Get Pen Pals:

**International Pen Friends (IPF)** - [www.pen-pals.net](http://www.pen-pals.net)

**Peace Pals** - World Peace Sanctuary - [www.worldpeace.org/peacepals.html](http://www.worldpeace.org/peacepals.html)

**World Pen Pals** - [www.world-pen-pals.com](http://www.world-pen-pals.com)

\*ALL additional credit project descriptions and grading is put in each child’s personal school file.  
HAVE EACH GIFTED & TALENTED, ADHD, SPECIAL NEEDS STUDENT IDENTIFY INTERESTS.  
ALWAYS establish criteria for an “A” or “B” for completed projects.

## DESIGNING INDEPENDENT LEARNING PROJECTS

**To Design Independent Learning Projects formulate ideas with GT students Online:**

**KidsWeb** [www.npac.syr.edu/textbook/kidsweb/fastindex.html](http://www.npac.syr.edu/textbook/kidsweb/fastindex.html)

Lots of links to sites about the arts, sciences, social studies and other topics. A digital library for students in grades K-12.

**Yahooligans!** [www.yahooligans.com](http://www.yahooligans.com)

The Web guide for kids.

**ExploraNet** [www.exploratorium.edu](http://www.exploratorium.edu)

The online version of San Francisco's popular museum of science, art, and human perception. Tons of fun and fascinating stuff.

**Observatorium** [observe.arc.nasa.gov](http://observe.arc.nasa.gov)

Explore NASA's big backyard with pictures and stories of the Earth, planets, and stars; space trivia; fun and games; and more.

**American Museum of Photography** [www.photographymuseum.org](http://www.photographymuseum.org)

Go online for a guided tour of the many exhibits showing at the American Museum of Photography.

**Extra for Students** [www.pbs.org/newshour/extra](http://www.pbs.org/newshour/extra)

Visit here for news features that take a thorough look at current events. You can also find out how other kids feel about events in the news, or post your opinions at the Student Buzz section.

**U.S. Geological Survey** [info.er.usgs.gov](http://info.er.usgs.gov)

Explore things on, in, around, and about the Earth including plants and animals, land, water, and maps. Learn how biology, geology, hydrology, and geography can help us understand our changing world. Tour the whole site or click on the Teachers and Students link for K-12 materials.

**WebMuseum** [www.ibiblio.org/wm](http://www.ibiblio.org/wm)

Look at and learn about hundreds of famous paintings, visit special exhibitions... even take a tour of Paris!

**The White House** [www.whitehouse.gov](http://www.whitehouse.gov)

Take a virtual tour, learn more about the U.S. government, email the President and Vice President, check out the Kids Only pages, and more.

**Independent Learning forms - my recommendation:** *CD Customizable Forms for Teaching Gifted Kids in the Regular Classroom* by Susan Winebrenner.

## KIDS WHO ARE SMART BUT NOT NECESSARILY GT

### What's The Difference?

#### SMART KIDS

know the answers  
are interested  
pay attention  
work hard  
answer questions  
enjoy same-age peers  
are good at memorizing  
learn easily  
listen well  
are self-satisfied

#### GTs

ask the questions  
are very curious  
get involved mentally and physically  
play around and still get good grades & test scores  
question answers  
prefer adults or older children  
are good at guessing  
are bored; already know the answers  
show strong feelings and opinions  
are highly critical of themselves (perfectionists)

\* From “*The Gifted and Talented Child*,” Maryland Council for Gifted & Talented Children.

## WHO MIGHT GET LEFT OUT OF GT IDENTIFICATION?

With societal labeling, prejudices and belief systems GT's that may be overlooked and misunderstood. The selection process for GT programs doesn't always work the way it should. It isn't always fair. Some people who should get in are left out. Excerpt from *The Gifted Kids' Survival Guide*, by Judy Galbraith, M.A. Examples:

### Girls

This is a bigger problem in middle school and high school than it is in elementary school. By the upper grades, many gifted girls have learned to hide their abilities so they can fit in and feel “normal. Biggest issue is fear of alienation; not fitting in, abandonment, rejection, and ridicule.

### Boys with A Lot of Energy

High energy is not just an issue for boys but there is statistically a higher percentage of young boys who have a tough time sitting still in class and doing paper-and-pencil work. Some are so energetic that they are mistakenly labeled ADD (Attention Deficit Disorder).

### Kids with Disabilities

Some kids have physical, emotional, or learning disabilities that make it hard to show their GT-ness in “normal” ways. (Researcher Nick Colangelo has found that when teachers and parent groups are asked to imagine a “gifted child” they almost never picture one with disabilities.)

### Kids with Intense Behavioral Management Issues

Some teachers think that “good” behavior = GT and “bad” behavior = not GT. Rock star Roger Daltrey (lead singer for The Who) was expelled from his grammar school in England. “I was an evil little so-and-so, I didn't fit in.”

### Kids from Minority Cultures

Many standardized achievement tests and IQ tests are biased in favor of white middle- to upper-class students. They don't do a good job of measuring the skills and abilities of kids from minority cultures or families where English is a second language.

### **Kids from Minority Cultures**

Many standardized achievement tests and IQ tests are biased in favor of white middle- to upper-class students. They don't do a good job of measuring the skills and abilities of kids from minority cultures or families where English is a second language.

### **Kids from Low-Income Families**

Kids whose families are struggling often have additional concerns on their minds. Their gifts might not be obvious. And if they change schools a lot—or, even worse, are homeless—they can usually forget about getting into GT programs.

### **Kids Who Don't Do Well on Tests**

Some GTs simply aren't good at taking tests. The test situation may be too stressful for them. Or they may have personal problems that keep them from concentrating. Either way, their scores do not necessarily reflect and/or measure what they really know.

## **MULTIPLE INTELLIGENCES**

What if we stop trying to define “giftedness” and start trying to define “intelligence?” Howard Gardner, a psychologist at the Harvard School of Education, believes that the brain contains at least eight different intelligences. Dr. Gardner's ideas have made many people think about how kids learn (and how teachers should teach). Here is a list of the intelligences Dr. Gardner has identified. Which ones do you have?

**Linguistic Intelligence.** People with this kind of intelligence have an easy time using and understanding language. They enjoy reading, writing, talking, and s-p-e-l-l-i-n-g. They may be great storytellers. If you have this type of intelligence, you might grow up to be a writer, editor, novelist, poet, public speaker, speechwriter, reporter, lawyer, researcher, publicist, or “Webmeister.”

**Logical-Mathematical Intelligence.** People with this kind of intelligence have an easy time with numbers and math concepts. They often enjoy science. They love games, riddles, and computers. If you have this type of intelligence, you might grow up to be an astronaut, astronomer, engineer, lawyer, police investigator, pharmacist, architect, detective, chemist, analyst, statistician, physicist, accountant, computer programmer, software developer, meteorologist, or inventor.

**Visual-Spatial Intelligence.** People with this kind of intelligence understand how objects and figures relate in three-dimensional space. Examples: They can tell when a building isn't quite symmetrical. They can judge the angle needed to score a goal in hockey or a basket in basketball. They can rotate complex forms in their heads and look at them from all sides. They're good at taking things apart and putting them back together, and they love games, puzzles, and maps. If you have this type of intelligence, you might grow up to be an artist (painter, sculptor, etc.), architect, filmmaker, navigator, Web page designer, game designer, chess player, advertising executive, clothing or costume designer, construction worker, animator, interior decorator, photojournalist, mechanic, graphic designer, or commercial artist.

**Musical-Rhythmic Intelligence.** People with this kind of intelligence understand music, rhythms, patterns, tempos, and sounds. They easily hear tone and pitch, and they may be good at playing one or more musical instruments—with training or by ear. They love all kinds of music. If you have this type of intelligence, you might grow up to be a musician, band or orchestra director or member, songwriter, poet, DJ, composer, singer, or music teacher.

**Bodily-Kinesthetic Intelligence.** People with this kind of intelligence move their bodies with grace and ease. They enjoy training their bodies to be strong, flexible and capable. They're good at handling and manipulating objects, and they excel at crafts—carving, sewing, weaving, making pots. They can be great mimics. If you have this type of intelligence, you might grow up to be a dancer, actor, surgeon, comedian, professional athlete, fitness instructor, gymnast, sports trainer, coach, team manager, physical therapist, karate instructor, mechanic, or craftsman.

**Interpersonal Intelligence.** People with this kind of intelligence are good at understanding others and their feelings. They're natural leaders and mediators. They have a very high Social Quotients and are often busy socializing and organizing group activities.

**Intrapersonal Intelligence.** People with this kind of intelligence understand themselves very well—much better than others might understand them. They're aware of their feelings, dreams, and ideas. They set goals for themselves and reach them. They enjoy keeping journals. If you have either type of personal intelligence (inter- or intra ), you might grow up to be a teacher, psychologist, counselor, youth leader, salesperson, doctor, nurse, special educator, social worker, child care specialist, school principal, politician, president, entrepreneur, philosopher, detective, librarian, paralegal, law enforcer, writer, poet, or religious leader.

**Naturalist Intelligence.** People with this kind of intelligence feel a deep connection to the natural world, plants, and animals. They love being outdoors. They're great gardeners and/or cooks. They understand how things fit into categories. If you have this type of intelligence, you might grow up to be a park ranger, botanist, zoologist, zookeeper, chef, farmer, veterinarian, DNR official, gardener, landscaper, commercial fisherman (or woman), environmental activist, or florist.

Here's another way to understand multiple intelligences: Not all GTs get straight A's. Not all kids who get straight A's are GT. That's because people have different intelligences. You may be strong in one subject and not so strong in others. You may be really good at math and not so good at art, science, or reading. You might be a great artist and a total disaster at math. It depends on which intelligences you have and which ones you don't have—or haven't yet developed. GT's may be behaviorally easy to be with or emotionally intense.

*Regardless* of the student's existing label...

**Teach the Whole Child in Every Child.**

“For me, the main disadvantage of being GT is having to make up work that I miss when I go to my gifted class. Especially, when I already know the stuff.”

--Tara, 9

There are times when we think our actions  
have not made a significant difference —  
and that can be disheartening.  
What's important here is to take heart in those moments.  
Remember always that you receive  
the instant you give and, in that ...



*You can trust you've made a difference in someone's life,  
because you felt it in your own.*

*Mary Robinson Reynolds, M.S.*

Educational Psychology, Counseling & Development

## INTENTION WRITING

**How I Prefer That It Be:**

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**New Insights & Innovative Ideas:**

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## INTENTION WRITING

**How I Prefer That It Be:**

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**New Insights & Innovative Ideas:**

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## RECOMMENDED READING

### Energy & Applied Kinesiology

*Energy Psychology: Explorations at the Interface of Energy, Cognition, Behavior and Health* ... Fred P. Gallo

### Learning Styles and the Brain

*Change Your Brain, Change Your Life* ... Daniel G. Amen, M.D.

*The Brain that Changes Itself* ... Norman Doidge, M.D.

*Evolve Your Brain: The Science of Changing Your Mind* ... Joe Dispenza, D.C.

*The Myth of Laziness* ... Mel Levine, M.D.

*A Mind at a Time* ... Mel Levine, M.D.

### On the Transformative Power of Compassion:

*Manual of the Core Value Workshop* ... Steven Stosny, Ph.D.

*Love Without Hurt: Turn Your Resentful, Angry, or Emotionally Abusive Relationship into a Compassionate, Loving One* ... Steven Stosny, Ph.D.

*Living with Intensity: Understanding the Sensitive, Excitability, and Emotional Development of Gifted Children, Adolescents, and Adults* ... Susan Daniels, Ph.D. and Michael M. Piechowski, Ph.D.

*The Gifted Kids' Survival Guide* ... Judy Galbraith, M.A.

*When Gifted Kids Don't Have All the Answers: How to Meet Their Social and Emotional Needs* ... Jim Delisle, Ph.D., & Judy Galbraith, M.A.

*Customizable Forms for Teaching Gifted Kids in the Regular Classroom CD* ... Susan Winebrenner

### Put it all together in clear, concise, easy to read and apply books:

*Make A Difference with the Power of Connection* ... Mary Robinson Reynolds, M.S.

*Make A Difference with the Power of Compassion* ... Mary Robinson Reynolds, M.S.

*Attitude Alignment: the Art of Getting What You Want* ... Mary Robinson Reynolds, M.S.

*No Labels, No Limits: Lessons from a Turn-Around Specialist* ... Mary Robinson Reynolds, M.S.

## RECOMMENDED MOVIES

*Music of the Heart* is the true story about Roberta Guaspari Demetras ...with Meryl Streep, Aidan Quinn, Gloria Estefan, and Angela Bassett

*Mr. Holland's Opus* is a true story about Glenn Holland ...with Richard Dreyfuss, Glenna Headly, Jay Thomas

*Dangerous Minds* is a true story about LouAnne Johnson .. with Michelle Pfeiffer, George Dzundza, Courtney B. Vance

*The Ron Clark Story* is a true story about Ron Clark ... with Matthew Perry, Judith Buchan, Griffin Cork.

*The Gridiron Gang* is a true story about Sean Porter ...with Dwayne “the Rock” Johnson, Xzibit, L. Scott Caldwell

*Freedom Writers* is a true story about Erin Gruwell ... with Hilary Swank, Patrick Dempsey, Scott Glenn

*Take the Lead* is a true story about Pierre Dulaine ...with Antonio Banderas, Rob Brown, Yaya DaCosta.

*Teddy Stallard Story Movie* ... a story that's autobiographical in nature by Elizabeth Silance Ballard

[www.TeddyStallardMovie.com](http://www.TeddyStallardMovie.com)

*Blue Ribbon Story Movie* ... a true story about a life-saving blue ribbon ceremony created Helice “Sparky” Bridges.

[www.BlueRibbonMovie.com](http://www.BlueRibbonMovie.com)



*We are here to make a difference...*

It's what recharges our emotional batteries.

Reaching out to make a connection says:  
You matter to me, and I believe in you.

Choosing to be affirmative is a powerful and  
profound way to positively influence today's children.

*Mary Robinson Reynolds*

*Make A Difference with The Power of Connection*



# 9 Weeks to a 'Make A Difference' Year



♥ The 9 - Week

School Curriculum ♥

The Educator's Companion Guide to the book

## MAKE A DIFFERENCE

with the Power of

# Connection

# MARY ROBINSON REYNOLDS

**PROFESSIONAL TEAM DEVELOPMENT TRAINING:  
9 Weeks to a Make A Difference Year**

*A Personal Message ...from Mary*

If you are an Administrator or the Professional Development Trainer, your role will be to take your faculty through this weekly process, just before the teachers begin the weekly activities in their classrooms. In this way, the adults can experience the exercises, activities and discussion possibilities for themselves, right before they do them with the students. This helps each person to understand—through experiencing these processes—how the activities will grow a community/team consciousness.

This 9-Week Curriculum contains the activities I used as a teacher and school counselor. Later, these same activities became a part of the Professional Team Development Training I use with adults in business, organizational and corporate trainings. Every part of this curriculum has been “field-tested” by over 20,000 people—children and adults—within the United States.

**How to use this 9-Week Curriculum for Professional Team Development Training:**

- Schedule at least 1 hour (preferably 90 minutes) each week for a faculty and staff in-service trainings.
- Print out a *copy of 9-Week Curriculum* for each teacher’s classroom.
- Follow the *Week’s Training Activities and Discussions* as they are described to do with children.

This curriculum is designed for K-12 students and above. Each teacher will need to adjust language and discussion questions per age group.

***Make A Difference with the Power of Connection Gift Book & DVD*** is the companion book to this Curriculum . For Quantity Discounts go to: [www.MakeADifference.com/Connection](http://www.MakeADifference.com/Connection) .

**In what way does this training actually forms teams?**

Experiencing the exercises, activities and thought-provoking discussions together as a group, builds community consciousness, which, after all, is the foundation of Team Building. When you come to know each other through these gentle, fun, yet highly revealing activities, a compassionate community unfolds and synergism is in the air!

**Recommendation**

I highly recommend that you invest in my program, *Connecting with Colors—Personality Style Training*, to use in a 2- to 3-hour in-Service/training before you begin to work with the *9-Weeks Curriculum*, to understand how to Connect so people (and children) will align.

To learn more go to:  
[www.ConnectingWithColors.com](http://www.ConnectingWithColors.com)

## **What does Connecting with Compassion have to do with a Make A Difference school year?**

Many think that being compassionate is about placating rather than directly addressing unnecessary and unskillful behaviors. What you, your faculty and your students will experience in this 9-week curriculum is just how palpable and powerful Connecting with Compassion actually is in transforming every kind of challenging situation the human experience offers. This IS what creates a learning environment where every student succeeds.

In your preparation to do this 9-week curriculum, it is my highest recommendation that you begin by watching our Teddy Stallard Story movie at: [www.MakeADifferenceMovie.com](http://www.MakeADifferenceMovie.com).

This movie was inspired by “*Three Letters From Teddy*,” a short story first published in 1974. It is a durable classic told from endless numbers of podiums. It reminds us why we got into education. The instant success of this beloved story as a flash movie led me to create its companion book to sustain the huge –Make A Difference – momentum this story generates. It takes us all back to “core values,” which brings compassion to the classroom as one of the primary fundamentals to engage students in wanting to learn and be successful citizens.

The impact of what Teddy says to Miss Thompson instantly connects us to what really matters in any given situation. He is the anchor that provides a visceral reminder that anyone can instantly access compassion in emotionally charged situations.

What we—as a society—tend to do, is much like what Miss Thompson did initially: put big red F's on the failing work being handed in and treating challenging individuals with disdain and skepticism. What we all have the capacity within us to do, however, is to seek understanding. It is through understanding, we can access that compassionate place within ourselves to reach out and let children, parents, faculty and staff know that they matter.

Compassion is the variable that will re-energize your school culture--and inspire greater academic engagement and success: Despite what some may think, working harmoniously with challenging students will not be won on the front lines by changing specific techniques and processes at the “be nice” level. Rather, it's a culture of compassion and understanding that makes the difference in all human interactions.

Statistics indicate that court appointed Anger Management Classes are not as successful as had been hoped. However, new findings reveal that as people learn to reconnect to their core values, which includes learning how to re-access inherent compassion, there are great sustainable gains now being made, and that these offenders are not repeating their visits to the judicial system. Professional trainers now working with court appointed abuse offenders are teaching them the power of compassion, and it's working in profound ways. If it works in this arena, certainly compassion will have a huge impact in the culture of our schools as we place importance on it.

This is the kind of book that does the work for you: *Making A Difference with the Power of Connection* Gift Book & Movie ([www.ConnectionMovie.com](http://www.ConnectionMovie.com)) is helping to transform our mass

## The 9-Week School Curriculum

consciousness to one of peace and harmony through a beautiful, easy to read book that allows educators and parents to get in touch with the innermost core of their being, to know that they have more power than they have ever realized, and to know that they can influence what is happening through the energy generated from compassion. When everything else fails, compassionate connection gets it done!!

Educators have many concerns in working with today's youth. One concern that the message of this curriculum brings up for teachers is: "How do you expect me to be compassionate when my classroom is maxed out and overcrowded? How can you possibly expect me to make time to deal compassionately with every problematic child I have in my classroom? There is not enough of me or time in the day."



**It only takes three simple steps to accomplish a classroom where students collectively will become self-managing and highly productive.**

**Step 1:** Change your mind and you change your relationships. If you currently see certain children as "problem children" then you are not seeing the inherent greatness in them that's trying to get out. You are inadvertently making them feel like the enemy. When you allow yourself to be seduced by unskilled or hurtful behavior you miss what they are teaching you. Children teach us exactly what we need to know ... if we will just pay attention.

Slow down and take a few moments to look past the behavior to see what's really going on. It takes less than a minute. The willingness to be open to a shift in your perception will instantly lift your own energy and will change things for the better as you now reach out to connect to the heart and genius within each child.

**Step 2:** Think community. You must hold firm to the concept that your classroom is a safe haven. It's all about community, where every single child is included and is expected to show up and belong. When you witness one student doing something verbally or attitudinally harmful to his classmates, i.e., his community, you simply and quietly take the child aside to address what's really going on, openly and compassionately.

At this pivotal moment, you only need to say one thing to individuals who have been hurtful or unskillful: "What's going on for you that you would do (or say) what you just did to so and so?"

## For a 'Make A Difference' Year

If they don't know, simply say, "If you did know, what would it be?"

If they still can't access what's actually upsetting them, then say: "When you do know, will you please share it with me? I care about you. For now, let's get back to work."

No more and no less. If you start ad-libbing and you may easily start being condescending without meaning to. Keep it simple and then stop yourself from saying one more word! Seriously. Close your mouth and leave some air space for what you've just asked to work its magic. Say you care and then leave it on the table to be worked out within that individual's own psyche. Every single child has their own inner voice that can take it from there.



That's it. This very specific technique interrupts what's happening and transforms any unproductive experience with anyone. Try it at school, home with your spouse, children and /or teenagers. You will transform any situation quickly and once and for all!

Simply asking "What's going on for you" instead of "Why did you do it?" connects the dots to the heart of the matter instead of making up more cerebral excuses that never, ever get resolved!

It lets individuals know that, even though they've been unskillful in their treatment of others, they matter to you. They now have your full compassionate attention, and they know that you want to help them with whatever it is they feel they needed to strike out about.

**Step 3:** Repeat Steps 1 and 2 repeatedly for the next nine weeks and you will have a classroom of students that's a community where everyone is included and expected to show up and belong. They will excel beyond any predicted level, and you'll reap benefits for holding firmly to this goal.

### **There is a heart that beats within every single one of us.**

Compassion calls the heart of the matter forth in ways that are beyond our human understanding. How compassion works is a mystery. With behavior-affirming attention, there is a whole range of positive possibilities.

## The 9-Week School Curriculum

### **AN IMPORTANT FACT:**

Research about the brain reveals that compassionate thoughts literally light up the frontal lobe of a person's brain. (The frontal lobe is where the mind can access solutions.) When we are resentful or angry, there is no light in that part of the brain, and so we shut down and fail to function well. As soon as we deliberately think compassionate thoughts, this part of the brain lights up, and we can literally go from "impossible" to "possible" in an instant.

Compassion is, after all, a deep awareness of the suffering of another, coupled with the wish to relieve it. It is truly wanting others to be free from suffering. And when we offer this, we have made a difference.

There are times when we think our actions have not made a significant difference—and that can be disheartening. What's important here is to take heart in those moments. Remembering always that you receive the instant you give and, in that, you can trust you've made a difference in someone's life, because you felt it in your own.

- Excerpt from Section 9: page 86-87 at [www.MakeADifference.com/FlashBook](http://www.MakeADifference.com/FlashBook)

*Mary Robinson Reynolds*

# *9 Weeks to a Make A Difference Year!*



MARY ROBINSON REYNOLDS

Heart Productions & Publishing  
[www.MakeADifference.com](http://www.MakeADifference.com)

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# Getting Started

Before you begin to study **The 9-Week School Curriculum for a 'Make A Difference' Year**, we recommend that you read Mary Robinson Reynold's powerful new book, *Make A Difference with the Power of Connection*. It's a little book that speaks volumes; it's concise and a quick read that is amazingly comprehensive and thought-provoking. It will make a difference somewhere in your life the day you read it.

## Resources for Educators

✓ **Make A Difference with the Power of Connection,**

as an online flash book,  
or in print, as a gift book:

[www.MakeADifference.com/FlashBook](http://www.MakeADifference.com/FlashBook)

✓ **The Teacher's Package**, including:

- **Make A Difference with the Power of Connection Book**
- **Make A Difference Movies DVD**
- **'I make a Difference' Wristbands**

[www.MakeADifference.com/TeacherPackage](http://www.MakeADifference.com/TeacherPackage)

You'll find it online as a virtual book, available at no charge, or in print, as a splendid little gift book for everyone who strives to make a difference in our schools today. It's a "must have" for every person on your faculty and staff, to pick up and re-read on those days the problems seem greater than the solutions. Online, the book can be viewed or purchased at:

[www.MakeADifference.com/FlashBook](http://www.MakeADifference.com/FlashBook)

## Other Resources for Educators

Another excellent resource is a "Teacher's Package" which includes:

- *Make A Difference with the Power of Connection*
- *Make A Difference DVD*, which includes:
  - *The Teddy Stallard Story Movie*
  - *The Blue Ribbon Story Movie*
- Mary Robinson Reynolds' 1-hour video, *Makin' Magic with At-Risk Youth Training*
- 30 purple 'I Make A Difference' wristbands.

To learn more about the Teacher's Package, go to:  
[www.MakeADifference.com/TeacherPackage](http://www.MakeADifference.com/TeacherPackage)

## The Impact of the "Make A Difference" Movies

In 2006, Mary Reynolds was sent a musical rendition of the Teddy Stallard story. This is a story that was autobiographical in nature, written by Elizabeth Silance Ballard in 1974, about a little boy who almost fell through the cracks of the school system. Mary knew in a heartbeat that it needed to be a flash movie. A year later, she received another story, about an actual Blue Ribbon Ceremony created by Helice "Sparky" Bridges—a ceremony that literally saved the life of a 14-year boy.

Over 6 million people have watched the *Teddy Stallard Story* Movie, and at the time of this writing, the *Blue Ribbon Story* Movie is already at 3 million views in its first two months.

To watch these movies free online go to: [www.MakeADifferenceMovie.com](http://www.MakeADifferenceMovie.com) – for the *Teddy Stallard Story* & [www.BlueRibbonMovie.com](http://www.BlueRibbonMovie.com) – for the *Who I am Makes A Difference Story*. More movies are in production...so stay tuned.

### **Let's Make A Difference**

Thousands of schools are ordering the Make A Difference Movies, Gift book & Wristbands to build self-esteem and to remind children, adolescents and adults remember that they each matter as individuals –and that they alone can make a difference. Administrators are using our movies, books and wristbands for their in-service and professional development trainings, in order to create sustainable district- or school-wide momentum.



### **About The Author: Mary Robinson Reynolds**

Mary Robinson Reynolds holds an M.S. in Educational Psychology, Counseling & Development. She considers herself a TurnAround Specialist and is the author of six books. Her entrepreneurial trek, which has included work with adults and children in educational, corporate and personal settings, began nearly twenty years ago when she realized that as a teacher, and later as a guidance counselor, she was having success with at-risk youth that a large percentage of the educators would want to know about.



*I dedicate this curriculum to:*

- 🌸 First Year Teachers, to “hold dear” their idealism and purpose.
- 🌸 Teachers who feel Burned-Out, to “rekindle” their idealism and purpose.
- 🌸 Teachers “In It to Win It,” to “sustain” their idealism and purpose.
- 🌸 Parents, to raise Emotional Intelligence through compassion.
- 🌸 Staff & Administration, because they set the pace.
- 🌸 And to the children, because they are our future.

*Reaching out to make a world of difference ...*

*Mary Robinson Reynolds*



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## *From the desk of Mary Robinson Reynolds*

You just need ... 9 Weeks to achieve a 'Make A Difference' Year!

### **Why nine weeks?**

Every school year, I felt the first nine-weeks of school set the stage for the entire year. I knew—down to my toes—that if my students' social and emotional needs were met, they would be highly functional for the rest of the school year. Life in my classroom would be very, very good. It just takes nine! Any nine weeks will do. You begin when you begin.

Through teaching children, educators, and parents how to build a compassionate community, we dramatically raised emotional intelligence—EQ—and therefore academic performance.

### **How did I do this?**

My goal was simple. I placed the children's social and emotional needs above my concern about making it through "X number of pages" per week.

### **First Things First**

In the first 9 weeks of the school year, every – and I do mean "every" – single time a social or emotional situation played out in the classroom, lunchroom or play ground, we had an open discussion – no matter how long it took. Take it exactly as it comes. Don't avoid, dismiss or ignore what's in front of you to take care of right here, right now. The payoff in nine weeks will be huge.

### **Start with The Fundamentals**

With the pressure to get kids to score high on achievement tests today, you simply must deal with the emotional and social issues first. Everything after that becomes the foundation for everything you could ever want the educational experience to be.

And now, I'm giving you my 9-Week School Curriculum so you can Pass-It-On.





# Week 1:

## Community Building

Week 1 introduces the important concept of 'Community Building.' It's fascinating to watch students of all ages discover that they can be responsible for the success of their community.

### Materials Needed:

- 1 notepad for each student
- Blackboard , whiteboard or easel presentation tablet

### Activity: Community Rules for the school year.

Have the students create a list of the rules they think are *best* for creating their "best learning" school year ever! Have them make a list on a piece of paper and open the first "Community Meeting" to discuss what rules and guidelines would be best for each member of their class to excel academically this year.

When describing what kind of year this can be and explaining that you want them to decide just how great they want to do this year, both as individuals and as a "great" class – you will, of course, determine what's age/grade appropriate.

### Blackboard:

Write their "rules" on the board as they offer them.

### Discussion:

There will be students who can't believe you are putting the responsibility on them! There will be students who make fun of this ...at first. There will be students who don't participate. There will be students who are uncomfortable with this and make distracting remarks.

Do not be deterred.

I was always surprised how "severe" the students' own rules were. They were much harder on themselves than I would have been. They will also have a tendency to list very harsh rules that no one learns by. This makes for a lively discussion.

## Week 1

Teach the class  
how to  
Build a Community.



Let the students decide  
how to make this their  
"best learning"  
school year ever.

## The 9-Week School Curriculum

### **Ownership:**

These are “their” rules. As the teacher, you will most certainly have the “overseeing” word and will coach them toward the results you feel will be the best for the entire group. When most people think about community, they think about a helping hand.

### **Discussion:**

- What does community mean to me?
- What would I like it to mean for me?

### **Blackboard:**

Make a list of what the students say that community means to them.

### **Bulletin Board:**

Create an attractive display of the results of this discussion, showing the meaning of “Community” and rules that they’ve agreed on.

### **Conclusion of this activity:**

Not only do students now understand and choose the rules, they also have the inner power to choose how they respond to rules. They made the rules so they now “own” the rules that are responsible for the success and enjoyment of their community for this school year.



## Week 2:

# How I Can Make A Difference

Week 2 introduces the concept of “How I can Make A Difference” in the life of others--a concept many students have not considered.

### Materials Needed:

Make A Difference Movie—the Teddy Stallard Story.  
One 'I Make A Difference' wristband for each student and teacher.

### Activity #1:

Watch the Teddy Stallard Story movie together. While this is not a true story, it is autobiographical in nature, and was based on a childhood experience of author Elizabeth Silance Ballard.

### Discussion:

Discuss with the students how they felt after viewing it:

- What did you think about the movie?
- How did they feel about Teddy when the movie started?
- What did they think about Miss Thompson at the beginning of the movie?
- If they knew someone like Teddy, what could they do to make a difference?

### Conclusion of this activity:

Help the students to evaluate the following:

- What do they think compassion means?
- Why is compassion important in creating the Best Community ever in their classroom?

## Week 2

Introduce the idea of  
Compassion.



Help students  
understand how  
one individual can  
make a difference  
in the life of another.

## The 9-Week School Curriculum

### Activity #2:

#### “In Your Shoes”

Divide the class into pairs. Have each child bring to mind someone they do not particularly get along with. Without giving that person’s name, each child is to “act out” to their partner, pretending to be the person they have trouble getting along with. (It can be another child, a family member, a teacher, etc). Take turns, so each one gets to “act out” their most challenging person to see what it’s like to be in “their” shoes. For example, if you have problems with Joe, you step into the role of Joe, while your partner pretends to be you. Act out a scenario that repeatedly upsets you, with you reacting as Joe.

### Discussion:

- How does it feel to be in the shoes of the person you are having a difficult time with?
- As you were watching your partner “act out” this challenging person, what were your thoughts?
- Did you have any ideas about what might make this situation better?
- What did you learn about how you treat this person?
- What do you now feel you could do that might make a difference with this person?

### Conclusion of this activity:

Compassion turns “me” into “we” in that, when we “get outside” our own problems with others and put ourselves into their shoes, we access understanding and then can better communicate to find solutions.

Each student now receives one ‘I Make A Difference’ wristband to give to the person sitting behind him or her, and so on around the room, saying out loud: You Make A Difference and this is our best ‘Make A Difference’ School Year Ever! The last child in line gives the wristband to the teacher.

Tell them that they can wear it every day, and when they are having a tough day, to simply rub their finger over the words on the wristband to remind them that they **do** make a difference. Help them understand that by showing compassion for others, they’ll feel better themselves.



## Week 3:

# Community = Team

Week 3 teaches teamwork, and allows students to distinguish between “Me” and “We” as they work toward building their Best Community.

### Activity #1:

“Human Spider Web”

### Objective:

To build upon the idea that community takes teamwork. This exercise is fun, and it provides an opportunity to work as a team to explore the dimensions of a compassionate community.

### Procedure:

This exercise works best with small teams. If you have a larger group, divide it into groups of 6 to 8 individuals. Have each group move to a location that allows them to stand in a small circle.

Instruct members of each group to extend their left hands across the circle and grasp the right hands of one of the other members who are approximately opposite them.

Then have them extend their right hands across the circle and grasp the left hands of one of the other individuals.

Tell them that their task is to unravel the spider webs of interlocking arms without letting go of anyone’s hands. If you have one team, inform them that they will be timed (as a way to place pressure on them); if you have several groups, tell them they will be competing with other groups to see who finishes the task first.

## Week 3

Show students that a  
Community  
requires teamwork to  
function well.



Help them to recognize  
self-centered  
behavior.

## The 9-Week School Curriculum

### **Discussion:**

- What was the most difficult part of this exercise?
- What did you learn about yourself in this activity?
- Were you a leader or a follower?
- What does this say about how you like to learn and work with others?

### **Conclusion of this activity:**

There are different ways to accomplish the same goals and objectives. By failing to honor differences, we often make other people “wrong” or “bad” because they don’t see things or do things in the same way we do. To build a successful community requires everyone’s participation.

### **Activity #2:**

“The “Ts” Have It!”

### **Objective:**

There is no “I” in TEAM ... or “ME” in community. This activity shows that we all may tend to be more self-centered than we might realize. It demonstrates the importance of focusing on others.

### **Procedure:**

After a discussion about the Human Spider Web, bring up the subject of focusing on ourselves, and how impeded or “put off” we may be by feeling rather than focusing on what was going on for others.

Pair each child up with one other child. The assignment is to talk for the next two minutes about anything in the world they want to discuss. There is, however, one rule: They may not use the word “I.” They can talk about any topic they like, but they just must not say “I.”

### **Discussion:**

- How many of you were able to talk for the two minutes without using the pronoun “I?”
- Why do so many of us have difficulty avoiding the (over) use of “I” in conversation?
- How do you feel when talking to (or listening to) someone who starts every sentence with “I?”



## Week 4:

# Who I Am Makes A Difference

Week 4 focuses on the *Blue Ribbon Story*, a true story of a class that learned to make a difference in the lives of others—actually saving the life of a teen.

### Materials Needed:

*The Blue Ribbon Movie*

*The Who I Am Makes A Difference Story*

Blue Ribbons: 4 for each student (one for the student, plus 3 additional ribbons to “pay forward.”) Blue Ribbons are available at [www.MakeADifference.com/BlueRibbons](http://www.MakeADifference.com/BlueRibbons)

### Activity #1:

Watch the *Blue Ribbon Movie* together. This is an enactment of a true story.

### Activity #2:

*The Who I Am Makes A Difference® 10-Step Blue Ribbon System™* by Helice “Sparky” Bridges.

#### Step 1 - Focus on the good:

Find someone to acknowledge. Sit or stand in front of the person you want to honor. Show him or her the Blue Ribbon, words facing them, make eye contact (if it is appropriate to that culture), smile, speak their name, and...

#### Step 2 - Affirm the words:

Say, “This is a Blue Ribbon that says Who I Am Makes A Difference®.”

## Week 4

Watch the  
Blue Ribbon Movie  
together.



Award the students their  
Blue Ribbons and teach  
them to  
“pay it forward!”

## The 9-Week School Curriculum

### **Step 3 - Express your appreciation:**

Tell the person how he makes a difference! Examples: “I admire you for pursuing your dreams.” “You always have a good word to say about people.” “You take time to help me with my work.”

### **Step 4 - Respect the person’s choice to receive your gift:**

Ask if she or he would accept your gift, and when they say “Yes,” then ask for permission to place the Blue Ribbon on them (if they can’t wear it, ask them to put it in a place where they will be able to see it and always be reminded that who they are makes a difference.)

### **Step 5 - Give them this lasting symbol for positive change:**

Place the Blue Ribbon above their heart pointed slightly upwards and say, “I’m placing this ribbon above your heart toward all your best dreams coming true!” Say, “YOU ROCK! I BELIEVE IN YOU! GO FOR YOUR DREAMS!”

### **Step 6 - Lighten them up and cheer them on:**

Point to the globe on the ribbon and tell them “Inside this globe are cheerleaders, cheering you on for your dreams. I am one of them. To get the whole community jumping for your dreams, I’m going to put a “Spark” by placing my finger on the cheerleaders and saying BING! (You both ought to get a laugh out of doing this, which helps people to lighten up and know that positive change can be fun).

### **Step 7 - Connect heart-to-heart:**

Hug, shake hands, smile or do whatever is appropriate for you and the other person.

### **Step 8 - Give them a chance to be a Spark for others:**

Present two extra Blue Ribbons and two copies of the Who I Am Makes A Difference® Story so that others will have the opportunity to become Difference Maker “Sparks” and make a positive difference in the world. [www.MakeADifference.com/Story](http://www.MakeADifference.com/Story)

### **Step 9 - Always acknowledge the best in yourself and others:**

In the spirit of the Blue Ribbon always display your ribbon on your computer, wall, mirror, visor or wherever you can see it to remind you to think good thoughts about yourself and others as often as you can.

### **Step 10 - BONUS ... Have fun making a difference:**

If you can’t always think good thoughts about yourself and others, take your Blue Ribbon off, turn it upside-down and you can think anyway you want. When you’re ready to think good thoughts again, turn your ribbon right-side up and experience, once again, how much you can make a difference. This ceremony was created in 1983 by Helice “Sparky” Bridges, founder of Difference Makers International.



## Week 5:

# Who You Are Makes A Difference

This week's activities are a continuation of the previous week's activity, with a discussion of The Blue Ribbon Movie and Ceremony.

### Discussion:

- What do you remember most about last week's Blue Ribbon movie?
- How did you feel about the teacher's gift of a Blue Ribbon to each of the students when the movie began?
- Do you know anyone who might feel like the 14-year old boy?
- How did you feel when you were receiving your Blue Ribbon?
- How did it feel to acknowledge someone else by giving a Blue Ribbon?
- Has anything changed for you personally—that you feel it's safe to share—since receiving the Blue Ribbon?

### Activity:

"I Make A Difference by Acknowledging Others"

The teacher asks the student to list the names of the other students in the room on two sheets of paper, leaving a space between each name.

The assignment, "The Nicest Thing About You Is ...," challenges the students to think of the nicest thing they could say about each of their classmates and write it down.

## Week 5

Teach the Class  
to acknowledge others'  
best points.



Let the students decide  
how to make this their  
"best learning"  
school year ever.

## The 9-Week School Curriculum

This should take a full class period to finish. Ask students to hand in their papers to the teacher.

The story that inspired this class activity is available for you in the in Appendix, on page 28, to read at the opening of this activity—depending on age appropriateness: *All Good Things*.

### **Discussion before starting the writing assignment:**

The act of acknowledging other people gets us outside ourselves and helps us think about what strides others are making.

Acknowledgment is a necessary skill for our own contributions to the greater good: our classroom community. Everyone has some insecurity . . . it's normal. But the degree of insecurity depends on situations outside of school (in personal life) that we may not know about. Acknowledgment is good for everybody. Think of it this way: if everyone received a standing ovation for their life, they would know for certain that they mattered and made a difference. Acknowledging others not only feels great, we are actually acknowledging ourselves. What I can see that is great about you can be what's great about me that I'm just beginning to learn about.

Whether or not the students really know each other is irrelevant, because it is human nature to form impressions. If we've not thought of someone else in a positive light, this moves us into an activity that "asks" us to find that special something about each person in our classroom community.

### **Conclusion of this activity:**

The teacher compiles a page for each student, listing all their classmates' acknowledgments and hands them out at the beginning of the next week's activity.



## Week 6:

# Community = Connection

Week 6 brings Connection into the mix of necessities for a functioning Community. It teaches children how to rely on their Inside Voice vs. the Outside Voice of Others.

### Activity #1:

Hand out the compilations of each student's Nicest Thing About You Is ... assignment from the previous week.

### Discussion:

- How many of you were afraid to look at your Acknowledgement Papers?
- What was going through your mind as you were thinking about each of your classmates?
- What insights did you notice about yourself as you were coming up with nice things to write about other people?
- What were some of your concerns?
- Were you concerned with your sincerity?
- What did you enjoy?

### Activity #2:

Community Building Trust Exercise

### Materials Needed:

2 Blindfolds

## Week 6

Connection is  
an essential ingredient  
for the Building of a  
Community.



Teach students how to  
build Community trust  
and rely on their senses.

## The 9-Week School Curriculum

This is an activity that should be done in a gymnasium or on the play ground. The children form a big circle and two are selected at a time to do this activity.

One child is “it” and the other child is the chaser. The goal of the group is to keep the one that is “it” safe from the child who is chasing. They pass the child who is “it” around the circle, to keep him or her from the child who is the chaser as long as possible.

Plan on enough time to do this with as many children as possible getting to be in the circle.

After everyone who wants to have a turn has been in the circle, come back to the classroom for a discussion.

### **Discussion:**

- What was it like to be “it” ... the one being chased and having to trust your classmates to keep you safe?
- What was it like to be the “chaser” and to have your classmates protecting someone from you?
- Did you feel safe?
- Did you start to use your senses more: hearing, feeling, touch, intention?
- What did this do for your ability to focus?
- As a team member protecting the “it” person, what thoughts and feelings were occurring to you?
- How can coming from a compassionate place positively create a safe community for everyone in the class?

### **Conclusion of this activity:**

There are no wrong answers to how individuals experienced this exercise. This exercise teaches us all how to take better care of others who may be more vulnerable than us. This also teaches us —whether we are “it” or the chaser—how to pay close attention to our senses to know if a situation is safe or not. If it’s not, get out of there. Move in another direction.

This teaches us to learn to listen more to the Inside Voice vs. Outside Voice of Others.



# Week 7:

## Community & Leadership

Week 7 emphasizes that good teamwork is essential for Community cooperation.

### Materials needed:

Blindfold

### Activity:

“Trust Me in Leadership”

Divide the group into teams of four. Participation should be voluntary. One person in each group is blindfolded; another is the leader, who will verbally instruct the blindfolded person to go from Point A to Point B in the room or adjacent area. The leader must not touch the blindfolded person. The other two persons assist the leader and make certain the blindfolded person doesn't bump into anything.

When the walk (2-3 minutes) is completed, switch roles and repeat the exercise using a different route.

Repeat as time allows.

### Discussion:

- How did you feel when blindfolded? (Uncertain, frightened, dumb, etc.)
- Did you trust your leader? Why or why not?
- Did you trust your classmates? Why or why not?
- What did you need when you were blindfolded? (Support, assurance, advice, coaching, etc.)

Week 7

The Community needs  
good teamwork for  
Leadership, Support and  
Cooperation.



Do you trust your  
fellow team  
members?

## The 9-Week School Curriculum

### **Read story:**

“Looking for the Good in Others” You’ll find it in the Appendix, on page 29..

### **Conclusion of this activity:**

The objective of this activity has been to demonstrate teamwork for support, leadership, and cooperation. To build mutual support and trust, we must be willing to communicate and care for each other’s personal and emotional safety. Doing this for others creates a caring, safe, healthy community for yourself.



## Week 8:

### Re-Labeling

Week 8 illustrates the power of the labels we all carry with us from birth. The technique of Re-Labeling is one of the most powerful gifts we can give ourselves and our students.

#### Materials needed:

1 Sheet of paper for each child and self-stick name tags.

#### Activity:

“Re-Labeling”

By now the class has had time to build trust and connection with each other, for differences to play out, and for likes and dislikes within the group to be revealed. So as the teacher, you can assess if the class is ready socially/emotionally from the previous weeks' work to do this activity.

This is one of the most amazing and potent activities I've done with children over the years. I've done it in every conceivable setting. My main objective is to set this exercise up so it's healing for all children.

The one issue with this exercise is the possibility of teasing and taunting after each one's labels are figured out. However, I do not see this as a bad thing, just another opportunity to teach and to heal if, in fact it does occur. In all of my years of doing this, because I'm conscientious in how I set it up for them, I have never had a child taunt or hurtfully tease another child during this exercise or after it has been completed.

If this does happen, you simply go back to the, “What is going on for you that you would tease or make fun of someone else's new label?” question. (See pg. 87, [MakeADifference.com/FlashBook](http://MakeADifference.com/FlashBook).) It works every time to take care of whatever “is” going on for the child emotionally/socially.

*Week 8*

Recognize the power of labels, both negative and positive.



Help students to rewrite and replace their negative labels.

## The 9-Week School Curriculum

Each child has his or her own labels, and as they do their own relabeling of themselves and feel their own pain, they come to understand the pain for another.

### **TEACHER PREPARATION**

To understand the potential impact this exercise will have on your class as a community, I highly recommend is that you do this exercise with other faculty and staff first, so you experience it yourself.

I am providing a FREE live performance for you all to listen to, so that you can understand how this works at: [www.MakeADifference.com/Relabeling](http://www.MakeADifference.com/Relabeling).

This live performance took place at Portland Community College for their entire faculty and staff of about 300 people. It was a very diverse audience. You will hear how I worked with people on stage to literally change their lives with this relabeling process. You'll also find an audio recording of their testimonials at this link.

As you work through the relabeling process, understand that this is not about blaming people in your life who've labeled you, even though you've now discovered how deeply that label has influenced you and affected your life. It's not about being disloyal to your parents or friends. This is all about you. It's about resolution. It's about dismantling your emotional triggers so you can experience your true self, your authentic and most powerful self.

Directions for this Activity are in the Appendix on page 31.



## Week 9:

# Community=2-Way Communication

Week 9 teaches that the success of the Community depends upon good two-way Communication—a skill that benefits students in learning how to think about what they are saying and how they are saying it.

### Activity:

“Drawing Directions.”

Pair up the students. In this activity, Student A will give directions to Student B, while Student B draws a picture or object from the directions he receives.

Students A and B are seated back to back, with their desks facing opposite directions. Each student has a piece of paper and a pencil or pen.

On the paper, Student A draws an image that Student B does not see.

Student A then describes to Student B how to draw this picture/object, one line at a time, without telling Student B what the image is until it B has finished. Student B may ask any number of questions, as long as they're not about what the picture is.

When Student A has finished describing what to draw and Student B has asked all his or her questions, the two students compare their drawings. Then they switch roles.

*Week 9*

Help your students be good communicators.



Sometimes  
we think we are  
communicating clearly  
when, in fact,  
we are not.

## The 9-Week School Curriculum

### Discussion:

- What happened—how well did you each do?
- What was it you understood well from your partner?
- What was it that you didn't understand?

### Conclusion of this activity:

We think we are communicating clearly, but many times we are actually not. This is an example of how everyone learns differently, hears differently, and sees differently. We must be careful to pay attention to the clues and be willing to ask questions until we are certain we understand.

### Conclusion of the 9 Weeks:

Have a discussion with your class about how they feel the first nine weeks of the school year have gone.

How do they feel their classroom community is coming along for making this their best 'Make A Difference' school year ever?

To continue to create weekly Classroom Community with Team Building activities I recommend *The Big Book of Team Building Games* by John Newstrom and Edward Scannell by McGraw-Hill.

## *Resources*

Other materials for education professionals and parents:

- Make A Difference with the Power of Connection: [www.MakeADifference.com/FlashBook](http://www.MakeADifference.com/FlashBook)
- No Labels, No Limits: [www.MakeADifference.com/NLNL](http://www.MakeADifference.com/NLNL)
- Attitude Alignment: [www.MakeADifference.com/Attitude](http://www.MakeADifference.com/Attitude)
- TurnAround Specialist: [www.MakeADifference.com/Relabeling](http://www.MakeADifference.com/Relabeling)
- Connecting with Colors: [www.MakeADifference.com/Colors](http://www.MakeADifference.com/Colors)

## *Bonus Activities*

Students will score even higher on achievement tests through ongoing empowering activities. The first is one that I suggest for use on a daily basis. I used this regularly with grades K-8, and I also recommend it for high school classes. And the second is a weekly activity with a wealth of benefits for your students and the classroom as a whole.

### **Daily Activity:** “Brag & Blab”

Here’s an excellent way to build self-esteem, so I encourage you to schedule time for this on a regular daily basis, as I did with my classes. At the opening of each school day, the children are invited to come to the front of the room to Brag & Blab about any previous day’s successes or announcements. All Brags and Blabs are simply acknowledged as the class learns how to do this. Here are some of the benefits from this exercise:

- Skill acquisition for speaking at the front of the room.
- Acknowledgment for successes or announcements of things that were interesting.
- Shows the more fearful children how to do it and that it can be quick and easy.
- Teaches good communication. Students learn how to get to the point.
- Doing it becomes fun and improves self-esteem.
- Teaches everyone that it’s okay to “own” one’s gifts, talents and inner greatness in a way that encourages others to do the same.
- Celebration of good things happening for people... encourages us to appreciate and acknowledge good things happening in our own lives that we may be taking for granted.

### **Weekly Activity:** “News TV Show”

This is an Ongoing Weekly Activity that continues to build community throughout the rest of the school year:

- The one activity that probably produced the most results for building a compassionate and empowered community of children in my classroom, other than daily cooperative learning, was producing a weekly “news” TV show that included the creation of commercials as well as World and Local News reporting.
- Many schools today still invest in Scholastic’s Weekly Readers. (I have done this with every grade level and modified it as was age appropriate.)
- You don’t need the Weekly Readers to do this. You could also use your local newspaper.

## The 9-Week School Curriculum

I would recommend that you simply ask the publisher to provide you with 20-30 leftovers from Sunday's news, as it will have the most information. However I would not use the local newspaper for K-3. )

- Every Monday morning, we would receive the Weekly Reader. I would give the students some time to peruse the stories and then in an open class discussion, ask them to identify which stories they were interested in.
- If you have 2-3 students interested in the same story, that's fine, because they are going to research the story further for their news report. Each week you have X number of commercials created by X number of students, plus X number of news reports—until the top news items are taken and every one has a project.
- Each student will, at some point, do a commercial and each student, at some point, will do a news story. One student will get to run the video camera. One or two students produce the show. One student each week can hold the cue cards ... and so on.
- But every student will eventually do every single job for the news program.
- This is a week-long activity that they can work on (once the stories and commercials have been assigned) when they have completed their assignments. This is one of the reasons why I never had a quiet classroom. There were learning projects going on all of the time. As I would teach an assignment and then let them work on their assignments, those who finished early could work on other ongoing projects quietly at each other's desks, anywhere in the room.

### **This engages children and motivates them to:**

- Become interested in current events and the world around them.
- Increase their focus and determination to get their assignments done in class so they could do other projects with others.
- Do WELL on their assignments or they'd have to do them again, so they could do other projects.
- Try to top themselves each week.

It would be very quiet after I finished teaching the assignments and as they were getting started, unless I had them working in groups on their assignments. At any rate, because they are interested in what they are doing, they communicate quietly, as they are using their creativity to come up with a TV News Show.

Every Friday is TV day.

You may be amazed that I ended up giving as much time to newscast as I did, but the benefits to the additional learning that was going on all week long, paid off big time on our achievement test results.

## For a *'Make A Difference'* Year

We would begin our newscast at the beginning of the day on Friday. We would film the entire show, with every news report and commercial. After taping was done, we would then watch ourselves and discuss what worked, what didn't. We laughed at ourselves, we were compassionate and protective of every single individual facing the fear of public speaking! Sometimes it took us all morning to do the show and critique it. It paid big dividends in fostering very high scores on their achievement test results. Children in my classroom, who started out behind their peers, not only caught up on the years they were behind, but averaged 2 to 3 years of growth because of these activities and social/emotional work we did together as a compassionate community.

### **Weekly News TV Show benefits:**

- Builds Community
- Increases Self-Esteem / Empowerment
- Teaches Compassion
- Adds Variety
- Provides meaningful Connection
- Encourages "Teamwork"
- Gives practice in Speaking in front of the room / peers
- Makes A Difference
- Provides overall Mega Skill Acquisition on so many mental and emotional and even physical levels (because they would all, over time, dress extra nice on newscast!)

## *Appendix*

### Motivational Stories & Re-Labeling Exercise

#### *All Good Things*

One day a teacher asked her students to list the names of the other students in the room on two sheets of paper, leaving a space between each name.

Then she told them to think of the nicest thing they could say about each of their classmates and write it down.

It took the remainder of the class period to finish their assignment, and as the students left the room, each one handed in the papers.

That Saturday, the teacher wrote down the name of each student on a separate sheet of paper, and listed what everyone else had said about that individual.

On Monday she gave each student his or her list. Before long, the entire class was smiling. “Really?” she heard whispered. “I never knew that I meant anything to anyone!” and, “I didn’t know others liked me so much,” were most of the comments.

No one ever mentioned those papers in class again. She never knew if they discussed them after class or with their parents, but it didn’t matter. The exercise had accomplished its purpose. The students were happy with themselves and one another. That group of students moved on.

Several years later, one of the students was killed in Vietnam and his teacher attended the funeral of that special student. She had never seen a serviceman in a military coffin before. He looked so handsome, so mature.

The church was packed with his friends. One by one those who loved him took a last walk by the coffin. The teacher was the last one to bless the coffin.

As she stood there, one of the soldiers who acted as pallbearer came up to her. “Were you Mark’s math teacher?” he asked. She nodded: “yes.” Then he said: “Mark talked about you a lot.”

After the funeral, most of Mark’s former classmates went together to a luncheon. Mark’s mother and father were there, obviously waiting to speak with his teacher.

“We want to show you something,” his father said, taking a wallet out of his pocket “They found this on Mark when he was killed. We thought you might recognize it.”

## For a 'Make A Difference' Year

Opening the billfold, he carefully removed two worn pieces of notebook paper that had obviously been taped, folded and refolded many times. The teacher knew without looking that the papers were the ones on which she had listed all the good things each of Mark's classmates had said about him.

"Thank you so much for doing that," Mark's mother said. "As you can see, Mark treasured it."

All of Mark's former classmates started to gather around. Charlie smiled rather sheepishly and said, "I still have my list. It's in the top drawer of my desk at home."

Chuck's wife said, "Chuck asked me to put his in our wedding album." "I have mine too," Marilyn said. "It's in my diary"

Then Vicki, another classmate, reached into her pocketbook, took out her wallet and showed her worn and frazzled list to the group. "I carry this with me at all times," Vicki said and without batting an eyelash, she continued: "I think we all saved our lists"

That's when the teacher finally sat down and cried. She cried for Mark and for all his friends who would never see him again.

The density of people in society is so thick that we forget that life will end one day. And we don't know when that one day will be.

-by Sister Helen P. Mrosia, *Chicken Soup for the Soul*



## *Look for Good in Others*

One day, when I was a freshman in high school, I saw a kid from my class walking home from school. His name was Kyle. It looked like he was carrying all of his books. I thought to myself, "Why would anyone bring home all his books on a Friday? He must really be a nerd." I had quite a weekend planned (parties and a football game with my friend's tomorrow afternoon), so I shrugged my shoulders and went on.

As I was walking, I saw a bunch of kids running toward him. They ran at him, knocking all his books out of his arms and tripping him so he landed in the dirt. His glasses went flying, and I saw them land in the grass about ten feet from him. He looked up and I saw this terrible sadness in his eyes. My heart went out to him.

## The 9-Week School Curriculum

So, I jogged over to him and as he crawled around looking for his glasses, and I saw a tear in his eye. As I handed him his glasses, I said, “Those guys are jerks. They really should get lives.”

He looked at me and said, “Hey thanks!” There was a big smile on his face. It was one of those smiles that showed real gratitude. I helped him pick up his books, and asked him where he lived. As it turned out, he lived near me, so I asked him why I had never seen him before. He said he had gone to private school before now. I would have never hung out with a private school kid before. We talked all the way home, and I carried his books. He turned out to be a pretty cool kid. I asked him if he wanted to play football on Saturday with me and my friends. He said yes. We hung out all weekend and the more I got to know Kyle, the more I liked him. And my friends thought the same of him.

Monday morning came, and there was Kyle with the huge stack of books again. I stopped him and said, “Dang boy, you are gonna really build some serious muscles with this pile of books everyday!” He just laughed and handed me half the books. Over the next four years, Kyle and I became best friends. When we were seniors, we began to think about college. Kyle decided on Georgetown, and I was going to Duke. I knew that we would always be friends, that the miles would never be a problem. He was going to be a doctor, and I was going for business on a football scholarship. Kyle was valedictorian of our class. I teased him all the time about being a nerd. He had to prepare a speech for graduation. I was so glad it wasn't me having to get up there and speak.

Graduation day, I saw Kyle. He looked great. He was one of those guys that really found himself during high school. He filled out and actually looked good in glasses. He had more dates than me and all the girls loved him! Boy, sometimes I was jealous. Today was one of those days. I could see that he was nervous about his speech. So, I smacked him on the back and said, “Hey, big guy, you'll be great!” He looked at me with one of those looks (the really grateful one) and smiled. “Thanks,” he said. As he started his speech, he cleared his throat, and began. “Graduation is a time to thank those who helped you make it through those tough years. Your parents, your teachers, your siblings, maybe a coach. But mostly your friends. I am here to tell all of you that being a friend to someone is the best gift you can give them. I am going to tell you a story.”

I just looked at my friend with disbelief as he told the story of the first day we met. He had planned to kill himself over the weekend. He talked of how he had cleaned out his locker so his Mom wouldn't have to do it later and was carrying his stuff home. He looked hard at me and gave me a little smile. “Thankfully, I was saved. My friend saved me from doing the unspeakable. “I heard the gasp go through the crowd as this handsome, popular boy told us all about his weakest moment. I saw his Mom and Dad looking at me and smiling that same grateful smile. Not until that moment did I realize its depth. Never underestimate the power of your actions. With one small gesture you can change a person's life. For better or for worse. We are in each other's lives to impact one another in some way. Look for good in others.

-by John W. Schlatter, *Chicken Soup for The Soul*

## *Re-Labeling™ Ourselves*

The following are directions for the exercise listed in Week 8. This is an excerpt from Chapter 7 of the book:

*Attitude Alignment – the Art of Getting What You Want*, by Mary Robinson Reynolds

### THE RE-LABELING™ PROCESS

#### Step One: List Your Negative Labels

Do not force any child to do this. If they don't want to, let them know that it's perfectly OK. Chances are that they will join in after they see the other's feeling better and enjoying the activity.

**Assignment:** Your first task will be to come up with as many negative messages and labels as you can remember receiving over the years, from early childhood up to the present time. Think about situations or locations where you were labeled by others:

- Home and family
- School
- Summer Camp
- Recreation
- Peers and Friendships

Now list all negative labels that come to mind on the left-hand side of the worksheet. Don't try to justify or explain—just list them!

Since it's easier to see by illustration, I'll go first, using my own labels, which you can see in the left column of the chart on page 32.

**Discussion:** After you've given the students 3 to 5 minutes to write down their labels, ask them how they feel right now. Is their energy low? Are they feeling happy or sad, depressed, angry, hopeless?

**Lesson:** They have the inner power to decide how they prefer to “see” themselves. We each have an image of ourselves that we hold in our minds. We can change that image anytime we choose. One of the first things we can decide to do is turn it around. We don't have to accept what other people have said or believe about us. It is an “inside” job. It's not an “outside” job to get other people to see us differently. It's up to us to see ourselves as we prefer to be and then hold that “image” firmly in our own minds and let that drive our behavior so we can be that more and more.

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### Step Two: Turn It Around!

Now it's time to decide differently about your labels. When I first developed my Re-Labeling™ Process, I was trying to figure out how I could turn things over to the opposite of what I was repeating in my experiences.

I would ask myself, "What is the opposite of what is happening that I would actually prefer instead?"

For things to change, you must get a picture of the way you prefer them to be.

The IMAGE of yourself that you hold in mind is what will drive and sustain your behavior and choices. Begin first with what IMAGE you are deciding for yourself.

On a sheet of paper, each child is to start writing down a NEW LABEL on the righthand side of the paper with an adjoining *Statement of Intention* about the IMAGE they are now DECIDING to hold of themselves.

| NEGATIVE MESSAGES/LABELS   | I HAVE DECIDED THAT I AM NOW<br>RESOLVED & HOLDING FIRM to the IMAGE of<br>myself I intend to become more of every day<br>in every way.   |
|----------------------------|---|
| <b>Just too nice</b>       | Nice: I "own" this. I AM nice. I prefer being kind, generous and I really do care.  |
| <b>Just too sensitive</b>  | Sensitive/Intuitive: I "own" this. I AM sensitive. Appropriately sensitive. Emotionally oriented. In-tune with attitudinal energies and have valid concerns about injustices. I have reasonable preferences and expect them to be acknowledged. I will give voice to my concerns as is good/necessary for me. |
| <b>Bad</b>                 | Good: I am a good person who is human and am now learning to make better and better decisions and reaction choices.   |
| <b>Stupid, Dumb, Idiot</b> | Intelligent: As smart as I decide to be. I am smart in my own special way, and I can accomplish whatever I set my mind to.  |

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|                                     |   |
|-------------------------------------|---|
| <b>Incompetent</b>                  | Competent: at what I decide I am and what's important to me. I make a difference being me.  |
| <b>Controlling/ Perfectionist</b>   | Love Order: I am Lightening Up! I accept that I feel safe with order. I absolutely love order and beauty of things well done. I now relax more about this.  |
| <b>Stubborn &amp; Strong Willed</b> | Leader Qualities: I am learning how to be a leader who uses the power of cooperation. I am discerning, focused, achievement oriented. I accept that I am driven by my bliss and enjoy competition.                                  |
| <b>Hot Tempered/ Angry</b>          | Compassionate: with myself first and with others second. When I'm afraid or feel shamed by someone, I will be compassionate and loving with myself until I feel better.   |
| <b>Irresponsible</b>                | Responsible: I am learning every day in every way to grow into being able to handle more and more responsibilities.   |
| <b>Can't be trusted</b>             | Trustworthy: I am learning to be trustworthy, high integrity, even when that means I'm concerned that it will upset or disappoint someone. I am truthful to myself.   |
| <b>Talks Too Much</b>               | Gift of Gab: that I now manage in the ways that involve and include every one around me. Sometimes I fill in the awkward silences. I now enjoy listening to others too.   |
| <b>Unwanted</b>                     | Wanted: I want, cherish and love me right here, right now, just as I am. I can make a difference by helping others. I matter.   |
| <b>Abandoned</b>                    | Cherished: I always have me. I love me. I never abandon me. I approve of me. I want me. I am going to make it.  |
| <b>Lazy</b>                         | Creatively oriented: and I now manage my gifts and talents in a timely, responsible manner.   |
| <b>Liar</b>                         | Courageous: I am learning how to become more and more brave about being truthful. It is so much more powerful for me to tell the truth every time regardless of the error I made.   |
| <b>Overweight/fat</b>               | Lightening Up! I am oversized at this time. I am now learning, every day in every way, how to take better care of myself, by loving myself enough to hold a happy, healthy image of myself and modify my eating habits accordingly. |

## The 9-Week School Curriculum

### The teacher can do one of three things here:

- You can let the children work together on the “re-labeling” process in groups. \*Again, if any child does not want anyone to see their labels, do not make them work with a group.
- You can have them work by themselves, walking around the room helping them get each and every one of their labels – relabeled.
- You can collect their papers with their new labels, go over them yourself and make necessary revisions/corrections to improve the label they are going for. Hand their papers back to them the next day and continue with the Re-Labeling Process Step 3.

The last audience I did this with was with 500 adolescents Grades 6 – 12 in a large auditorium. I don't recommend that you do it this way. It's much better at a classroom level.

At first, some may cover their papers so no one would see. As I worked with those were not afraid to work with me in front of everyone, the rest of the audience began to work with those around them. Some got out of their seats to walk over to other sections to help others with their labels.

Do not be put off by the initial discomfort and fear in the room. As soon as they write down those negative labels, you have them emotionally, and they want to know from you how to deal with this... because it's on their hearts and minds every single day.

So, whatever you do, do not minimize what's happening for these students. Do not take a break before you move them through these emotions quickly with the Relabeling part of the process. HOPE is a powerful thing when constructed correctly and directly.

Showing children the power within themselves to decide differently is a huge gift! And once you, as the teacher, find out what's really driving each child, you will know better how to help them find their own inner voice, their own individual, inherent greatness and their own success.

You now have everything you need to know about the children in your classroom to teach them, to help them SEE themselves as difference makers – “I Make A Difference”— in the bigger picture.

In allowing the children to work with each other, the noise level will be up, but the difference made is immeasurable.

The energy in the room will be up. The relabeling process makes them feel better and more empowered quickly.

## For a 'Make A Difference' Year

### **Discussion:**

As they are relabeling themselves, ask them how they are starting to feel with changing their minds about themselves and about what is possible.

How are they beginning to feel now? How is their energy?

If they aren't feeling good... investigate a little bit with them, "What's going on that they are not beginning to feel better?" If they don't know, that's OK. When they do know, you want them to tell you, if they want.

### **Step Three: Put New Labels on Name Tags**

This can be done several different ways, too.

When I did this process at summer camps for at-risk youth, I would bring hundreds of Name Tags. For each new label they decided upon, they could use one name tag. I always carry hundreds of name tags!

What was really cool was the healing process these kids experienced from putting these name tags with their new labels all over their bodies. Some kids had as many as 20 name tags with new labels.

**Another option:** You can also have them put as many new labels as can fit on 1 or 2 name tags.

Then take the back off the name tag and stick it to their shirt anywhere they want it.

In a classroom situation, I would set this up so we were done in plenty of time before they head out the door to the next class.

Let them enjoy wearing their new Label. Then before the bell rings, have them take the name tag off and stick it in their notebook ... or they can throw them away saying to themselves: It's Already Accomplished!

### **Step Four: Throw the Negative Labels Away!**

Cut off the left side of the paper and either burn it in a 100% safe place or crumple it up and have Basket Practice.

Have everyone cut their Relabeling paper in half. We're going to throw away the left side—Negative Labels side—of the page and keep the righthand side—NEW Labels and Image side—of the page – if they want.

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Again, the focus is on the fact that we've decided on the IMAGE we are going to see for ourselves, (whether others see us this way or not, yet). We can keep the paper to remind us and encourage us, or we can throw it away saying: It's already accomplished!

### **Conclusion of this activity:**

Ask them for their insights into themselves.

- What insights do they now have about other people in their community classroom that they didn't realize before today?
- What do they now understand that they have the power to change for the better in their lives?

### **\*Note to Teachers:**

As you are already aware, these children are living with the adults, siblings, social/family situations in their lives who have unknowingly labeled them negatively. This experience is intended to generate compassion for oneself and for others, and put an end to classroom ridicule.

I encourage you to share your findings from this activity about the IMAGE each child has been believing about themselves with their parents at Parent-Teacher Conferences.

You can share with them "generalities" about what the child has decided that they want to hold firmly in mind for this new, positive image of themselves and what benefits the child is currently experiencing from this work.

To include the parents in on what the children did in relabeling themselves will dramatically help children on all levels as their parents try to understand and help them too.

Unless there is something of great concern that shows up during this process—if you see from what a child has written that he or she is suicidal, or that they intend to cause harm to themselves or others, or that they are being abused—then it would be advisable to keep the child's findings about himself in general terms of the new image he is working to become.

For example: My mother would come home from a P-T Conference and yell at me even more to justify why she labeled me as "irresponsible and can never be trusted." So, be highly conscientious about how you encourage parents to work with their children's decisions for improvement.

*We all make a difference every day.  
The question is: What kind of difference are we making?*

We receive emails daily, filled with creative suggestions on how to raise funds to provide the "I Make A Difference" Wristbands and the Blue Ribbons to children, faculty and staff. Here are three ways I have found over the years that work well to generate funds for a worthy goal:

**1 - Use the Movies.** Send [www.TeddyStallardMovie.com](http://www.TeddyStallardMovie.com) and [www.BlueRibbonMovie.com](http://www.BlueRibbonMovie.com) to people in your community who have businesses and organizations. Email a movie web address to them, with a personal invitation to watch it. Or pick up the phone and ask for a few moments of their time to tell them about a free online movie that will make a difference in someone's life today! Tell them what you hope to do for students, faculty and staff and let them know that you are calling to ask them to participate in this effort through of a donation of a specific dollar amount for the "I Make A Difference" wristbands and/or Blue Ribbons.

**2 - Think Bigger than You.** Determine the total cost of the wristbands and ribbons you will need. Then use the Internet - it's FREE! Most businesses and organizations in your community have websites with contact emails. Do a Google Search for the name of the business you want to contact. Write directly to the decision-makers. Giving them a movie website will show them they matter. ... and that they too can make a difference in their community. Ask them to contribute and show them how they can help you build a 'Make A Difference' Year.

**3 - Plan Ahead.** If it is your intention to show the movies and give the "I Make A Difference" wristbands, Blue Ribbons and/or the little book that speaks volumes: *Make A Difference with the Power of Connection* Gift Book & DVD for an Acknowledgment Event, plan ahead. Order now to assure that we'll have the quantities you need for your In-Service and/or "Make A Difference" Events.

There's much to be said for the Power of Acknowledgment in lifting people's spirit ... to fill their cup emotionally by helping you continue to make a difference. Maybe it feels overwhelming, yet the very best way to generate and sustain schoolwide synergism and avoid burn-out is to simply pick up the phone and say, "Hello, I just wanted to let you know what a difference you make."

If you are interested in creating a fundraiser for this upcoming school year please check out how you can use our "word-of-mouth" movies, books and wristbands for your fundraiser. To find out how it works, visit: <http://www.makeadifference.com/fundraising.htm>

To your Best School Year ever—in 2008-2009,

*Mary Robinson Reynolds* Founder, Heart Productions & Publishing

# The Academic Success 101™ *Workbook*

## Meet *Mary Robinson Reynolds...*

M.S. Educational Psychology Counseling & Development, TurnAround Specialist and author of *Make A Difference with the Power of Connection*.

Now the creator of motivational, educational *Make A Difference* online movies—viewed tens of millions of times throughout the world—brings you her System for working effectively and successfully with youth at-risk. For over 30 years Mary Robinson Reynolds has worked with K-12 students with tough behavioral and academic problems and with the discouraged educators striving to be effective with today's youth.

Applying User Friendly Quantum Field Theory in combination with the latest Brain Research, Mary shows you what's really behind difficult behavior and exactly what you can do to affect a behavioral change in 30 seconds or less , no matter how unproductive the situation.

In this *Workbook*, Mary has also included her *9-Weeks to a Make A Difference Year School Curriculum*. When faced with students who arrived in her class after years of lost academic growth, she developed these techniques to help her at-risk students earn an increased level of 2 to 3 years growth on the Stanford Achievement Tests. She's worked successfully with teachers to build students' self esteem, successfully handle emotional meltdowns, help children develop coping skills, and motivate them to succeed. Mary shows you how the magic of Connection will optimize your students' brain function and help them develop the qualities of a magnificent mind.

*"Your latest program is an absolute treasure! I wish every person entering the teaching profession were able to spend two days with you—able and REQUIRED to attend! It's a boot camp for ALL people. Incredibly useful, easily applicable information. I repeat! A big "thank you" for such a healing way to "think" about behaviors and how best to interrupt them at a thought level. I shall continue to apply your thinking techniques with my grandchildren and the volunteering I still do in the classroom. I especially enjoyed the re-labeling exercise—and haven't we all had a Randy in our classrooms? Bless you for changing so many children's lives for the better."*

- Doris Wiens, Retired Educator

Heart Productions & Publishing

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