

*Make A Difference*  
with the

POWER OF ACKNOWLEDGMENT



*for*  
Education

Ullman & Coach™ PROGRAM

MARY ROBINSON REYNOLDS

**PREVIEW**

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## From the desk of ...Mary Robinson Reynolds, M.S.



Dear Difference Maker,

First I'd like to acknowledge you for the difference I know you are in education to make.

As you already know, if we are to create a world in which today's children can be mentally and emotionally healthy, so they can excel toward their dreams, goals and contribute to society, we must make it our #1 priority to become more effective with social-emotional issues. The nationwide goal is to reach higher academic achievement and standards.

Having been a K-8 classroom teacher, a K-12 guidance and drug abuse counselor, college counselor, pep club sponsor, VB & BB coach, and married to a teacher/FB coach, I understand how educators can feel overwhelmed and misunderstood by the general public.

I understand that, in addition to the curriculum you are required to teach, you must also participate in extra-curricular activities; so when it comes to Professional Development Training time, it can feel overwhelming to add one more thing to your already busy schedule.

What if I could show you that, by spending just a few hours in training and opening up the dialogue, you would win time back, would you be interested?

What training am I talking about? **Victim No More: Diffusing Bully Behavior**

This can be done through, 1) a 1-hour Teacher In-service, or 2) three 1-hour in-services before or after school time slots, to take your entire faculty and staff through **Victim No More: Diffusing Bully Behavior 3-1/2 hour Refresh Training**— the week *before* Make A Difference WEEK.

This training deals effectively with the social emotional issues of The Bully, the Bystander and the Target.

As you are well aware, Suicides from Bullying are epidemic. Suicides are not the only way kids are killing themselves. There are drugs, alcohol, obesity, self-mutilation, bulimia, gun violence, peer pressure, and emotionally checking out with today's electronics, just to name a few.

The only escape comes from a life too painful to be present for, a life of isolation.

As in the *Willy Stallard Story Movie* (Lesson 3 and activities) we are losing kids falling through the cracks, and great Teachers know that it takes acknowledgment and emotional connection to win them back and get them back on track.



NOW is the time for effective Skill Sets that will adequately meet the needs of Today's Children. If what we've been doing was working, then it would be working. This is about becoming highly trained and skilled at Social-Emotional Issues. We simply MUST invest in our children's lives in emotionally constructive and connecting ways more so than we've ever done before.

**The #1 Reason I hear most often:** "I don't have time to deal with the social-emotional issues in my classroom. I have to teach X # of pages, and I have to make sure they know how to succeed on their Achievement tests, or I will lose my job."

### **Reasons or Results?**

Teaching technique is essential and yet to effectively teach, we must be able to reach in and motivate those who are too emotionally troubled to focus on learning.

The difference between a great teacher and one who is not, is that the great teacher understands that it is only AFTER you create a safe and engaging classroom community that kids can THINK and stay emotionally present and therefore intellectually available for the learning experience.

To understand more fully how imperative this is, make some time to listen to my interview with a reporter at: **[www.MakeADifference.com/VictimNoMore](http://www.MakeADifference.com/VictimNoMore)**

After completing my VICTIM NO MORE Difficult Bully Behavior program, you will need one more session to walk your faculty and staff through the Make A Difference Week Activities and your GOALS and EXPECTATIONS for the week.

There is also an **audio MP3 overview of MDPA Lesson Plans available for every one to listen to at your Online DASHBOARD** or DVD if you got the printed version of this program.

To adequately prepare for the Make A Difference Week ahead, this adds up to four before or after school sessions M-T-W-Th or T-W-Th-F .... There's a saying:

Bad Teachers Tell  
Fair Teachers Explain  
Good Teachers Demonstrate  
Great Teachers Inspire

Learning how to inspire means learning how to deal effectively with social- emotional issues so they simply become non-existent.

There may be teachers who will resist using their entire class periods on Day 1 for the learning activities offered.

This lesson is so important following the Assembly that it simply cannot be cut back time-wise and still set the students up for SUCCESS as they get out of their comfort zones to acknowledge others. Acknowledging others must be learned and will boost self-esteem.

As an administrator of this program, you must be affirmative and encouraging with them to simply take this one week out of their school lives to undertake this “exercise” in building self-esteem ... it just may mean that their classes will make a quantum leap in the ability to excel academically after this week of expanding students social-emotional abilities.

UPLIFT your teachers by playing our movie, [www.IAmATeacherMovie.com](http://www.IAmATeacherMovie.com). The movie is available so every teacher can be given this movie to remember that **Who They Are Really Does Make A Difference!**

It was Mark Twain who once said ...

“If you do what you've always done, you'll get what you've always gotten.”

#### THE RECOMMENDED OPPORTUNITY

Think of this as a Life Enhancing Experience that takes just 5 weeks.

**Week 1- Victim No More: Diffusing Bully Behavior** 1-hour training for Faculty and Staff; Plus 1-hour training preparation for upcoming Make A Difference Week.

**Week 2 - Make A Difference Week: The Power of Acknowledgment Week:** Assembly, daily class activities, Parent Night and end of assembly.

**Week 3, 4, 5 – Take the momentum of Make A Difference Week out 3 more weeks with life and career development activities for students to get in touch with their DREAMS followed by the action steps to show them what they want and where they need to go.**

As the weeks are unfolding, make it a point to NOTICE the energy of your school. NOTICE the emotional climate.

Is there a greater sense of peace and happiness throughout the entire school; the kids, the faculty, and staff?

NOTICE your energy.

NOTICE emotional issues that rise to the surface. Don't minimize: *Lean into them.*

Some students, as well members of your faculty and staff, may experience the relief of tears and community acceptance. This is what healing social-emotional issues within a school culture is all about. Healing can sometimes appear to be a little messy before the shift takes place ...hang in there.

It will not be necessary to use force or shame to make anyone participate. The activities in this program have been field tested and are designed to gently peak interest, involvement and eventual involvement. TRUST the program content to do the work for you.

Remember you are learning how to draw students out into their best selves and that a large percentage of our population spends their time in the safety and loneliness of social isolation. Some will act like they are not interested at all ... wait for it ... wait for it.

Make learning fun by teaching students to laugh at themselves and the success in the appearance of failure, and teach the concept of planting and nurturing "needs."

Do the work.  
Have a heart.  
Stay the course.  
The work will show!

Your job security will be assured. You will be called on to advance in higher levels of leadership, responsibility and advancement. This is that people who feel better do better.

#### CLOSING COMMENT:

To quote my very good friend and colleague Bill O'Hearn... "There is a great secret hidden in the words of Anne Frank, and I want to share that with you now...

**"How wonderful it is that nobody need wait a single moment before starting to improve the world."**

"Saying 'improve the world' sounds way beyond the possible - after all, who are we to assume that we can do such a thing. But, you can. And, all it takes is a determination to grow yourself towards becoming all that you can become.

**"Dr. David Hawkins, after years of scientific study, discovered that one person growing to their next level of being, can literally affect several thousand people."**

## A Personal Message to PTA/PTO Leaders:

I want to acknowledge YOU for the difference you are making by stepping up to be involved in this process. In many instances, I understand that your support and direct contributions may be causing the changes happening for your schools.

Angel Carlton, PTA President of Ford Middle School in Allen, TX, connected with me to ask if I had a **Make A Difference Week** Curriculum that she could recommend to her school. She had created and initiated **Make A Difference Week** for two years running at her child's Middle School. Now that she was stepping down she wanted her legacy to continue on. Because it had made such a noticeable and profound difference in the school's culture each year she needed a packaged program to hand off to the school.

At the time she contacted me, I was already writing the *Make a Difference Week: The Power of Acknowledgment* Curriculum. After visiting with her, I quickly realized the value of a full week of Acknowledgment Activities geared to advancing student self-esteem and Social Emotional skills, followed by 3 additional weekly lesson plans and activities to help students discover their dreams and start setting life and career advancing goals. I know how much the students, parents, teachers, staff and the entire community would benefit from such a program.

I say "Thank You" to Angel Carlton for the difference she has made in schools, and a BIG Thank You to PTA and PTO Leaders everywhere.

## PTA Testimonial for Make A Difference WEEK:

"As the PTA President of Ford Middle School in Allen, Texas and the initiator of the 'Make A Difference Week' concept, I can tell you the activities during this week altered the energy in the school as random acts of kindness, compliments and expressions of appreciation and acknowledgement were the priority. The inspirational videos that the students silently watched with emotion, made a huge impact and the stories related directly to the activities that were asked of the students throughout the week. I have observed troubled students transform from the power of 'Make A Difference Week' as they came to life by the simplest acknowledgement of their good character from their teachers.

"The purpose of this week is to demonstrate to the students, ways of making a difference in our world. These next generations are our future leaders, and the world is greatly depending on them to create a peaceful coexistence for humanity. It's crucial for kids to understand the importance they play in the world, and it's up to us to remind them.

"'Make A Difference Week' is a fun-filled week that encourages students to be the 'highest vision we have of themselves,' to bring out the good in others and practice the power of acknowledgment, appreciation and kindness. One week can truly make the difference in our world by impacting the lives of our children as we empower them to be the positive role models and community heroes for the next generations that follow."

**Angel Carlton PTA President FORD MIDDLE SCHOOL**



# Introduction



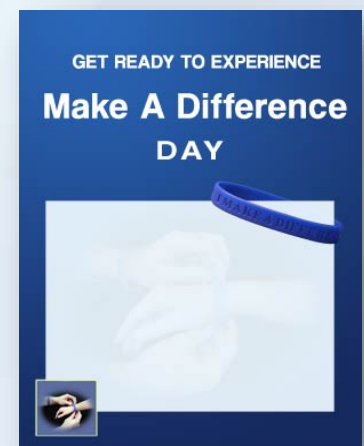
This **Leader's Guide** provides you with a Kick-Off Assembly for **Make A Difference Day, Week or Month** with five 25-minute and 50-minute Lessons and Integrative Activities. This complete **TRAINERS Package** provides everything you need to conduct effective training and activities with lessons based upon the "Who I am Makes A Difference" story and **Acknowledgment Ceremony** by Helice Bridges and subsequent **Acknowledgment** Movie created by M. Robinson Reynolds.

Whether you're a seasoned training professional or a team leader with minimal coaching experience, this program **will prepare and** equip you to present the ideal **Make A Difference with the Power of Acknowledgment** learning experiences for your school.

This is a **UTRAIN&Coach®** program because, not only will you be covering the training material, you will be conducting activities where **you will be coaching** participants through thought provoking activities and role play that generates new insights, understanding and application. You want them to walk away with an advanced skill set that they will confidently pass along to others.

**INCLUDED MATERIALS:** Within this complete **UTRAIN&Coach®** Package, you will find the following easy-to-use components to assist you in your training delivery:

- ✓ A complete 149 page **Leader's Guide** and **Trainer's Outline** – to print and follow.
- ✓ Download of **Energy Illustration** 16-min. Training Video: Transformational Attitudinal Energy
- ✓ 81 **PowerPoint®** Presentation Slides with outline included.
- ✓ The **Acknowledgment Ceremony Story Movie**, **Teddy Stallard Story Movie**, the **What Color Style Are You? Movie**, **What I Can Say When I Talk to Myself: My Best Self Movie**, **Naturalist and the Eagle Parable Movie** and **The Simple Gesture Movie**.  
(Embedded in PowerPoint® Presentation Slides)
- ✓ **Program Announcement mini-poster** – to print and post throughout your facility (with a blank text box in which to add training session information).
- ✓ To provide our '**I Make A Difference**' **Wristbands** and **Acknowledgment Stickers** at Quantity Discounts Go to: [www.MakeADifference.com/Acknowledge](http://www.MakeADifference.com/Acknowledge)



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# Make A Difference Week: Intention



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

The difference between mediocrity and greatness is... how you acknowledge the greatness in others as well as how you acknowledge the greatness in yourself.

## Intention/Objective:

The learning activities provided in this UTRAIN&Coach activities program are designed to help everyone in your school reach a sense of a greater "community" by learning how to successfully Acknowledge our own greatness and therefore the greatness in everyone else.

This program teaches that:

- 1) We have a responsibility to educate children to be contributors and valuable members of society and to help them to believe in themselves and to not only have dreams, but honor their dreams daily by putting one foot in front of the other – one academic and personal success at a time – so they can make a difference in the world.
- 2) We ALL have a responsibility to each other to step in and make a difference when opportunities present themselves, because by being a part of a community of caring people, we learn that "me" becomes "we."
- 3) You can change the world one person at a time by encouraging students to encourage others by passing acknowledgment on. If 1 of them can touch 1; then 1 can touch 3! This becomes exponential in its reach.

**Daily Acknowledgment of Others and of Oneself is Energizing!**

# Training Preparation



**Make A Difference with the Power of Acknowledgment Day/WEEK/Month** is a comprehensive 8 Session (Opening Kick-Off Assembly Talk + 5 Days of In Classroom Activities for the WEEK program and 8 total Lessons for a Month) Program. It is designed in 25-minute and 50 to 80-minute segments.

Review the material in this package **several times** to become comfortable with the content and the day's lesson, movie, discussion and activities. This will ensure that you are prepared to help students gain the most from their learning experience.

Consider which activities will be appropriate for your classroom based upon your goals for Making a Difference and the time you have available. Once you have decided which activities you will conduct, gather the presentation materials and equipment you will need and have them available for each lesson. And, be sure to have an adequate supply of **"I Make A Difference" Stickers and/or Wristbands**.

The included PowerPoint slides will help you stay on track. Review the slides prior to the entire Week's Activities and be sure to "hide" any that pertain to activities you have chosen to omit. And consider customizing your presentation by adding (copy & paste) visuals from the "Resource" section provided with this package. Then, practice going through the slides a few times so that you're familiar with them and comfortable with their use. (Note: To "hide" a slide: go to "Slide Show," Tab and then select "Hide Slide." The program will keep track of any slides you have hidden. Follow the same process to un-hide a slide.)

For each day's activities, we suggest you send a memo or invitation to parents and members of the community – churches, businesses, associations, etc. – approximately 1 week prior to the **Make A Difference Week**.

The invitation should include the specific time and location for the event, the intention/goals of the evening, and what kind of preparation is requested. Consider Opening and Closing School Assemblies and/or Parent Night, adding your specific program information – and then print and posting the included **Program Announcement mini-poster** as a reminder to your entire community.

And, of course, you'll want to provide **3-5 "I Make A Difference" Stickers and/or Wristbands** for twice as many parents as there are students.

# How To Use This Material



If you are a Superintendent, Principal, Counselor, PTA/PTO Leader, Teacher or Professional Development trainer or a person in a leadership position intending to take this training to your school and community, you will find included in this **UTRAIN&Coach®** package the entire Week's Activities. You will want to utilize it to get your own presentation prepared and ready to go.

If you are reading this with the intention of improving your classroom, school or community, my recommendation to you is also to read through the content several times, thinking through how this applies directly to your existing relationships.

Make time to watch the recommended free companion movie and training videos at the website links provided to expand your visual understanding.

The life transforming content provided in this **Make A Different Week** has been created to go along with the "Who I Am Makes A Difference – Blue Ribbon Story" and Acknowledgment Movie. The intention being: PASS IT ON with Acknowledgment Wristbands and/or Blue Ribbon Stickers,

**Give 4 "I Make A Difference" Wristbands and/or 10 Stickers to every person in your school with an intended outreach into your community.**



**Schools:** Dissolve Acknowledgment Awkwardness! Appreciate and acknowledge everyone in your PTA, Faculty and Staff by Acknowledging them with an "I Make a Difference" Wristband and/or Sticker.

Keep the momentum going from this day/week /month program by giving everyone a copy of any one or all of the following engaging, motivational and educational companion books:

***The Power of Acknowledgement Book, Connecting with Colors Personality Styles Book, The Power of Compassion: 7 Ways Make A Difference Gift Book & DVD, Make A Difference with the Power of Connection Gift Book & DVD and Gifts by the Side of the Road Book.***

To Order quantities: [www.AcknowledgmentMovie.com/welcome.php](http://www.AcknowledgmentMovie.com/welcome.php) POs Accepted



# Getting Started



**UTrain&Coach® Program:** You are a Presenter, Teacher and a Coach all in one.

**As a the Presenter** of this program, your #1 objective is to Engage your audience. Being prepared. Preparation commands audience attention. If you have never spoken to a group before, you will want to get involved in speaking groups such as Toastmasters.

For the seasoned presenter, you know the importance of practice, practice, practice. Getting your script well in mind so you can go with the flow of your audience's connection to the movies, discussions and to drive the material for immediate learning, insights and ah-has!

**As a Teacher and Coach (Counselor and Administrator)** your #1 objective is to coach everyone through the emotional and behavioral issues that may come up as a result of the movies and the discussion questions to keep everyone safe and invested in learning how they do in fact Make A Difference in somebody's life every single day ...the question being: what kind of difference are they making?

These are field tested activities AND have proven themselves to be unifying and uplifting for participants. However, as with any training and presentation there is always an element of risk. The risk being that it triggers someone and they strike out to hurt others.

## **Hurt People, Hurt People**

If we are to deal effectively with the Bullying / Abusing issue, we must BE the example! We must model "how " to find the solution to the issue without "out-bullying the bully."

Again: Be Prepared. I recommend that you invest in my ***Make A Difference with the Power of Connection*** program. Start with my "What, If, When Technique down cold first, before leading this program.

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

You must be an "investigator," not an authoritarian disciplinarian when this happens. Learn how in my 3 hour **UClick&Play** Slideshow training program, **Victim No More: Diffusing Bully Behavior** available at:

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

**MATERIALS TO PURCHASE:** Order 3-4 weeks in advance of your Kick Off.

For **Kick Off** Acknowledgment Ceremony; ORDER in advance **4 "I Make A Difference" Wristbands** and **10 "I Make A Difference" Stickers** and **1 "Connection turns 'Me' into 'We' = Synergy" Wristbands** from free Color Personality Style Test **per participant**.

For **Lesson 1**, *Connecting with Colors* Movie and Test which includes using **Color Styles "Connection Turns 'Me' into 'We' = SYNERGY™" Wristbands** (in Blue, Green, Red and Yellow). This is another uplifting and highly engaging activity to get people to practice Acknowledging the Strengths and Greatness in each others' Color Styles.

OPTIONAL: 3-4 Weeks before the Kick Off to the program, invite your group to take a **FREE** 7 question Color Personality Style Test before coming to the training on designated day. If you have email notices, remind them of their deadline 3-4 weeks out, to get it done and get it done. You are welcome to embed the FREE Test Link & Graph at **your school website** for them to come and take their test from there.

**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, Motto, Problematic Area & Quirk!
- A recommendation about how to relate to the other Color Styles

Should your school and/or school district decide to invest in the PSPs - Personality Style Profiles in any one of the 7 Life Areas - giving access 1 PSP per person - (they can choose one of any PSP that is an area needed for them) you can get a **team report of your entire group's or classroom's / school's / school district's results** which you can then create a print out for everyone to see. You can either email them their results, or make them wait for Lesson 1 and give them their results there or both! This will also let you know how many Color wristbands you need to order. Order 1 wristband per student of their Color Style.

To watch a video of the works go to: [www.ConnectingWithColors.com/PSP](http://www.ConnectingWithColors.com/PSP)

Participants particularly enjoy this part of the Color's test results and program – the Color Style Wristband Acknowledgment Ceremony; and wearing their Color Style Wristband it becomes a point of conversation and understanding for weeks, months and even years after the program.

To Order Color Wristbands go to: [www.ConnectingWithColors.com/get\\_WB](http://www.ConnectingWithColors.com/get_WB)

# Kick-Off ASSEMBLY



**Sample Talk:** 45-60 minutes

**Opening:** Welcome **Presentation Slide #P1**

Each and every one of us is here to Make A Difference.

Everyone in this room today has his or her own special intellect and talents that we need for them.

How many of you have a dream? (raise your hands) Your dream is very important, because it is how you WILL make a difference in this world.

Every single person in this room today has his or her own insecurities and fears; most of us have learned how to hide these things, but they are always with us until we learn how to successfully resolve them.

**Did you know that ... No matter what is going on in your life, reaching out to acknowledge someone else will always make you feel better!**

Whether you're sad, depressed, lonely, scared, think you're not smart enough, good enough, good looking enough, athletic enough, this enough or that enough; if you want to FEEL better about yourself, you are going to DO what we are going to go out and do as an entire school community this week.

(repeat with emphasis) Truly, truly **no matter what is going on in your life, reaching out to acknowledge someone else will always make you feel better!**

**Presentation Slide #P2**

This week is YOUR week to come together in ways you never believed possible. Because together we WILL make it possible. TOGETHER we WILL MAKE A DIFFERENCE. Because we WILL.

You can't turn on the TV, or in some cases go home, or go out the front door of your homes, and not see some of life's most challenging situations being played out, because people just don't know how to value themselves or each other.

**Acknowledgment of yourself and others, who you are and who others are, and honoring your dreams and other's dreams, will change our world for the better.**

We're going to kick off our **Make A Difference Week** with a short movie of a "heart opening" true story about an Acknowledgment Ceremony created by a woman named Helice Bridges over thirty years ago. Her ceremony prompted the actions of one teacher that dramatically altered the life of a business man and his 14-year old son.

**PLAY Acknowledgment Movie K-4 Version** (without the mention of suicide and gun) is **embedded in your PowerPoint Presentation Slides for K-4**. Also available for download on your Online DASHBOARD **MATERIALS TAB** at: [Educ.PowerofAcknowledgment.com](http://Educ.PowerofAcknowledgment.com)

**PLAY Acknowledgment Movie 5-12** (with mention of suicide and gun) is embedded in your PowerPoint Presentation Slides for 5-12 Version. **Presentation Slide #P3**

**Open microphone** (have the students stand to answer and have a student with microphone to get over to them so everyone can hear their insights)

#### **Discussion Questions:**

What were you thinking and feeling when the teacher acknowledged her students?

What were you thinking and feeling when the student acknowledged his mentor?

What were you thinking and feeling when the business man acknowledged his grumpy boss?

What were you thinking and feeling when the grumpy boss acknowledged his son?

How did seeing this make you feel? What did you feel about the boy?

Do you know anyone who might feel this alone, lost or hopeless?

What can we conclude from a real, true life story like this one?

This leads us to the most important question of all ...



## What are some reasons that we DON'T Acknowledge each other?

Invite audience discussion on this, and then show the Top 7 Reasons slide.

### To conclude our conversation:

#### Top 7 Reasons why we don't acknowledge one another. Presentation Slide #P4

1. Jealousy and envy; fear of being seen as insincere flattery, fake.
2. Speechless; as in “ah, don’t know what to say,” can’t find the words.
3. I’ll do it tomorrow; tomorrow never comes.
4. That person is so great they don’t need it or it’ll give them a big (or small) head.
5. If you do it too much it will lose its impact/importance.
6. Fear of being rejected; blown off.
7. Don’t belong, so why bother.

### Error Thinking:

**Scarcity mentality** is the fear based, negative belief that “more for you” means “less for me.” The term, “Zero-Sum” means there is not enough pie for everyone.” And so we think that by withholding Acknowledgment we are somehow preserving something for ourselves! This makes no practical sense.

#### Presentation Slide #P5

This week, as a school, WE are going to learn how to Successfully Reach Out to Acknowledge others to Make A Difference because we JUST DON'T KNOW whose life we may be saving or making a difference in.

The life we may be saving may be someone we are very close to, someone we hardly know, a stranger, or even ourselves!

**This is NOT just a slogan; this week is about being “Life Changers!”**

Every day, our (first period) class will be given activities and skills that you can go out and practice to Make A Difference through the personal power of Acknowledging others.

**Top 7 Reasons why we MUST make acknowledging one another a priority: causing a NEW SOCIAL TREND.**

1. To Celebrate connection, successes, authentically.

2. To learn how to “find the words to express acknowledgment” is a success.

You can't see something great in someone else if that greatness doesn't already exist within you! So, it's essentially as if you're acknowledging yourself, too!

3. To practice “doing what's in front of us to do.” Embrace opportunities!

4. You cannot ever know just how much that person may in fact need your acknowledgment.

5. “It will lose its importance or impact” – like saying chocolate is never enjoyed if eaten daily!

6. Learn to face our fears; **no ONE can reject or abandon you except for yourself.** So what if you are blown off! Say to yourself, “what, now what?”

Make a decision right now that you will SEE with eyes of understanding; learning that it has nothing to do with you, it may be their personality style; it may be their life circumstances, and it may be that they don't like you ... so what?

YOU can't know you made a difference; you planted a seed; you made a difference, regardless of whether you get to see it today or not.

Don't have to “belong” to their clique to make a difference, one acknowledgment at a time, with the person in front of you that needs it the most.

## What we can conclude about the importance of Acknowledgment:

This Week, we are all going to participate in Make A Difference Acknowledgment Activities by learning how to Acknowledge the people in our lives who are making a difference .

We will also be creating a variety of mediums: A VIDEO DOCUMENTARY, PHOTO COLLAGE, STORY TELLING around our Acknowledgment Experiences.

We are excited to announce that you will be able to submit what you create to a CONTEST too!

Heart Productions & Publishing is issuing a BEST STORY, VIDEO & PHOTO CONTEST

Every school participating in the **Make A Difference Week** is invited to submit our Top 10 Stories/photos/videos to the contest.

The winners at our school will receive a Special Gift Certificate to \_\_\_\_\_ (pick a place in your community that kids like to go and purchase a \$20 Gift Certificate. Whatever your budget will allow will be great.)

The winners of Heart Productions & Publishing Contest will receive a flash movie contract with you and your parents to earn royalties on a short movie.

If your story, video or photograph is used in a forthcoming book or Make a Difference program, you will receive \$100.

### Presentation Slide #P9

**Video Documentary:** Filming one another or a team of students going out into the school, into their homes and communities *Making a Difference By Acknowledging Others*. Just like a news reporter, share your experience.

### Presentation Slide #P10

**Stories:** Tell Life Stories about your experiences Making a Difference By Acknowledging others. Writing it down, expressing your thoughts, feelings and fears going into it. How the person received it and what happened in the upcoming days afterwards.

## Presentation Slide #P11

**Photography:** capturing the recipient's expression as they are being Acknowledged. It can be a succession of photos of the entire experience or one photo. It's up to the photographer to capture the heart, joy, surprise and/or humor of the moment.

### THIS WEEK PRACTICE: The STOP LOOK LISTEN Technique:

There are many in this room today who do not feel loved, supported, nor have even been acknowledged. So it is something that we can do for ourselves by doing for others.

That's right: When you feel sad, depressed, angry, upset, mad, desiring attention, support and love, broken hearted about how you are being treated by someone ... Notice how you are feeling and STOP right where you are!

...the FASTEST way out of that bad feeling state is to OPEN YOUR EYES and look all the way around you. LOOK up and down the hallways, streets, school bus, grocery store, fast food place for someone who needs a simple act of kindness.

Who is next or near to you who you could say something nice to? Acknowledge? Praise? Appreciate? Help and/or Be nice to?

Life has a funny guarantee: No matter how good you THINK YOU'VE GOT IT... somebody else has it worse!

## Presentation Slide #P12

**STOP ...**

**LOOK ...**

**LISTEN ...**

Who can you reach out and make a difference to in some small way, just for today?

The letter rearranged in LISTEN = SILENT!

People who feel heard without interruptions or advice or nagging, feel cared about.

The ONLY thing anyone can do is: LISTEN



## HOW TO ACKNOWLEDGE

1. **Recognize something good about that person.** Draw them into a light and easy going conversation about what you've noticed and appreciated about them; their strength, talent, smile, smarts, eyes, humor/wit, passion for something.
2. **LISTEN to their response:** If they say what's great about them is "nothing" tell them it's not "nothing" to you and that it makes a difference to you.
3. **Ask them how they are today.** LISTEN to their response. Based on what they say, ask if there is something you can do to help. Ask if there is something they would like for you to SEE (visualize) and Believe for them?
4. **Ask if it's OK for you to give them a hug, a pat on the shoulder or back, or give them a fist bump.**

As you see their new Successes, Celebrate them as often as you notice them!

NOTICE:

Now ... what happened to your loneliness, anger, depression?

What matters now?

What does support feel like to you as you learn to give it away?

How do you support ...give it away.

**Find and another someone.** It can be a person of any age. Give them your smile so they can give one of their own.

## GUIDELINES TO A SUCCESSFUL EXPERIENCE

Regarding family members, neighborhoods and the popular cliques that are NOT YET safe :

There is no need to start in places or situations where you already know that you are not wanted or respected.

It's a great thing to have the courage to acknowledge someone who may not want you because it can be life changing for you both. AND you don't have to start where you're not wanted.

This week is about having SUCCESS one step, one day at a time, so you can work your way up to meet your bigger fears.

PRACTICE daily by going first to where the REAL need is: people being hurt, hurting in the hallways, school grounds or bus. Go to older people needing help crossing the street, carrying their packages, etc.

Look around your world to find people who need just a little help.  
A little kindness and Acknowledgment goes a LONG WAY!

**IMPORTANT NOTE:** If you or your school is NOT going to do the full week program you MUST TAKE this opportunity RIGHT HERE to talk about how some people will NOT KNOW HOW to accept your help and acknowledgment of them and how very, very important it is – to not get their feelings hurt or offended by how some people appear to be quite unappreciative of your acknowledgment of them.

Encourage all students to keep acknowledging others and make it an adventure or a scientific experiment about how many people can accept acknowledgment and how many people push it away. This makes for another GREAT group discussion.

**Segment 15 Minutes**

## **Engage Audience Activity and Discussion**

Think of someone you know either in your world, or even a celebrity, and think about what makes them great.

Write their name down and list three things that make them GREAT.

[OR if you don't have paper, remember the three things that make them Great.]

Who is willing to share who they are thinking of and what's great about them?

After 4-5 people have shared, Conclude by **restating the characteristics** that have been talked about...

### **Presentation Slide #P15**

#### **What Greatness is:**

Compassionate, Kind, Connecting, Caring, Smart, Team Player, Communicative, Integrity, Generous, Accommodating, Good Intentioned ...

### **Presentation Slide #P16**

#### **What Greatness is NOT:**

Arrogant, Hurtful, Dismissive, Braggart, Gossip, Interested only in themselves, or anyone who Bullies

Everyone here today has GREATNESS in them, and it's what makes you a difference maker.

### **Presentation Slide #P17**

To really FEEL your greatness, think for a moment about whether or not you've ever bullied someone.

If you have and they are in this school, **today is a great day to Make Amends**; apologize and say you're sorry for taking your bad day out on them. You do this, and YOU will step more fully into your greatness, so you will be on the road to making your dreams come true.

**The Dreams that are being dreamed through you ARE ALL about you being GREAT!**

**Discussing the GREATNESS in you and each and every one of us!** NOW let's start talking about what's GREAT about you that makes a difference. **If you have something to write on, make a list of at least 3 things, or adjectives, that describe: What's great about you?**

### Presentation Slide #P18

Fill in the blank, "What's great about ME is \_\_\_\_\_."

[If students don't have something to write on, hold up 3 fingers and designate one great thing per finger so you can remember when it comes your turn.]

If they are writing them down I tell them, **"It's OK to cheat off of your neighbors!"** This lightens thing up; gets a laugh and they really do get ideas by looking at someone else's.

Give them a few minutes of silence to write and then ask: **How's your turn – how do you feel about yourself?** [Invite and ENGAGE brief comments and insights]

**Activity:** Take turns introducing yourselves to the person sitting next to you [TO THE RIGHT first and THEN TO THE LEFT ] by describing your greatness & what you set as your Intentions for this week -what you want to get out of it.

### Presentation Slide #P19

**DO FIRST:** Presenter demonstrates by bringing a person from the audience. **Stand up straight, shoulders back, take their hand to shake it, look in their eyes and say:**

"Hello, my name is \_\_\_\_\_ and what is \_\_\_\_\_ about me is that I \_\_\_\_\_, I \_\_\_\_\_ and I am \_\_\_\_\_ **Now top that!"**

Then have audience member introduce him- or herself back sharing what's great about them back to you (Presenter).

If you can't carry off the **"Now top that"** then don't. If you say it with fun, resolve and enthusiasm, it WILL get a few laughs and LIGHTEN UP this exercise for them.

The primary reason for this is to **bring it to the table...** we are always thinking we have to top each other – why not have some FUN with this ... it's an energy shifter! A few teens will think it's lame, but they will think that you are lame no matter what you do, so don't fret! This is an immature defense mechanism and this will dissolve.

Now have your entire audience to face the person on their left and then to **stand up, put their shoulders back, take a deep breath and Introduce themselves by their greatness** to the person on their right. Give audience 2-3 minutes to take turns introducing themselves by their GREATNESS.



\*Noise level will be very loud and energy high.\*

It will take several minutes to get them to conclude. One thing that works really well to draw the attention back is turning off all of the lights in the auditorium. For some reason, everyone stops talking!

**Ask Audience: Now how's your Energy?** [invite brief insights from 4-5 students]

**How did that feel** to talk about "What's Great About You" in the brief 30-60 seconds you were doing it? [invite brief insights from 4-5 students]

There is generally much noise and laughter. Energy is very high in the room. When asked this question there will be a percentage of people who will say that they are very uncomfortable with it, and some will say that they have enjoyed it tremendously.

**Spend a little time investigating and drawing out their thoughts** and feelings, then wrap it up with conclusions **from the audiences insights** about how our conditioning around stepping more fully into our greatness.

**Question:** What will happen if you step more fully into your greatness????

**#1 Answer generally is:** Someone may not like it. We're bragging ... etc.

**Whatever they say is their fear, then ask:**

And if that happens, then what will happen next?

**Keep going with this** ... if that happens, what will happen? And so on ...

Keep going with this question – engaging the audience to share their biggest fears and concerns with stepping more fully into their greatness – until they run out of fears and old-world beliefs about what Greatness really is!

Examine what has to be real, true or false; teach how to be discerning and relate it back to What GREATNESS IS discussion earlier.

At the heart of every person is a great desire for Peace, Love, Harmony and Good Will, and when we remember that, we will make a positive difference.

### Our Deepest Fear

Our deepest fear is not that we are inadequate.

Our deepest fear is that we are powerful beyond measure.

It is our light, not our darkness that most frightens us.

We ask ourselves,  
“Who am I to be brilliant, gorgeous, talented, fabulous?”

Actually, who are you not to be?

You are here to make a difference.

Your playing small does not serve the world.

There is nothing enlightened about shrinking  
so that other people won't feel insecure around you.

We are all meant to shine, as children do.

We were born to BE the greatness that is within us.

It is not just in some of us; it is in everyone.

And as we let our own light shine,  
we unconsciously give other people permission to do the same.

As we are liberated from our own fear,  
our presence automatically liberates others.

- by Marianne Williamson "A Return To Love"

# Acknowledging Language



Accepting  
Accommodating Accountable  
Advocate  
Adventuresome  
Always growing  
Ambitious  
Anchor  
Animal lover  
Appreciative  
Articulate  
Artist Assertive  
Athletic  
Authentic  
Available  
Awesome  
Baker  
Balanced  
Beautiful  
Best friend  
Bilingual  
Bright  
Budget manager  
Business owner  
Calm presence  
Caring spirit  
Caring

Caring stepparent  
Celebrates life  
Champion  
Charitable  
Cheerful  
Chef  
Childlike  
Classy  
Clean  
Clever  
Coach  
Colorful  
Comfortable  
Communicative  
Community  
Compassionate  
Compatible  
Complimentary  
Computer whiz  
Confident  
Conscientious  
Considerate  
Consistent  
Contagious laughter  
Contemplative  
Cool

Cooperative  
Copilot  
Courageous  
Courteous  
Creative  
Curious  
Decorator  
Dedicated  
Dependable  
Desirable  
Detached  
Determined  
Devoted  
Difference maker  
Direct  
Disciplined  
Distinguished  
Efficient  
Emotionally strong  
Empathic  
Encouraging  
Enduring  
Enjoys life

Presentation Slide #P 21

Enjoys beauty

Enterprising

Entertaining

Enthusiastic

Ethical

Even-tempered

Expressive

Exuberant

Fair

Faithful

Family-oriented

Fearless

Flexible

Forgiving

Friendly

Fulfills dreams

Full of laughter

Fun

Generous

Generous spirit

Gentle

Gets the job done

Gifted

Giving

Good cook

Good neighbor

Good friend

Good friend

Good friend/dad/mom

Gung

Handsome

Handyman

Hard worker

Healer

Health-conscious

Healthy

Helpful

High-energy

Honest

Honorable

Household steward

Humble

Humorous

Idea generator

Inclusive

Inquisitive

Insightful

Intellectual

Intelligent

Intense

Internal drive

Introspective

Inventive

Joyful

Just

Kind

Knowledgeable

Leader

Lovable

Lovely

Loving

Loyal

Mediator

Mentor

Merciful

Metaphysical

Moderate

Modest

Money man

Moral

Musician

Music lover

Nat

Natural

Nurturing

Obedient

Observant

Open-minded

Orderly

Organized

Pal

Partner

Passionate

Patient

Patriotic

Peaceful

Persevering



Persistent  
Person of faith  
Physically fit  
Pleasant'  
Positive  
Principle-centered  
Problem solver  
Professional  
Public performer  
Punctual  
Purposeful  
Quick learner  
Quick to forgive  
Quick-witted  
Receives feedback well  
Receptive  
Reflective  
Reliable  
Resilient  
Resourceful  
Respected  
Respectful  
Responsible  
Responsive  
Rethinks and adjusts  
Reverent  
Rock under  
Rolls with the punches

Romantic  
Runner  
Safe harbor  
Seeker  
Self-aware  
Self-disciplined  
Self-reliant  
Self-starter  
Sense of humor  
Sensitive  
Service-oriented  
Singer  
Skillful  
Smart  
Solution-oriented  
Special  
Sportsman  
Steadfast  
Steady  
Strong  
Student  
Tactful  
Supportive  
Sweet  
Tactful  
Teacher  
Team player  
Technologically competent

Tenacious  
Tender  
Thankful  
Thorough  
Tolerant  
Trusting  
Trustworthy  
Truthful  
Unconditional loving  
United  
Unselfish  
Values family  
Vigilant  
Versatile  
Visionary  
Vulnerable  
Walks his or her talk  
Warmhearted  
Well groomed  
Well-ordered priorities  
Whimsical  
Wise  
Word keeper  
Worthy  
Writer  
Young at heart  
Youthful  
Zealous

\*Lists of traits excerpted /modified from *30 Days to a Happy Employee* by Dottie Bruce Gandy

**This very special Make A Difference week is about stepping more fully into our greatness: who we came here to be to Make a Difference.**

### **3-Step Formal Acknowledgment Ceremony with Stickers (Kick Off) / Wristbands (on Friday)** **Presentation Slide #P22**

Regardless of what you may have thought or believed about yourself before today, you are here to make a difference; you DO make a difference. The only question is what kind of difference WILL you make?

**You will be receiving 4-5 more Acknowledgment Stickers in Lesson 2 from your classroom teacher to Pay It Forward.**

Before that happens, there is some groundwork to put in place for each of our successes. In this Make A Difference Week, we will each be learning how to successfully connect to many people within our school, homes and community. We need to practice and prepare how best to do this.

**WHAT to do if someone acknowledges you with their sticker and you have other people you want to give your sticker to?**

**ABOUT GETTING STICKERED! Please make this CRYSTAL BALL to EVERYONE before ending:**

**GIVING ACKNOWLEDGMENT Stickers MUST NOT BE DONE in HOPE of getting an Acknowledgment Stickers back.** It's all about giving out to the people who really have made a difference and giving them the gift of acknowledgment. **It's like giving a birthday gift – you don't expect to get a present back – just a thank you that was so kind of you."**

However, if a person acknowledges you who you were going to give an acknowledgment sticker to anyway – that's fine and it's right then. Otherwise simply ACCEPT their gift to you.

**Each day of this week, we will take our feelings and momentum of today forward until Acknowledgment becomes The NEW NORM**

Feeling down, downcast, feeling left out, like a failure, loser, nobody likes you?

Do something for someone else

Our minds are like steering wheels, they take us in the direction we point them. If we focus on negative things, we will notice more negative things about our life.

If we focus on positive things, we will move in the direction of greater

happiness and more success.

Today, we're going to see how positively acknowledging we can be.

## GROUP ASSEMBLY ACKNOWLEDGMENT CEREMONY

**Bring to the stage:** 5-10 school leaders who can interest and engage their peers and audience's attention, to **now demonstrate the Acknowledgment Ceremony.**

You want a strong, self-confident student leader's presence on the stage as well as the school's most positive and effective teachers to demonstrate.

**It is always advisable to practice this with your select group at least 30 minutes before the assembly, so they are ready to give a strong demonstration about how to do this. Give them the opportunity to confidently practice being articulate, so they can be heard by everyone in the audience.**

Before handing out the stickers / wristbands to the entire audience – 1 per student – you will demonstrate with your Student Leaders and Teachers several ways in several different ways acknowledging one another. Show everyone how we are going to acknowledge the greatness inside of each and every one here today.

I recommend **keeping it a secret** that they each will receive 1 wristband and 3 more to Pay Forward on Friday's Lesson 5.

Given that we've just told the person next to us what is great about ourselves, we now have a starting place from which to acknowledge the Greatness in each other and the Difference Each Other Makes.

**You can do the Acknowledgment Ceremony one of two ways:**

Either have everyone Acknowledge the person that they just shared with next to them, OR start a chain: Each person receives one 'I Make A Difference' wristband and/or sticker to give to the **person standing to the right** him or her, and so on around the room to the right each time saying out loud with eye contact if you can:

### Presentation Slide #P22

"I want you to know that you **Make A Difference by the way you \_\_\_\_\_.**"

Example: *you make a difference by the way your smile lights up a room; by the way you help others; by the way you show you care, etc.* The last person in line gives the wristband/sticker to the person who started the Acknowledgment Chain.

## *I Make A Difference*® 3-Step Wristband and/or Sticker Acknowledgment Ceremony

**Step 1** • Each person receives one 'I Make A Difference' wristband and/or sticker to give to the person sitting behind him or her, and so on around the room, saying out loud and with eye contact if you can: "I want you to know that you **Make A Difference by the way you \_\_\_\_\_.**" Examples: *You make a difference by the way your smile lights up a room; by the way you help others; by the way you show you care,* etc. The last person in line gives the wristband/sticker to the person who started the Acknowledgment Chain.

**\*NOTE for Make A Difference WEEK Kick Off Assembly let the students know that they will be receiving their additional 4 Stickers back in their classrooms for Lesson 2 after they do several more activities about giving Acknowledgment. You can either tell them OR keep it a secret about giving them their additional 3 wristbands on Lesson 5\* as this week is about becoming skillful and successful with Acknowledgment in a variety of ways before receiving their 3 Pay It Forward "I Make A Difference" Wristbands . OR you can give them ALL 4 Wristbands Day 1 and the Blue Ribbon Stickers after Lesson/Day 2 and Lesson/Day 3.**

**Step 2** • 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 (or look at their sticker) to remind them** that they **do** make a difference because someone told them so.

Tell them that if they have just been bullied, or embarrassed by someone, to turn the wristband inward, toward their own hearts, to help them remember just how valuable they are. (If stickers were given; turn it so you can look down and read it for yourself.)

Tell them if they are down or sad to turn the wristband/sticker outward toward the world of other people's hearts to remind them that there is ALWAYS someone out there in the world who needs someone like them to make a difference by kindness, assistance or even a simple smile.

Help them understand that by showing compassion for others, they'll feel better themselves. Compassion turns "me" into "we" and in that, when we "get outside" our own problems with others and put ourselves into someone else's shoes, we access understanding and then can better communicate to find solutions.

**Step 3** • In the story of the NY Teacher's Pay It Forward acknowledgment story, give each person 3 more blue ribbon stickers to put on their wrist (or to keep in their pocket, purse or briefcase) to wear and tell the people who have made a difference in their lives that they can pass the wristband/sticker on to, saying why and how those people have made a difference in their lives going through steps 1 & 2.

You may also suggest that one day, when they have received a random act of acknowledgment from someone else that they can pass the I Make A Difference Wristband/Sticker along to that person to keep the Wristbands/Stickers impacting lives. (Inside each wristband/sticker is a website where other people can go to get wristbands so they can Pay It Forward in the spirit of Making A World of Difference through the profound power of Acknowledgment at: [www.MakeADifference.com](http://www.MakeADifference.com))



### 3-Step Wristband/Sticker Acknowledgment for Random Acknowledgment throughout Make A Difference Week

**Step 1 • Notice when someone has just provided you with great service or random kindness:**

*Ask them for a moment of their time to acknowledge them.*

**Step 2 • Tell them how much you appreciate their kindness, help and/or service:** Give them a Sticker / Wristband and say: *This is a Sticker / Wristband that says I Make A Difference® and I want to give it to you today because you really have made a difference to me in the last few minutes and here's why\_\_\_\_\_.*

**Step 3 • Respect their choice to receive your gift:** *Assure they will accept your gift...when they say YES, then give them the Sticker / Wristband. Then you can also give them 3 more Sticker / Wristband to Pay It Forward to others.*

**Also, ask for permission to give them a Hug.** *If you can see they are not instantly open to this – or comfortable with this – simply smile and tell them that you hope they have a great rest of the day because they've really made your day.*

Always acknowledge the best in yourself and others, and  
the world will always change for the better before your very eyes.

– Mary Robinson Reynolds

A great time for FREE HUGS YouTube video to once again explain that not every one knows how to give acknowledgment as in this Hugs video – Hugs are a form of acknowledgment:

[http://www.youtube.com/watch\\_popup?v=hN8CKwdosjE](http://www.youtube.com/watch_popup?v=hN8CKwdosjE)

You've probably heard the following three sentences before. Though simplistic, they offer great advice.

**Tell your audience what you're going to tell them.**

**Tell them.**

**Then tell them what you told them.**

Adhering to this little bromide--which is really a streamlined version of Aristotle's ideas on giving speeches--will keep you on track as you prepare your presentation. It will make your audience comfortable and secure because they'll know where you're headed, and it will help keep you focused as you make your presentation.

#### **TELL THEM AGAIN:**

**This very special Make A Difference week is about stepping more fully into our greatness: who we came here to be to make a difference.**

Regardless of what you may have thought or believed about yourself today; you are here to make a difference; you DO make a difference. The only question is what kind of difference WILL you make?

**After you return to your classrooms and take this forward by doing today's fun activities for learning how to successfully Acknowledge others, you will be receiving 5 more Acknowledgment Stickers to pay it forward. Before that happens, there is some ground work to put in place for each of your students.**

In Make A Difference Week, we will be learning how to successfully reach out to many people within our school, homes and community. We need to practice and prepare how best to do this.

Each day of this week, we will take the feelings and momentum of today forward until Acknowledgment becomes The NEW TREND.

#### **Remember:**

If you are feeling sad, depressed, feeling left out, like a failure, loser, nobody likes you: Do something for someone else. Acknowledge someone else. Catch someone else Making A Difference.

**Our minds are like steering wheels, they take us in the direction we point them. If we focus on negative things, we will notice and attract more negative things in our life. If we focus on positive things, we will move in the direction of greater sense of self-worth, happiness and more success.**

## OPTIONAL VIDEOS -

### COURAGE TO MAKE A DIFFERENCE AND FOLLOW YOUR DREAMS:

[http://www.youtube.com/watch\\_popup?v=hN8CKwdosjE](http://www.youtube.com/watch_popup?v=hN8CKwdosjE)

### What UNCONDITIONAL GIVING WILL bring you!

**Play:** Christian the Lion Reunion with Celine Dion's My Heart Will Go On

**\*\*Read story aloud with video for all students to hear and see:**

<http://www.youtube.com/watch?v=5J4uIIYLnlc&feature=fvst>

This story truly shows the power of love and it deserves this song. Thank You Christian the Lion and Thank you Christian for Showing the Power of Love.

### What UNCONDITIONAL CARING and ACKNOWLEDGMENT can bring you!

**Play Because You Loved Me before and during the Acknowledgment Ceremony**

To help everybody get out of themselves and into the HeartFelt experience of acknowledging the person sitting next to them, play Celine Dion's YouTube Video **Because You Loved Me just before the Acknowledgment Ceremony – This would also be good to show on Parent Night:**

**Because You Loved Me by Celine Dion**

<http://www.youtube.com/watch?v=9CkKuA86Mis>

**HOW COULD ANYONE by Libby Roderick**

**SING ALONG OPTIONS or have SCHOOL CHOIR lead it**

<http://www.youtube.com/watch?v=MlUqgWOXPes&feature=related>

**ASK: ARE YOU BEGINNING TO FEEL YOUR GREATNESS?**

**Call up all of your students and faculty LEADERS of every group (athletes, to cheerleaders, roller boarders, Advanced students, cliques, gangs, stoners, music and art groups etc.) to CLOSE the ASSEMBLY WITH everyone standing UP, singing along, waving their hands and dancing:**

**You Are FIREWORKS by Katy Perry**

<http://www.youtube.com/watch?v=QGJuMBdaqlw>

**TURN UP THE MUSIC AND DANCE!**

**Head back to class and dive into Lesson 1**

## ADDITIONAL YOUTUBE VIDEOS for K-4

<http://www.youtube.com/watch?v=z95QYwry2k> - Kids can make a difference

<http://www.youtube.com/watch?v=vqBr87IoTCQ> - Make a difference.

[http://www.youtube.com/watch?v=SaHFj\\_68cKs](http://www.youtube.com/watch?v=SaHFj_68cKs) - A Random Act of Kindness

<http://www.youtube.com/watch?v=iGuT9-Y5J4> - Respect Rap Only

<http://www.youtube.com/watch?v=8I7Wk14VWK4> - Power of 1

<http://www.youtube.com/watch?v=0B1r-csV5do> - Johnny big

[http://www.youtube.com/watch?v=3krz6k3\\_Hwg](http://www.youtube.com/watch?v=3krz6k3_Hwg) - Kindness makes a difference

<http://www.youtube.com/watch?v=IKTGyNJBvgs> - Kindness Changes Everything

<http://www.youtube.com/watch?v=dnrxBg9XPgl> - Kindness Rocks

### #1 GOAL IS THAT NO STUDENT IS LEFT UNACKNOWLEDGED by their PEERS.

IMPORTANT – Possibly the MOST IMPORTANT thing to get accomplished in Make A Difference WEEK – school wide - is that NO STUDENT IS LEFT UNACKNOWLEDGED by their PEERS.

YES! There will be students who receive a lot of acknowledgment Stickers from others AND YOUR JOB as the person teaching this is to make acknowledging is two-fold:

1 - WATCH for the kids that are not receiving many “Make A Difference” Stickers from others and speak quietly to those who are receiving many and ask them what they might do to reach out to acknowledge those who are not receiving many – if any back.

2 – As we approach this as a SILENT WEEK it is important to talk about the fact that there will be those who receive a bunch AND what is MOST important in practicing acknowledging others is that it NOT BE A KEEPIN SCORE – **the MAIN IDEA here is that you GET TO FEEL BETTER from acknowledging others and this is not a contest** – you can certainly coach kids with a lot of stickers that – if they are open to it – they can RE-GIFT their stickers as fast as they can – thus keeping it going and going and going ! **OR you can make it a CLASSROOM game of it – to turn around and acknowledge someone else with the sticker they just got within 5 minutes of getting one – trying to keep the one above their heart to just one.**

3 - If your school orders stickers – it would be great if they ordered an addition 20 stickers per classroom teacher – for the teacher to offer those kids who have run out to go acknowledge kids who have not been acknowledged.



# Lessons & Activities

## for MAKE A DIFFERENCE WEEK

**MAKE A DIFFERENCE WEEK** was inspired by the **Acknowledgment Ceremony** from the **Stallard Story and The Simple Gesture Story and Movies**. (If there's no time to play it for your class – otherwise, if students are returning from Assembly, go straight to the activity) or read the story aloud **\*Appendix**.

**Lesson/Day 1 page 39 will be best utilized and the message of Acknowledgment integrated if it occurs immediately after the Assembly.**

The students' energy **WILL BE UPLIFTED** after the assembly, and we don't want to leave them up in the sky.

**RECOMMENDED: They are to receive 1 "I Make A Difference" Stickers in the Acknowledgment Ceremony. They will receive 5 on Tues/Day 2 and 5 on Wed/Day 3 (they come in sheets of 5s)**

Ideally, Lesson 1 is **designed to occur** right after the **Kick-Off Assembly**. It is imperative to give them the tools that they need right away to have a good feeling forward to have successful experiences with acknowledging others by **learning about personality styles**.

It is imperative that children gain understanding how different people will receive acknowledgment – **based on their Color Personality Style** – differently **BEFORE** they race out and start giving their Stickers and Wristbands to everyone... we also want them to give some skill development and role play – and some thought about who they feel they want to acknowledge. Do this out over the week, practicing and learning as they go.

Students will then receive their Color Personality Style **"Connecting turns 'me' into 'we' = Synergy" Wristband** that everybody and see what everybody's color style is. It's fun and informative!

Once **Lesson 2** has been completed they will be issued 5 "I Make A Difference" Stickers. They will receive 5 stickers on Lesson 2 and another 5 on **Lesson 3** and then be given their Pay It Forward with Random Acts of Acknowledgment with an additional 4 wristbands on the last day. **When you order you will order 10 stickers for each student PLUS 1 for each student for the assembly. So if you have 100 students – it will be an additional 100 stickers.**

## Lesson/Day 2 page 44

**Topic:** The Transformative Power of Effective and Successful Acknowledgment of Yourself for having Acknowledged Others! Call Your Acknowledgment of Others A Success!

**Movie:** The Naturalist and the Eagle Parable

**Intention/Objective:** We are all eagles. Once we have flown, once we have felt what it feels like to Make A Difference in someone's life; we can never go back to live like a chicken.

## Lesson/Day 3 page 52

**Topic:** Make A Difference by Building a Compassionate School and Community

**Movie:** **Teddy Stallard Story** of a fifth grader who was all but lost through the weeks of school. Through the power of compassion, his teacher made a difference in his life.

**Intention/Objective:** The relevance of Compassion to make the world a better place to live and our school a better place to be able to relax and learn. Getting kids to start coming from their heads to their hearts and start noticing how other students may be feeling and wondering how they can be making a difference.

## Lesson/Day 4 page 60

**Topic:** POSITIVE SELF TALK Starts with You and Makes A Difference to Others

**Movie:** What I Can Say When I Talk To Myself: My Best Friend

**Intention/Objective:** Yesterday we learned about the importance of accessing compassion for others. Today we will be learning to be our own Best Friend Makes A Difference. Helping each person to Step More Fully Into Their Lives: Courage, Practice, Resolve of "internal" self talk dialogue. Children will learn how their physiology responds instantly to negative or positive self talk as well as what they may be saying about others – or doing to others – as well.

## Lesson/Day 5 page 68

**Topic:** Do What's Important of You To Do! Noticing OPPORTUNITIES that present themselves for YOU to DO something about!

**Movie:** The Simple Act of Kindness

**Intention/Objective:** Making a Difference with the Simple Act of Kindness. Going Forward into the Future with Lessons and insights from this week. Make a Difference Week is to be completed either as a Closing Acknowledgment and Recognition Assembly or in the Classroom Summary of the Week. Teachers will give each student – one by one – Acknowledgment and put the "I Make A Difference" Wristband on them then give them 3 more to "pass it forward" to close out the week. [Any activities that there is not time for within each day's Lesson Plan – you can carry forward into the upcoming weeks to keep this learning experience fresh and to keep the skill development of acknowledging others in play.]

# MAKE A DIFFERENCE MONTH

**CARRY MOMENTUM OF MAKE A DIFFERENCE WEEK INTO a FULL MONTH:**  
**Research indicates it takes 21 – 30 DAYS to form NEW HABITS and TRENDS!**

**Make A Life, Make A Living, Make A Difference!**

## **Lesson 6 / Week 2 page 76**

**Topic:** What is Your Dream? Make A Difference with your Dreams, Life & Career

**Video: The Power of the Made Up Mind**

[http://www.makeadifference.com/press/MarySpeaks-1/MarySpeaks-1\\_concept.mp4](http://www.makeadifference.com/press/MarySpeaks-1/MarySpeaks-1_concept.mp4)

**Quote:** "It's the little things that make the big things possible." -John Marriott

**Intention/Objective:** To DIS-COVER (uncover) your Dream(s). We will ...Decide what we really want. We will BEGIN WITH THE END IN MIND. "I am willing to do what I *really* want." Sometimes when we have dreams, they seem so far out there that they don't seem possible. We will DIS-Cover what dreams we actually have and then how to turn our dreams into reality. **Use YouTube Video on Courage of a Dream recommended from page 35.**

## **Lesson 7 / Week 3 page 84**

**Topic: Make Your Own LUCK!** Taking Your Future Back by utilizing the Creative Mechanism of our Minds to building our dreams; Begin with the End in mind. Begin where you are create a VISION and then action-step and go.

**Video:** [http://www.makeadifference.com/Mary\\_KATU\\_1.html](http://www.makeadifference.com/Mary_KATU_1.html)

**Intention/Objective:** The importance of PREPAREDNESS by deliberate visualizing to move you through self-sabotage on the way to your dreams. Last week, you got in touch with your dreams through your Top 20 Favorite Things You Love to Do. As soon as you starting researching your Dream Career in this list, you may think that what you want is not possible, you are not good enough or talented enough. If there is a pull inside of you that won't leave you alone about your gift and talent, then it's your dream. What you want, wants you. So, let's continue forward into creating a Clear and Specific Vision to your Dream.

## **Lesson 8 / Week 4 page 92**

**Topic:** Goal Setting and how students can start going forward with Goal Setting.

**Video:** [http://www.makeadifference.com/Mary\\_KATU\\_2.html](http://www.makeadifference.com/Mary_KATU_2.html)

**Quote:** "Setting goals is the first step in turning the invisible into the visible." –T.Robbins

**Intention/Objective:** Students will integrate the steps to Goal Setting to successfully Accomplish their Dreams.

NOTES

Handwriting practice lines with a large diagonal watermark reading "PREVIEW".



# Day / Lesson 1



**The Transformative Power of Acknowledgment: Immediately following Kick-Off  
Presentation Slide #P23 - 24**

**Topic: Setting Participants Up for Success!** Successfully Acknowledging Others

Learning 'How To' Acknowledge One Another, Based on Understanding Personality Style and each style's receptivity and/ or probable reaction to receiving Acknowledgment!

**Time allotment:** 50 minutes

**Play Movie:** What Color Style Are You? **Presentation Slide #P25 - K-4, 5-12** and/or the **Teacher Versions** of What Color Style Are You? **Movie** and **PowerPoint Presentation Slides** are available for you to download at your Online Dashboard **Lesson 1** at: [Educ.PowerofAcknowledgment.com](http://Educ.PowerofAcknowledgment.com) and are on your DVD if you invested in printed version.

There is nothing better than the encouragement of a good friend.

- Jean Jacques Rousseau

**Intention/Objective:** Learning 'how to' give heartfelt Acknowledgment to others successfully and 'how to' understand different personalities responses and receptivity to Acknowledgment will differ from person to person.

To prepare everyone for a positive and SUCCESSFUL experience, we must understand our own personality style and that of others to effectively be able to read each other's responses with NEW "eyes of understanding." **Problems often occur when we are too strong with our strengths and we can quickly learn to soften them and/or "disconnect."**

**Materials needed:** Color "Connecting Turns 'Me' Wristbands (in Blue, Green, Red, Yellow), **Personality Style Tests** can be taken for free online so you will know how many of each color to order and group activity handouts will be found in \***Handouts**; with Color Style STRENGTHs Outline on the follow pages. [www.ConnectingWithColors.com/get\\_WB](http://www.ConnectingWithColors.com/get_WB)

**Activity:** 3-4 Weeks before Kick Off Give Color Personality Style Tests (**#P23**) and have each **student REPORT BACK TO THEIR TEACHER their Color Style results**; so during this lesson you will be able to give each student a Color Wristband and represent their Primary Color Style. With Teacher on DECK have students Take Tests: [www.ConnectingwithColors.com/Test](http://www.ConnectingwithColors.com/Test)

**IMPORTANT TO REMEMBER:** What is important about the test questions – for scoring – is WHAT WORD does the student feel BEST DESCRIBES them. It's not so much about the question in the online test automated version and the WORD they are picking. There will always be some students who complain about the words – and that none of them is a fit. Encourage them to just pick one – this can be a Color style (i.e. the perfectionist!) – tell them that they can't fail this that it's just a way to find out what their main preferences are so we can ALL learn how to HONOR and Acknowledge that in each

Day of Kick Off Assembly: Go through the STRENGTHs of each Color on Power Point **Presentation Slides 26-35** and participant handouts. K-4 PowerPoint Presentation Slides are available for you to download at you online DASHBOARD in **Lesson 1 TAB**. [www.Educ.PowerofAcknowledgment.com](http://www.Educ.PowerofAcknowledgment.com)

**Directions K-4:** Because the reading levels will vary between the younger grades you will need to approach this differently than with students who are able to read the FREE Tween' and Teen Colors Personality Test Online at: [www.ConnectingwithColors.com/PSP](http://www.ConnectingwithColors.com/PSP)

**3-4 weeks before** the Make A Difference WEEK Kick-Off Assembly each K-4 teacher **will have a mini class lesson** on the 4 Color Personality Styles (as follows) to determine how many Blues, Greens, Reds and Yellow "Connecting Turns 'Me' Into 'We' = SYNERGY™" **Wristband** to order for Lesson 1 which immediately follows the Kick-Off Assembly.

**STEP 1:** Color Personality Style Activity (to determine the Color Wristband order)

Up on the Board write:

**OUR LIKENESSES**

FILL IN UNDERNEATH - Examples:

We all need LOVE

We all like kindness

We all like to have FUN

... and so on

**OUR DIFFERENCES**

We all need/want love differently

We all experience it differently

We all have fun differently

**TEACHER LEAD Discussion:** After coming up with a variety of Likenesses and Differences as your students can come up with – this brings you to a conversation about different "personalities" and how we can narrow down the ways in which we relate, connect, communicate, learn, think and behave to how we were born to think. How each of our brains is wired uniquely for our own lives and dreams that we live.

**SAY:** "Today, we're going to learn about the 4 Color Personality Styles to try to figure out what our PRIMARY style is – so we can understand more about how we try to communicate and how other's **may prefer to communicate**. We're going to learn about what's GREAT our PRIMARY Color Styles and how sometimes we can come on TOO STRONG and to get better results from people, all we need to do is **soften our own Color Style so we can pay attention to what someone else's style for communicating is.**"

**STEP 2:** Go through the Color Style Descriptions K-4 PowerPoint Presentation Slides available for you to download at your Online DASHBOARD [www.Educ.PowerofAcknowledgment.com](http://www.Educ.PowerofAcknowledgment.com) on the HOME TAB

At the end of your presentation, review what they remember about each Color and ask which Color Style to they thing they are MOST like. Count how many Blues, Greens, Reds and Yellows so you can get your order placed that day for wristbands. Then on **Make A Difference WEEK Kick Off day for Lesson 1** you will REVIEW what's great about each Color Style and then proceed with the rest of the Lesson 1 Plan activities at the K-4 level.

# Presenter's Outline for **COLORS** Styles for 5-12

**K-4 version available to download at [Educ.PowerofAcknowledgment.com](http://Educ.PowerofAcknowledgment.com) – HOME TAB**

## Intuitive Blues

### BLUES ARE SOME OF THE NICEST PEOPLE ON THE PLANET

Using **Presentation Slide # P26** - IF they have taken their Free tests before hand have the Blues to raise their hands.

**I. WHAT'S GREAT ABOUT BLUES** is that they  
Are so..... sooooo..... sooooooooooooo..... NICE!

They even smile N I C E !

1. Like SEQUENCE & SYSTEMS and things that are LOGICAL
  - a. Like doing things step by step...
2. They like IMPLIMENTING SYSTEMS
  - a. Like getting things done and they are highly organized

#### **Presentation Slide # P27**

#### **A. STRENGTHS:**

1. Blues are PEACE MAKERS and they just wish you all would just GET ALONG so they could do their work!!!!
2. BENEFIT ORIENTED
3. They are extremely PEOPLE ORIENTED & they R E A L L Y do CARE....
  - a. When they tell you how you are today they *really want to know* - They *really* do care. The other colors do not so much!
4. They are very INTUITIVE & SENSITIVE.... IN TUNE with other people's feelings, attitudinal energies around them.

They are emotional:

- a. They are "wound up" when something's wrong and tend react &/or overreact to it quickly.
- b. They are empathetic: They can feel other people's pain.
- c. They wish people would be nice like they are!

5. They really CHERISH people and they give GREAT HUGS!

## Systematic Greens

Using **Presentation Slide # P28** IF they have taken their Free tests before hand ask the Greens to raise their hands

### II. WHAT'S GREAT ABOUT GREENS is that they MUST HAVE A SYSTEM

They are HIGHLY FUNCTIONAL & PRODUCTIVE: they MUST HAVE A SYSTEM...

...if there's not one, they'll make one up! Greens simply MUST have a SYSTEM if they are going to function productively and easily.

#### Presentation Slide # P29

##### A. STRENGTHS

1. They create systems that are LOGICAL.
2. They see the BIG PICTURE long before the other colors.
  - a. In fact greens will finish your sentence and your entire paragraph because they already know what you are going to say.
3. They are TOTALLY FOCUSED on getting the job done.
4. They work hard and diligently; not really thinking about rewards
5. They are the only color that literally CAN do 10 things at once...

In fact, if you have a Green on your team you've probably noticed that they have already taken off to implement the system or complete the task at hand before it was even assigned or voted on by team!



## Result Oriented Reds

Using **Presentation Slide # P30** IF they have taken their Free tests before hand ask the Reds raise their hands.

**III. WHAT'S GREAT ABOUT REDS** is that their Key DESIRE is RESULTS!!!!

Doesn't matter what title or position they hold: They THINK THEY ARE THE BOSS

1. They make great LEADERS & DELIGATORS, Administrators!
2. They are Intense
3. Love FACTUAL information... and will take Calculated RISKS!
4. Know how to Use IDEAs and ...
  - a. They know how to Use IDEAs and Oversee a system being put in place.
5. They are TOP LINE people who WANT ACCOMPLISHMENTS & ACHIEVEMENTS NOW !!! When you get around a Red you feel a sense of urgency, NOW NOW NOW NOW snap, snap, snap
- Bottom LINE people who WANT ACCOMPLISHMENTS & ACHIEVEMENTS N O W !

**A. STRENGTHS**

1. They love INTELLECTUAL CHALLENGE
2. They love CHANGE... to change things up often so they are not bored.
3. They love BREAKING THINGS UP INTO PARTS...  
that's why they are great at overseeing systems being in place.
4. They are in a hurry to have things done, but ...
5. They don't THINK FAST like the GREENS  
...but they want YOU to have things done FAST, LIKE: NOW... NOW... NOW!!

## Don't Worry Be Happy Yellows!

Using **Presentation Slide # P32** : IF they have taken their Free tests before hand ask the Yellows raise their hands.

**IV. WHAT'S GREAT ABOUT YELLOWS** is that they LOVE – LOVE – LOVE hanging out with people.

1. You don't *really* care about people like the Blues do, you just want to have FUN

### **P A R – T Y**

HIGHLY interactive.

Highly Social.

LOVE being around people.

They like to talk, they like to shoot the breeze...

They like to HANG OUT!

LOVE – LOVE – LOVE having a good time  
and they expect to be LOVED by everyone!

2. The Yellows already know where we are going to go hanging out after we're done! It's already been decided and the yellows will take the lead!

### **A. STRENGTHS Presentation Slide # P33**

1. They are Great COMMUNICATORS and Event Coordinators

a. Coordinators of people & Events LOVE planning parties.

2. They are great in sales, customer service, coordinating social.

3. They are GREAT NETWORKERS

4. They are extremely CHARISMATIC!

5. They make GREAT LEADERS because they have every one convinced they are what they are doing is really great! They are like TOM SAWYERs of the world.

6. **Presentation Slide # P34** -- Hey, you! GET A SMILE ON THAT FACE!

## Presentation Slide # P35

### Concluding Remarks on Color Styles and Q&As:

1. Now can you see just some of the reasons why we have conflicts between the different styles?
2. It takes Four legs to successfully STAND every table.

**T.E.A.M.**  
**TOGETHER EVERYBODY ACHIEVES MORE**

**OPTION 1:** If you **have not** had people take the FREE test then\*After giving a brief overview of each of the Color Style Descriptions you can ask them what Color Style “they” think they are and then have them pick their Color Style “Connecting Turns ‘Me’ Into ‘We’” Wristband out of the basket– then go through the Acknowledgment Color Style Ceremony so they can wear their Wristband where everyone can see what Color Style each one is. Participants enjoy wearing these around the facility and home to show what Color Style everyone is. This makes for a very fun and educationally informative experience.\*

**OPTION 2:** If you **have had** people take the FREE test and REPORTING THEIR RESULTS to YOU before hand 3-4 weeks before hand so you can ORDER your Color Style wristbands so you can give them their wristbands at the very start.

However, if you’ve invested in them taking on the PSPs for a GROUP REPORT you can withhold their results because it’s actually more engaging to NOT give them their wristbands until AFTER the descriptions so you can ask them what Color Style they “think” they are BEFORE giving them their test results.

To order Color Style Wristbands go to **Your Website address imprinted on the inside of the Wristband** go to: [www.ConnectingColors.com/get\\_WB](http://www.ConnectingColors.com/get_WB) Order 3-4 weeks in advance.

To take FREE online test go to:

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

There has been a short segment excerpt from the COLORS complete training program. To get the FULL Utrain&Coach Colors Program go to:

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

For 'UCI' Play® PowerPoint Presentation Slideshow with Mary Reynolds Audio Training for Staff Development & Personal "Self Study" Enrichment go to:

[www.MakeADifference.com/TYG/CC101.htm](http://www.MakeADifference.com/TYG/CC101.htm)



### Activity Presentation Slide #P36:

1. Divide participants up into their Color Groups to list and discuss 5-10 ways :  
“How my **Color Style likes to receive acknowledgment**, compliments, appreciation praise, recognition and/or gifts!”
2. Select a group leader(s) to take notes and to share answers later with group.
3. Group leader(s) shares their group’s findings with the entire group.

**Discussion:** Once every group has shared “how” they are able to best receive acknowledgment in its many forms, invite whole group insights and conversations about how to not take it personally if:

- 1) it appears that someone is not happily receiving the acknowledgment;
- 2) rebuffs them, downplays it or has no eye contact;

### Role Play:

Divide group up again; every person gets 4 role play opportunities with each different color to practice Acknowledging. Participant finds 1-Red, 1-Orange, 1-Yellow, 1-Green to acknowledge their strengths to get a feel for their receptivity.

Role Play / Practice different ways to Acknowledge each other in preparation for a variety of “color type” responses and receptivity.

**What did we learn:** Heartfelt Acknowledgment sometimes feels like a risk and takes courage. By understanding the different personality styles, we don’t have to take personally what appears to be a non-response or unfriendly reception of being acknowledged.

**Conclusion:** We now want to go out there and acknowledge others; so today we’ll **start with the people that we feel pretty comfortable reaching out to.**

\*For the FULL Training Connecting with Color Styles Program which includes Strengths, Intellect, Motivation, Mindset Area, Quirk, Secondary Colors/Color Combos and Color Style Hats with PowerPoints, Presentation Slides and script go to:

[www.ConnectingWithColors.com/UTrain](http://www.ConnectingWithColors.com/UTrain)

\*For the companion book, *Connecting with Colors: Discover the Transformational Synergy of Personality Color Styles to Create Harmonious Relationships at Work, Home & Everywhere* go to: [www.ConnectingWithColors.com/Book](http://www.ConnectingWithColors.com/Book)

**In our next Session/Day 2 we will make lists and a plan that will extend our reach and expand our comfort zone in acknowledging people in our community.**

**Extended Week Long Activity:** 'Secret Acknowledger' Game.

**Each day you will write a note of Acknowledgement and place it somewhere that the person you drew out of the hat will find it: on their desk, in their locker.**

## Instructions

1. You will keep complete anonymity for the week.
2. Everybody will write down their names on tiny slips of paper and put them in a bag, or a basket. Gather the participants around and have them draw names from the hat at random.
3. Now here's the hard part: once everyone has drawn a name from the 'hat,' DON'T let them reveal whose Secret Acknowledger they are. In a small class room, say, nine or ten people -you need only a couple of loose lips to completely unravel a Secret Acknowledger and allow everyone to know who's getting what for ever and ever else. Then the pressure is really on either to impress each other or come up with something absurdly creative and unexpected.
4. Each day you will write a note of Acknowledgment and place it somewhere that the person you drew out of the hat will find it: on their desk, in their locker ...
5. On the appointed day, gather everyone together and have them put their Acknowledgments in a big pile (each Acknowledgment should bear only the name of the designee, NOT who it's from). I must ask everyone to do this at the same time, minimizing the risk that a particular Acknowledgment can be traced to a particular person.
5. Allow everyone to read the Acknowledgments that they received. At this point, the names of some of the givers will likely be divulged, and the relative worth of the Acknowledgments will be judged, for better or for worse-but you don't care anymore, because the Secret Acknowledgers are now revealed.
6. Presentation Slides for Acknowledgment note ideas and Acknowledgment Language lists as follows:

**Presentation Slide #P37-38** Beginning your acknowledgments with appreciation, thanks, recognition, regard, admiration, like:

"What I appreciate about you is \_\_\_\_\_."

"I want to thank you for the example you've been to me by \_\_\_\_\_."

"I'd like to recognize you for \_\_\_\_\_."

"When I see you do \_\_\_\_\_ I have the highest regard for you."

"What I admire about you is \_\_\_\_\_"

"What I like about you is \_\_\_\_\_."

**For example:**

"What I appreciate about you is the way you are always happy and smiling."

"What I appreciate about you is the way you shared your markers with me today."

"What I appreciate about you is that when you got sick, you called and told me all about the funny things the teacher said in class that day. It made me laugh and feel better."

"I want to thank you for the example you set for me when I saw you helping the first grader get off the bus."

"I'd like to recognize you for your really attention getting and interesting report that you gave the other day in class."

"When I see you encourage your classmates by telling them that 'they can do it' I have the highest regard for you."

"What I admire about you is your perseverance and not taking 'no' as 'no' but keep asking questions."

"What I like about you is how acknowledging you are to everyone in the school hallways and in the classroom."

On the day of the big reveal. The receiving student then repeats back the Acknowledgments they've received: "You appreciate my (happiness and smiling)..."

## Extended Activities for those teachers with 80 minute class blocks

**Role Play:** Partner up with someone sitting next or near to you to role play.

**How to Acknowledge:** Language of Acknowledgment

1. Create teams of 2-3-4 people and take turns discussing who (outside the classroom) they want to acknowledge and why, and which ones are a little scary and which ones will be easy and readily accept your gift of acknowledgment.
2. Practice with your partners, pretending to acknowledge the people who are a little scary. This will be easy and readily accept your gift of acknowledgment.

Tomorrow we will work on those that we feel are going to expand us because we are a little bit - or a lot - nervous about it.

**What we Learned:** Reaching out to acknowledge others is personally empowering; it creates a greater sense of what other people are going through and of what it means to be a member of a community that cares for one another.

**Discuss Ideas for CONTEST and/or for display for Parent & Community Acknowledgment Night:**

A VIDEO DOCUMENTARY, PHOTO COLLAGE, STORY TELLING

Schools with video capabilities can video each other's acknowledgment of people - both IN and OFF of School - and upload to YouTube.com sharing the URL with classmates.

Schools with Web pages / Teacher pages and/or Blogs can post Acknowledgment giving photos and YouTube videos on their own pages.

Classroom Bulletin Boards for photo collage and written Acknowledgment Story experiences framed and/or matted.

**Best time to work on Videos and photo collages** is AFTER students have completed their assignments for that day and/or after school at agreed upon locations!



# Day / Lesson 2



**Topic:** The Transformative Power of Effective and Successful Acknowledgment of Yourself for having Acknowledged Others! Call Your Acknowledgment of Others A Success!

**Movie:** The Naturalist and the Eagle Parable **Presentation Slide #P39-40**

**Eagle Parable written by James Aggrey in the early 1920's.** While the F... chickens, he had been unable to fly. Once he captured the **vision** that he... eagle and could fly, then he was able to soar. And so it is in life.

We are all eagles. Once we have flown, once we have felt what it feels like to Make A Difference in someone's life; we can never go back to live like... chicken.

Success Expanding Stories (i.e., risky experiences that didn't feel...

Eagle Mentality: No matter what happens, call it a success!

**Quote:** "Happiness is not something that you can find, acquire or achieve directly. You have to get the conditions right and then wait... those conditions are within you, such as coherence among the parts and levels... personality. Other conditions require relationships to things beyond you. It is working to get the right relationships between yourself and others, between yourself and your work, and between yourself and something larger than yourself. If you get those relationships right, a sense of purpose and meaning will emerge."

-Jonathan Haidt, *The Happiness Hypothesis*

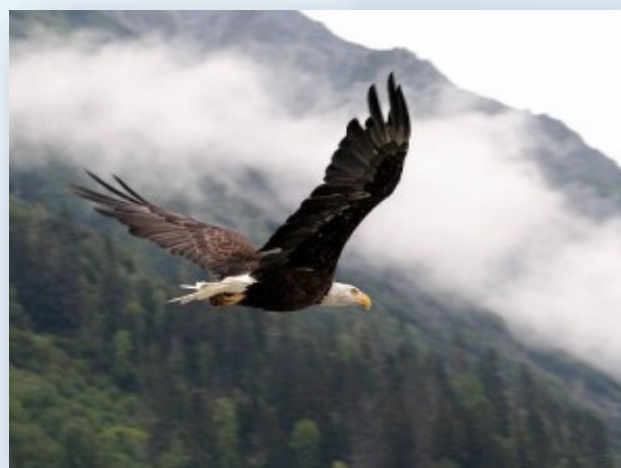
**Intention/Objective:**

Acknowledging... of an Eagle because reaching... changes them & you!

**Humor:**

But how that Turkey's look at Eagles as... offs!

For written story see **\*Appendix**



In Wayne Dyer's book, *You'll See It When You Believe It*, he said that, if you get up in the morning expecting to have a bad day, you'll rarely disappoint yourself.

He said, "Stop complaining! Differentiate yourself by being your best self. Don't be a duck. Be an eagle. Ducks quack and complain. Eagles soar above the crowd."

**Message:** Are you always clucking, squawking, quacking and complaining? Decide to change your attitude and altitude; become an eagle.

**Activity 1:** Take time for students to write about their experiences from about what happened yesterday.

Share acknowledgment stories with classmates, either in groups or in front of the entire class.

**Materials needed:** 5-10 Acknowledgment Stickers per person; Notebook / writing paper / recorder / video player

**Time allotment:** 10-15 minutes

These Hand-in written stories/video/photos can be submitted to the PTA Leaders for consideration for Heart Productions & Publishing CONTEST or to be used immediately for the Classroom Bulletin Board, Website and/or Blog.

### Presentation Slide #P41-42

**Discussion:** It takes Stepping Into Eagle Greatness to Acknowledge others.

What happened on your first day of Acknowledging others?

Did understanding the different personality styles help?

Who did you decide to go out and Acknowledge first?

What did it feel like to tell someone what a difference they made in your life?

What response did you get?

How did you feel about that?

What did you learn from this experience?

How do you feel about yourself for having taken the risk to acknowledge?

Based on what we learned on Monday regarding Personality Style Colors:

When is the appearance of rejection, not really rejection at all?

## Activity 2: Taking Acknowledgment out into Our Community

**Materials needed:** Handout Lists of Additional People to Acknowledge \*[Handouts](#)

### Presentation Slide #P43-46

**Time allotment:** 10-15 minutes

Until we develop a vision for our own lives, we, too, are unable to reach for the heights and become all that we are capable of becoming.

A *vision* of seeing ourselves Making A Difference enables us to see the world as what it is — but for what it can become!

A vision enables us to see our neighbor not for who our neighbor is but for who our neighbor can become.

A vision enables us to see ourselves not for who we are but for who we can become.

A vision enables us to soar like the eagle and to reach new heights.

A vision enables us to transcend the walls of adversity in life and see what is waiting for us on the other side.

A vision enables us to plan what to climb over the walls of adversity and empowers us to build doors when we can't get over the walls.

The person who has no vision is like the house built upon sand. When the waters of life come, that individual will be all washed out.

But for the individual with a vision, the water can be held back, avoided, or overcome, and as a result, greater things will follow.

Read Story Who Packs Your Parachute? \*[Appendix](#)

Read Story Love and the Cabbie \*[Appendix](#)

**Extending Activity Integration to fill 50 - 80 minutes class period:**

**Presentation Slide #P47**

**Activity 3: Extending our Reach with a Purpose, Vision and a Plan**

- 1- Make a list of all the people in our community we now want to acknowledge.
- 2- Prioritize: You have been given 3-5 additional stickers to honor someone with.
- 3- Make a Plan that answers: **Who, Why, What, Where, and When**
- 4 -Share your plan with a triad / team.

**Discussion:**

- Who do you want to give stickers to?
- Why do you want to acknowledge each person?
- What do you intend to say / acknowledge about each person on your list?
- Put a star by the ones you are concerned about acknowledging.
- What is your plan?
- When will you acknowledge them?
- What is a good time of the day for them?
- Are you going to have someone follow along and video tape and/or take photos for our Bulletin Board / Website / Class Blog?
- Discuss creating a class video / photo / written documentary of our experiences?

**Role Play: in teams of 2-3 people each of these possible scenarios:**

1. Deer in the headlights – can't see or hear your acknowledgment or take it in.
2. No eye contact / no significant response
3. Blown away by your acknowledgment and appreciation of them
4. Blow you off completely / make fun of you, say something hurtful.

**Phrase to try back:**

I understand that you may think that \_\_\_\_\_ (state here whatever they said or did) \_\_\_\_\_, but I still want to let you know that you make a difference.



**Discussion:** What are some ways we can Vision ourselves Acknowledging people, other than with Blue Ribbon Acknowledgment Stickers and Wristbands?

1. Hand written – creatively designed note or letter; hand delivered, in the mail making it a point to call that person the day it arrives.
2. Hand them an Acknowledgement Card. **\*Handouts**
3. Skype – making your Acknowledgment happen “face-to-face.”
3. Facebook –a NEW POSITIVE TREND: complementary acknowledgments
4. Tweet / text message – don’t wait to praise / acknowledge; do it now!
5. Send heartfelt **Acknowledgment eGreeting Cards (FREE)** available at:

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

Identify which ones of these additional ways that you will use what you intend to acknowledge – for each person on your List.

#### **Presentation Slide #P48**

#### **MAKE A DIFFERENCE WEEK CHALLENGE**

Make a **commitment today to reach out to at least three people a day, every day for the next thirty days** and make a difference for yourself if it doesn’t make a world of difference!

Keep a little notebook handy to write down every single person’s name who you reached out and touched with your acknowledgment of them.

Therapists research indicates that it takes thirty days to develop a new habit. Can you imagine just how uplifted people throughout the world would be if everyone developed this new habit? Acknowledgment is exponential in its reach.

## Role Play:

One team member pretends to be the person that is scary, the student then practices saying what they'd really like to say from their heart.

What to do when you don't get an appreciative response.

### Here are some things to try:

After you've said why they've made a difference, and you get a non-response, too, you can conclude by saying...

"Well, I hope my acknowledgment of you makes as much of a difference as you made to me. Thanks again, have a great day!"

SMILE BIG and walk away waving good-bye.

## Presentation Slide #P49

### REVIEW Reasons Why people do not respond graciously or affirmatively:

Deer in the headlights look in their eyes. They've never received acknowledgement before or been told that they matter or that they make a difference.

No eye contact. Self-confidence. Again, they've never received acknowledgement before or been told that they matter or that they make a difference.

Appearing Uninterested: maybe they didn't hear you because they've never received acknowledgement before or been told that they matter or that they make a difference.

Their personality style. They don't see what the big deal is - or - they just never learned how to give a compliment.

What are some other reasons you can come up with as to why people may not respond happily to your acknowledgment of them?

# Day / Lesson 3



## **Activity 1:** Wednesday's Acknowledgment Check-In.

Take time to write about what Eagle experiences and successes you had from your day of people you could acknowledge.

Share acknowledgment stories with classmates either in groups of 3-4 or stand up and share in front of the entire class.

**Materials needed:** Notebook / writing paper.

**Time allotment:** 10-15 minutes

These Hand-in written stories/video/photos can then be submitted to the PTA and/or Make A Difference Week Program Leaders for consideration for CONTEST or used for the Bulletin Board, Website and/or Blog.

## **Discussion:**

What happened on your second day of Acknowledging others?

Did you feel more Eagle confident?

Who did you decide to go out and acknowledge next?

What did it feel like to tell someone what a difference they made in your life?

What response did you get?

How did you feel about that?

What did you learn from this experience?

How do you feel about yourself for having taken the risk to extend your reach further?

## **Topic: Make A Difference by Building a Compassionate Work Community**

**Intention/Objective:** Acknowledgment can move us into Compassion which is one of the most powerful transformative agents known to mankind. The relevance of Compassion to make the world a better place to live, and to make our organization a place that empowers people to be highly productive.

**Materials:** 5 Acknowledgment Stickers Per Person

**Presentation Slide #P50 Movie:** *Teddy Stallard Story*

### **Discussion: Presentation Slide #P51 - 53**

- What are the some of the messages this movie conveyed for you?
- How did you feel about Teddy when the movie started?
- What did you think about Miss Thompson at the beginning of the movie when she was writing F's at the top of his assignments?
- Do you ever feel like Teddy?
- At what point in the movie did you feel compassion?
- Have you ever laughed at someone because other's were laughing or teasing? Or when you could have been kind?
- What might happen if you don't go along with the crowd?
- Do you know someone like Teddy? If so, what could you do to make a difference?
- What does it do for them when you do something nice for someone else, like acknowledging them?
- What does it do for you when you do something nice for someone else, like acknowledging them?

### **Help the participants to evaluate the following:**

- What do they think compassion means as it relates to what Miss Thompson did differently after Christmas?
- Why is compassion important in creating the Best Community ever in their organization?
- How does a compassionate organization make productivity easier for everybody?

**Conclusion:** We just never know what is going on for someone else. All the more reason to reach out and acknowledge someone.

**\*Give out remaining 5 Acknowledgment Stickers per participant reminding them to reach out and acknowledge a minimum of 3 people a day, either with words, note cards, eGreetingCards, Acknowledgment stickers and/or Acknowledgment Cards \*Handouts.**



**Extended Activity Integration** for those with 50-80 minutes class periods:

### Presentation Slide #P54

#### Activity 2:

**By Day 3/Wednesday there have been enough Acknowledgments given to...**

Create a **People Who Make A Difference Chain** of All those people who the entire class has acknowledged; each day cut and staple or paste together a chain link for each person to whom acknowledgment has been given.

**Procedure:** Each student makes a list of everyone they have already acknowledged. To create a **People Who Make A Difference Chain** of All those people who the entire class has acknowledged, each day cut and staple or paste together a chain link for each person to whom acknowledgment has been given.

**Materials needed:** Construction paper and scissors, staple and/or paste and magic markers.

For each chain link, put the person's name on it then add it to the **People Who Make A Difference Chain** and drape the growing chain around the classroom to see just how many people have received acknowledgment from school, families and community from now through the end of the school year.

At the end of the week, all of the classes will count up how many people they have acknowledged and the class with the most acknowledgments wins a PRIZE that the school agrees is affordable and appropriate to keep the momentum going.

Possible prize ideas: 50 of Acknowledgment Wristbands and/or Stickers and a field trip downtown to acknowledge people who are making a difference in our places of work, businesses and community centers.

**What we learned:** Nothing is Anything Until You Call it Something. Call every person we acknowledge a SUCCESS! Why? Because we are planting seeds of acknowledgment that will grow into supportive, happy relationships if simply watered and nurtured every so often.

### Activity 3: Creating A FUNdraiser with your stories.

#### True Story:

Back in 2000, a young cancer patient was driven to do something very right...to walk her talk when it came to caring for others. Her name was Alexandra ("Alex") Scott, and she came up with a rather simple idea: She would set up a lemonade stand and raise money to help find a cure for kids with cancer. So, with the help of her older brother, she assembled "Alex's Lemonade Stand for Childhood Cancer" on the front lawn of her home.

Although her health was deteriorating and her condition worsening, she continued to hold an annual lemonade sale for the next four years—with all of her "profits" going to childhood cancer research.

As a result of the inspirational example of this tiny young girl with a weak body but enormous heart, literally thousands of lemonade stands and other fundraising events have been held across the country.

Sponsored by children, schools, businesses, and service organizations, they benefit the Alex's Lemonade Stand Foundation for Childhood Cancer established by her family and many friends. As of 2007, the foundation has raised over \$12 million for childhood cancer research.

On August 1st, 2004, "Alex" Scott died peacefully at the age of eight. While she will be greatly missed by all who loved her and knew of her, Alex's short yet unforgettable life truly is a celebration of the human spirit.

So, the next time you wonder if one person can make a difference, think of Alex—one little girl who literally took lemonade and made lemonade ...one little soul who inspires all of us to walk our talk.

**FUNdraising Ideas:** During this week you will be collecting stories that each group can put together in a book.

## FUNdraisers!

Because the largest percentage of participants today are technologically savvy, they can easily create Books by going to websites like: **www.ShutterFly.com** and **www.Lulu.com** to upload photos into picture books. For black and white photo books use **www.CreateSpace.com**

Creating books from your organization's **Make A Difference Day / Week / Month** from all of the amazing stories and photos of Acknowledgment throughout the hallways and out the doors into your community would make a GREAT FUNdraiser to fund a need your organization has OR IF you have really been uplifted by this program and would like to see kids everywhere having the same experience that you've been afforded; you can help Acknowledge Millions of kids throughout the U.S. and eventually the World!

Here at Heart Productions & Publishing, we have an intention of **Making A Difference with the Power of Acknowledgment for 1,000,000 students at presently low performing schools** and surrounding community with our program, wristbands, stickers and *Make A Difference with the Power of Connection* books for faculty, staff and students.

This will include an outreach to the working poor and homeless within each low performing school's community.

The money you raise can be used to support a worthy cause.

Your organization's **Make A Difference Wristband** FUNdraiser will be recognized at our website and email promotions as well as letting you know what organization your effort has supported via month-to-month press announcements sent to you.

You will be able to announce your group's participation and contributions in your organization newsletter and press releases.

To learn more online go to **www.MakeADifference.com/1MillionKids**

**After we reach our first 1 Million Kids, we will do it again and again until we have reached TENS OF MILLIONS of Today's Youth here in the U.S. and Worldwide!**

If there is something your group would enjoy undertaking – outside the organization of course – you may want a larger publishing house than the ones mentioned above.

For a fundraiser you will want to PRE-SELL your books.

**Here are the 4 easy steps you can take to make that happen...**

#### 4- Steps to a SUCCESSFUL FUNdraisers

**Step 1:** Co-ordinate teams to select and edit the stories and photos you want for your book.

**Step 2:** Select your book "design" team. Members that understand how to design book pages and upload them and preview them for print as explained on **Shutterfly.com** or **Lulu.com** for books with Color Photos. (more expensive)

**Step 3:** When the book is beautifully designed and the teams have signed up, then you will want to get 10 -20 books printed from the print –on-demand sites mentioned (if done with Color Photos) above to have teams take out to the businesses and possibly Joint Venturing with other organizations in your community to get PRE-PUBLICATION orders for your FUNdraiser.

\*How can you afford 10-20 print-on-demand books which could run up to a hundred dollars?

With your own 4-color printers you have at the office or at home, you can print out a "mock-up" of the book and take it around to community centers, banks and grocery stores to ask for donations to get the ball rolling and/or if everyone pitches in \$10, you will have it covered quickly so you can proceed.

If you keep your photos in black and white, then we recommend you go to **CreateSpace.com** for a quick, easy and affordable solution to your print-on-demand needs. Books in black and white are very affordable. Get 10-20 for pre-publication sales and orders.

**Step 4:** Once your teams have PRESOLD the books at community events and going out door-to-door business to business and you know what your book sales numbers are you will contact the printer and ask for quotes of 1000 or more at: **Friesens.com** – you will get excellent printing and highly competitive pricing from them.



# Day / Lesson 4



## **ANNOUNCEMENT:** Acknowledgment Check-In

Continue to Hand-in written stories/video/photos to your team leaders so that they can be submitted to the **Make A Difference Week Program** administrators for consideration for the CONTEST and/or used for the company Website and/or Blog.

**Topic: POSITIVE SELF TALK Starts with You and Makes A Difference to Others**

**Time allotment:** 25 - 30 minutes

**Intention/Objective:** Lesson 3 we learned about the importance of accessing compassion for others. Today we will learn about compassion for ourselves.

We will be learning how being our own Best Friend Makes A Difference. Helping each person to Step More Fully Into Their Greatness. Sound in Practice, Resolve of “internal” dialogue.

The #1 thing standing between a person and their ability to learn and perform successfully is what is going on with their Self Talk.

We are a society that focuses negatively on “What’s wrong with me” instead of “What’s right and great about me?”

Today we’re going to learn how to work positively with any Self Talk that is destructive and unnecessary. Negative self talk does not serve us or make us better. Only positive, affirming inner talk will do.

**Intention:** To have each participant experience how what they are thinking, day in and day out, about themselves, to understand how this “self-talk” either strengthens them or weakens them, and therefore directly affects their self-esteem and their ability to be focused, efficient, effective and highly productive

There are two extremely important areas for the students to experience, understand and integrate into their day to day lives from today's activity:

1) what other people's attitudes toward us are and how we can help a situation by how we decide to react, and 2) what we are thinking repeatedly and with emotion about ourselves that is either going to help us or hinder us from being able to perform and enjoy school.

### **Activity 1: Muscle Testing: Contact Reflex Analysis**

YES! This can be done with **K-4** – I introduced my children to muscle testing when they were in Kindergarten. We want them to understand how positive self talk makes a difference.

**Directions:** As you read through this material, it will seem like a lot. Actually, it goes very quickly if you are prepared, and will take up the full 25-30 minutes to go through the two phases of this Activity following watching the Energy Illustration Video together. \*Included in your school's program package. If it has not been delivered to you, you can go online and watch it at: [www.makeadifference.com/TYG/energy\\_video.htm](http://www.makeadifference.com/TYG/energy_video.htm) You can do it with kids.

**Recommendation:** Watch 15 minute Energy Illustration Video **before** you show it to your class so you are prepared to walk them through the following directions. **You don't need to show video to K-4** – just have them put their arms out so they can *feel* their SELF TALK.

**Play 15 minute Energy Illustration Video** [Presentation Slide #P55](#) also on your dashboard.

#### **Discussion Question:**

What have you learned so far from the Energy Illustrations Video Training?

Now we're going to take it a step further: SELF TALK ...

#### **WHAT YOU SAY TO YOURSELF EITHER STRENGTHENS YOU OR WEAKENS YOU**

Ask a volunteer to come up to the front of the room. Ask permission to do this muscle testing with him or her. Ask her to hold her Right arm straight out to her side at shoulder height, parallel to the floor just like she saw in the Energy Illustration Video.

Next, ask her to put her Left hand on top of her head **PALM DOWN**.

Now, with two fingers on the small wrist bone, apply increasing pressure, push on the wrist saying "Resist, Resist" so she will try to resist the pressure and hold her Right arm up straight. Having her **PALM DOWN** creates a positive charge and it should stay very strong. So, this is a "YES" answer.

Now have her put her left hand on top of her head **PALM UP**.

This changes the electronic frequency like the opposite end of a radio battery – creating a negative charge – and when you push her Right Arm down now, it should fall down to her side, because you’ve “broken” the electrical current.

This is your “NO” answer.

Now both of you can feel what "yes" and "no" felt like energetically up and through the arm.  
\*As illustrated in the Energy Illustration video.

Strong resistance from the volunteer’s arm means the answer is “yes.”

Weak resistance, or the arm collapsing down to the volunteer’s side, means the answer is “no.”

[Some participants will try really hard to hold it up straight but will not be able to. CAUTION everyone to NOT try so hard to keep it straight when they can feel that there is no strength there, because this may hurt. Or to the demonstrator, don’t push too hard if someone is trying hard to keep it strong even though the arm wants to collapse to their side.]

**This is called her "base strength."**

We’ll be using this base strength measurement to compare all of the thoughts we think for this exercise.

[IF someone’s electrical activity is reversed, you will get the opposite answers. Their No is Yes, and their Yes is No. This just means that their polarities are off for the day, and they will not be testable today. It could be because of low blood sugar, or a variety of things. We’ve all had “off” days and it can affect our physiology, which can change once someone has eaten something, gotten some coffee, or had a good night’s sleep. You can try to get their energy turned back around by simply making your hand and brushing in an upward motion in the space between the sternum to the neck to the jaw 4-5 times. You don’t have to touch them, just bring your hand close enough to feel the air moving up the neck. UP UP UP UP UP. This “lifts” the person’s energy in the area of their “thymus gland” which is one of the body’s power centers. Test again and see if everything is corrected. If not, try them again in a day or two. Don’t fuss over the student too much about this, as it can be de-energizing and/or embarrassing to the student. Make it “light” and fun and let’s try again tomorrow.]

### Next You will Say:

"I'd like you to lower your arm, close your eyes, and say out loud with great force and conviction, 'I am bad' about eight times. The reason you are saying this will become clear shortly."

After she has said, "I am bad," about eight or ten times, say:

"Raise your arm again, make a fist, point your thumb down and continue saying 'I am bad.' While I push down on your wrist, you push up to resist, OK?... Ready? ... Resist (while you are pushing the arm down).

Ninety-nine percent of the time, the arm will be dramatically weaker than in the base strength test, and the participant will feel unable to resist your downward pressure.

At this point, ask the volunteer to share with the group what his experience was the second time. The usual response is, "I was much weaker, and I couldn't resist."

The next step to this exercise: "Once again, close your eyes. This time say out loud with great force and conviction, 'I am good.' Keep saying this over and over, about eight to ten times, keeping your eyes closed. When I think you're ready, I'll ask you to raise your arm and we'll test you again."

Once again, with two fingers on the subject's wrist, apply increasing pressure.

Again, in ninety-nine percent of the cases the volunteer will be at least as strong as he was at the beginning of the test, if not stronger. Ask the participant to share his impressions with the group. Most report a significant increase in feelings of strength and/or sense of well-being.

### Now turn to the group and say the following:

"What we have demonstrated here is the power of our thoughts over our bodies.

"When we say negative things to ourselves or to others about ourselves, we tend to weaken our bodies."

"When we think or say positive thoughts to ourselves, we tend to feel stronger. The scientific reason why this happens has to do with how our repetitive thoughts, self-talk, fears, hopes and dreams instantly affect our feelings."



"Muscle testing demonstrates how quickly our feelings about what we are telling ourselves 'repeatedly' instantly affect our body's physiology to the point of either strengthening or weakening ourselves.

"I'd like to take this a step further and demonstrate how this works in terms of the pictures we imagine in our minds."

Almost everyone has some negative beliefs about themselves.

### Here are the TOP Negative Beliefs we tell ourselves.

Negative Beliefs weaken the body and mind, and Positive Beliefs and/or inner work strengthen the body and mind.

Now let's test some of the **Beliefs that drive our internal Negative Self Talk**

The power of acknowledgment, affirmative language to ourselves and others, along with affirmative attention and connection will heal, resolve, dissolve and re-wire the beliefs that create chronic negative self-talk and problematic reactions to intense people and situations:

### Presentation Slide #P56

- |                                 |                                       |
|---------------------------------|---------------------------------------|
| 1- bad                          | good                                  |
| 2- unwanted/a burden/a nuisance | wanted / enjoyed / welcomed           |
| 3- unlovable                    | loveable                              |
| 4- incompetent/incapable/lazy   | competent, capable, creatively active |
| 5- irresponsible/untrustworthy  | responsible / trustworthy             |

Say: "This time, instead of saying this out loud, I want you to just THINK: 'I am irresponsible' eight times."

Now TEST. Arm should be weakened.

Next: "Now THINK: "I AM responsible" eight times. TEST. Arm should be strong.

Next: "THINK: 'I am incapable' eight times." TEST. Arm should be weakened.

Next: "Now THINK: "I AM capable" eight times. TEST. Arm should be strong.

Ask Volunteer: "Can you feel in your body how much better you feel to decide you are responsible and capable?"

THINK: **I can't** Now TEST. Arm should be weakened.

THINK: **My creative mind will find a way.** Now TEST. Arm should be strong.

THINK: **I'll try** Now TEST. Arm should be weakened.

THINK: **I will** Now TEST. Arm should be strong.

THINK: **I'm stupid, stupid, stupid** Now TEST. Arm should be weakened.

THINK: **I'm smart, smart, smart**

**I'm as smart as I need to be to accomplish all the dreams I was born to do.** Now TEST.

Arm should be strong.

Positive Message Is: **Don't try ...do!**

**Note from the author:** In addition to my video Muscle Testing demonstration with the Negative Core Beliefs, I have excerpted the next section on having participants imagining themselves as 1) failing at something and 2) hating a task from Jack Canfield's *The Success Principles(TM): How to Get from Where You Are to Where You Want to Be* pg 116.

"I'd like to take this a step further and demonstrate how this works in terms of the **pictures, images, fearful memories and fearful outcomes we imagine in our minds.**"

"Close your eyes and think of a time in the past when you had a 'failure experience,' a time when you set a goal or tried to do something which didn't work out — a time when you felt you failed to achieve your chosen goal. You will not be sharing this with the group aloud, so be as honest with yourself as possible...

As soon as you have such an event vividly imagined in your head so you can see it and see what it was like, nod once."

Pause until she nods.

"Now raise your arm to shoulder level and make a fist with your thumb pointing down."

Reach out and push down with your two fingers on the wrist bone. Once again you will find that the arm is weak.

"Lower your arm and, with your eyes still closed, remember a time when you had a 'success experience,' a time when you achieved something that was important to you, a time when you set a goal and accomplished it, perhaps even felt proud.

"Let me know when you are ready by nodding your head again."

Pause.

"Keeping this success experience clearly in your imagination, raise your arm to shoulder level, and again make a fist with your thumb pointing down. I'm going to press down. Resist."

Press down on the wrist.

In all cases the arm will be strong again, perhaps even stronger than the first time. Ask the patient to lower her arm and, when she is ready, describe her experience.

"It's not only the thoughts we think but the images and the memories that we choose to focus on in our mind, which either weaken or strengthen us.

"Finally, (volunteer), what is your least favorite part of a daily task?... Okay, what I want you to say out loud eight or ten times is, 'I hate (this part of the task)! I hate (this part of the task)!'

"Then I'm going to test your arm again."

The participants' arm will once again be weak.

"Now, I know this isn't true, but what I want you to say for the sake of the experiment is, 'I love (this task)! I love (this task)! eight to ten times. Then I'm going to test your arm again."

In almost every case when the participant says, "I love (this task)" the arm is much stronger, and when they say, "I hate (this task)" the arm weakens again.

Now turn to the group and say: "You see whenever you are in a state where you hate something, you weaken yourself and your brains ability to perform well for you.

"If you are feeling and saying to yourself, 'I hate \_\_\_\_\_' you strengthen yourself.

"So when you are doing a task and you are saying 'I hate cleaning up,' you are really weakening your ability to be effective in completing cleaning up.

"If you say, 'I love cleaning up' even though it might not feel true at the time, you are not only strengthening your ability to clean up, but sending a message to the creative mechanism of your mind the directions necessary to even SEE the various resources available to you to be more effective.

"Because your brain has what is known as the Reticular Activating System – RAS. Its job is to help you focus on what you are thinking about so you can see it more clearly.

"If you are saying 'I can't, I can't, I can't' – it not only weakens your body physiologically, it tells your brain to literally close down your ability to SEE anything else, like creative solutions.



“What you can say instead is, ‘There it is, there it is, there it is’ so your brain will open its ability to see beyond the narrow and limited scope of ‘I can’t.’

“Let’s say you have lost your car keys and you keep saying, ‘I can’t find them. I can’t find them. I can’t find them.’ And guess what? Your brain shuts down your ability to SEE much of anything at that point.

“If you go off and relax about it, what happens? When you are no longer stressing about it, all of a sudden you can see them sitting right where you left them and were once looking for them!”

**This is how the creative mechanism of your mind can WORK FOR YOU in finding CREATIVE SOLUTIONS to every problem.**

**About Hating:** “When you say, you hate another person, you are weakening yourself. When you say, ‘I love or I like \_\_\_\_\_’ you strengthen yourself.

“You see, hate weakens and love strengthens —you tend to weaken your body by hating something, which will affect your thinking.

“So, for the rest of this class we are going to monitor ourselves and focus on speaking only those things which are positive—not the negative. Anytime that we have angry feelings or dislikes, but we will consciously choose, to focus on the positive in ourselves and in each other.

“In this way we not only strengthen ourselves, but create a more harmonious and loving environment in which to grow.

Answer any questions the class may have. Then ask the class to acknowledge the volunteer by giving her a warm round of applause. Thank the student for being courageous enough to come to the front of the room to participate.

Acknowledge her contribution to the whole class.

**NOTE:** When the student is receiving applause, monitor to make sure she is letting it in. See that they are making eye contact with the class, and breathing deeply, rather than looking shyly at the floor.

## Class Participation

Ask the class to find a partner, approximately the same height and size they are, and to spread out throughout the room.

Have them decide who will be the Experimenter and who will be the Volunteer for the first round of testing.

Tell them that they will be switching roles after the Volunteer goes through the entire set of tests.

Direct them to conduct the same experiment with each other that you conducted in front of the room. Give the volunteers and experimenters the following rules and instructions...

### Instructions to Volunteers and Experimenters

1. Volunteer: Place your Right arm straight out to your side at shoulder height, parallel to the floor.
2. Make a fist and rotate it so that your thumb is pointing down.
3. Do not raise your shoulder while the Experimenter presses down, as this will defeat the test.
4. Now put your left hand on top of your head **PALM DOWN**.
5. Experimenter: Place your hand on the outside wrist bone of the Right arm of the Volunteer. Now push on the wrist of the volunteer and it should stay very strong. This is your YES. [Don't jerk his/her arm down quickly in an attempt to overpower the other person. This is not a test and runs the risk of straining muscles.]
6. Volunteer: now put your left hand **PALM UP**.
7. Experimenter: push down on the wrist of the Right arm being held out parallel to her body. You will find that the arm is weak. This is your NO.

Now both of you can feel what their "yes" and their "no" feel like energetically.

## Discussion Questions:

How many of you found that your arms weakened with negative thoughts?

How does this affect your ability to listen to what other's may be saying to you?

What have you learned today about yourself through this experience?

How does what you think about yourself impact your ability to acknowledge others and/or give compliments?

How many of you recognize how negative Self Talk can interfere with your ability to concentrate in the office?

How many of you want to start learning how to talk back to your negative self talk in a compassionate way?

As you become aware of negative thoughts you are thinking, you can simply...

## REVERSE & RESTATE

Write down what you catch yourself thinking and believing on the LH side of your notebook.

Then, on the RH side you will REVERSE & RESTATE it in positive terms just like we did while we were Muscle Testing.

When you do this, try writing the exact opposite (REVERSE & RESTATE) of what you put on the LH side of your paper.

NEVER use the word "not" as in "I am NOT bad." Neuropsychology research has observed that the mind does not recognize "not" so your mind sees the statement "I am NOT bad" as "I am bad." Simply say "I am good." So to the mind "don't" literally means "do!"

As you do this, you will see your energy shift, and the more you focus on the RH side of your notebook page the faster and better you will feel physically and emotionally.

If you did this even a single time when you notice yourself feeling down, hurt, scared, weakened, you would be effectively shifting your energy from weak to strong.

There is NOTHING MORE ATTRACTIVE than a person with inner confidence and THIS is where Inner Confidence and Strength begins. Next, we are going to watch a movie that will give you the kind of uplifting, empowering language that will help you re-wire every negative thought that you think repeatedly.

## Presentation Slide #P57 - 72

**Play Movie:** *What I Can Say When I Talk To Myself: My Best Self K-4 & 5-12* versions are embedded in their prospective PowerPoint Presentation Slides and are available for you to download at your dashboard LESSON 4 TAB and MATERIALS Tab.

**\*Program package entitles the school to one “site” license to issue one download of this movie.**

**Activity 2:** Print out and put up - around the classroom - *What I Can Say When I Talk To Myself: My Best Self* mini-posters provided in **Presentation Slides #P58-72**

**Materials needed:** A computer to watch *My Best Self Movie* any time you need it. Students are welcome to design their own colorful mini-posters with these kind of affirming and empowering statements of intention.

These statements of intention help students to THINK differently about themselves and to start managing the negative Inner Self Talk that can be so debilitating and “noisy” that it keeps them from being able to concentrate and learn in class.

## UTILIZE Statements of Intention from *My Best Self Movie*.

**Extended Activity Integration** for those with 40-80 minutes class periods:

### Activity 3: WANTED POSTERS

**Materials Needed:** Construction paper, glue, magic markers and scissors.

On Tuesday, tell students to bring a photo from home of themselves that can be used for today’s activity.

Have a plan in place for those who do not have a photo of themselves. Bring your own camera with access to a color printer. Template for WANTED POSTERS is also provided in **\*Appendix**  
Also: [www.glasscountdown.com/wanted/](http://www.glasscountdown.com/wanted/)

**Intentional Objective:** To enhance each student’s sense of self-worth and help them perceive themselves as being wanted.

**Directions:** Have students make a wanted poster with such information as name, height, weight, hair and eye color, likes, hobbies, special talents and positive personality traits. Post the wanted posters in the classroom. A template can be designed for younger students.



## Presentation Slide #P73

### Activity 4: Creating Magnificent Minds –Recommended for Personal Expansion/Growth

#### What I can say when I talk to myself: 15 Minute Success Journaling

Background: 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 for each participant's ability to see new solutions and ways to learn. This specific kind of writing – daily – will dramatically improve each person's ability to concentrate, wind down and sustain focus for being effective and productive.

- 1) For the first few minutes write about your SUCCESES from the day. Why? Because it immediately puts your energy, attention and focus on "What's good about you"
- 2) Write about anything that is problematic for you. Identifying what exactly is problematic for you in any area of your life is what will to
- 3) Spend the rest of the time writing about your preferences, wishes, dreams and desires about the solutions you would like to see work out positively.

#### UTILIZE Statements of Intention from *My Best Self Movie* Presentation Slides #P58-72

**Activity 5: VICTIM NO MORE** One way to do this is to write these two open ended sentences that move you into solution thinking. **Presentation Slide #P74**

**Part 1:** For a few minutes write about what you are doing right now that is making you a victim.

"If I **were** a victim I would \_\_\_\_\_"

**Part 2:** So if you were to no longer allow yourself to be a victim, what kinds of things would you be doing instead?

Fill in the blank as many times as it takes to get a complete solution for yourself and your situation. You will find out what you need and what you can in fact be doing to remedy whatever is problematic for you.

"If I **weren't** a victim I would \_\_\_\_\_"

This is an excerpt from *Victim No More: Diffusing Bully Behavior* UClick&Play Training:

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

### **\*Note to Educators regarding Daily Student Journaling**

In my classrooms I set it up for the students to entrust me with their notebooks to keep them safe from others. This beginning of the classroom activity is powerful for getting students centered, settled down and their minds ready to learn.

Whether you do this at the start of the day, or at the start of each and every class period if you are a high school teacher, the benefits academically and behaviorally of this activity will astound you.

- 1) First 15-min. of every day 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. 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 bin next to where they teach. To initiate writing, you can have the What I Can Say and 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.

### **Additional Version**

1. Ask students to keep a list at the end of each day of all the academic, social/interpersonal, athletic and domestic successes they enjoyed. Have them list these successes in their journals, and circle those on which they feel are the most enjoyable or significant.
2. Ask students to make their own "Victory Bytes" out of a pocket spiral notebook, in a word form of phone, etc., and have them keep it with them so that they may write down their successes as they occur.' Ask them to commit to keeping the log for at least two weeks. Challenge them to maintain the "Victory Bytes" for the entire quarter or semester.

# Day / Lesson 5



**Make a Difference Week is to be completed either as a Closing Acknowledgment and Recognition Assembly or in the Classroom Summary of the Week:**

**Topic:** Do What's In Front of You To Do! Noticing OPPORTUNITIES that present themselves for YOU to DO something about!

**Intention/Objective:** Daily Kindness Makes a Difference and Going Forward into the Future with a NEW Trend of Acknowledgment Consciousness.

## **Sample Talk:**

"When you think you've got it real bad, the fastest way to the other side of that is to STOP, LOOK, LISTEN to everyone and everything going on around you. WHO needs YOUR assistance, kindness, compassion and/or recognition? 'I' turns into 'we'.

"There is GREATNESS within each of us and what we are capable of is beyond our comprehension--and you have a power within you to open the door to this resource of joy and prosperity. It's available to you and anyone else who truly wants it. It's miraculous really--and so confirming.

"The ONLY problem is that it is easy to get stuck in some kind of negative self talk, that you are less than you really are. That isn't true--YOU MATTER and YOU can determine your destiny by simply getting out there and acknowledging the greatness in others ... because You really do Make A Difference.

"You have Greatness within you and there is plenty for everyone. Like the Eagle, you HAVE in your very own DNA exactly what you need to make your dreams come true with practice, developing your talent, learning what you need to know, perseverance and determination!

"We're going to end this week where we began, with a movie that has an unexpected twist at the end. Being a Difference Maker means getting outside of your own troubles, your own negative self-talk, long enough to NOTICE all that could be going on around you.

"Here's a movie for us all to remember what this week has been all about."

**Play Movie: *The Simple Gesture* Presentation Slide #P75 K-4** (no mention of suicide) & **5-12** Movie Versions (talks about pills and suicide) are embedded in Lesson 5 PowerPoint Presentation Slides and are also available for you to download at your online DASHBOARD MATERIALS: **Educ.PowerofAcknowledgment.com**

**Discussion Questions: Presentation Slide #P76 – 78**

Before this week of making it a point to Acknowledge each other, how likely would you have been to help someone who was pretty invisible like Bill – in *The Simple Gesture* story?

Let's see a show of hands: How many of you would have stopped and helped?

How many would not have stopped and helped anyway stuff?

What's going on for you emotionally when you see someone run and out, stumbling and falling?

Before Make A Difference WEEK, do you think you would have laughed?

What are three things you can take away from a true story like this?

What did you feel when you realized this person was that close to committing suicide?

When you know someone is on the brink, what do you really want to do at that moment?

During this program we learned the power of Acknowledgment to be a Difference Maker.

What responsibility does a Make A Difference "leader's" be, to those who may tell you that you don't have the time or energy to help someone in need?

Our story like this make you want to be a better person – being more attentive to those who may be in need, i.e. Making the time?

Why do you think we saved this Movie for the end of our program?



## Make A Difference WEEK Wrap Up Activities:

Complete all of the week's projects including extended projects like taking the **Acknowledgment Chain** to the front office to be counted with other classroom chains to see just how many people in your community were Acknowledged this week ... and to see which classroom had the most Acknowledgments.

Get all of the written stories up on a bulletin board.

If your students have created a **Video "I Make A Difference" Documentary** ... this is time to show it to the class. If it is not completed, you can also use this time to work on putting it together for a public showing at various places around your community in the upcoming weeks to keep the momentum going forward until day 7! Authentic Acknowledgment is the NEW TREND in your school and community.

If you did **Secret Acknowledger Activity** ... today is the day of the Big Reveal!

### Closing Acknowledgment Ceremony Activity:

After a discussion and RECAP of what insights, stories, and transformations the students have received from Make A Difference week ...

**Each teacher will now Acknowledge each of their students, one-by-one**, for the Difference they make and have made this week, as in keeping with the "Who I Am Makes A Difference" Acknowledgment Story from the Kick-Off Assembly showing of the Acknowledgment Movie.

**Each student will now receive 4 "I Make A Difference" Wristbands. One to keep and wear every day, and 3 to Forward as opportunities present themselves.**

This will be done if the class are in the auditorium for a closing assembly or in the classroom. **This is a time for heartfelt, authentic Acknowledgment from their teacher, just like in the "Who I Am Makes A Difference" Acknowledgment movie.**

[Please Note: If you are a Principal, a PTA/PTO Leader, Counselor or a fellow colleague you must spend at engaging your entire faculty by Acknowledging THEM and how much they matter to these kids; and how much they are NEEDED to make this week a SUCCESS, not only at the school but throughout their COMMUNITY!]

Here's a story that I think illustrates the Power of Acknowledgment beautifully.

Excerpt from **I Am A Teacher** by John Wayne “Jack” Schlatter – available at:

**[www.IAmATeacherMovie.com](http://www.IAmATeacherMovie.com)**

*My brother, Bob Schlatter, was the greatest public school counselor I've ever met. (This truth does not get him off the hook for all the dirty tricks he played on me when we were growing up!) He was a master at using analogies to prove a point. The following is an excerpt from an evening he wrote, called, 'Sliding through the Diploma Factory' and tells about one of his successful encounters with two troubled students.*

### **LUBRICATIONS HELPS**

John loved to race his bike competitively. Every Saturday he could, he entered a race on his bike. When John was referred to his counselor for disrupting class and talking back to the teacher, he was asked, “Why do you hurry home on Thursday and Friday before a race?”

“I shine my bike up and get it all clean,” John responded.

“Is that all?” asked the counselor.

“No,” said John. “I grease the wheels and the chain.”

When asked why, John said, “It makes the bike ride smoother. It goes faster and pumps easier with grease on the wheels and chain.”

Matt, as a hobby, loved to work on cars. He wanted to be a mechanic when he graduated. Indeed, he had a part-time job in a garage after school every day.

Matt was referred for being argumentative with his teacher. His counselor asked him, “Do you put oil in your car's engine?” Matt looked at the counselor as though looking at an idiot. “Of course,” he shot back contemptuously, “the oil cuts down on the friction. Without oil, the friction would make the motor too hot. The cylinders would swell. The motor would burn up...you've GOT to have oil!”

When John was asked if a little 'grease' would make his history class run smoother, and when Matt was asked if a little 'oil' would cut down on the friction in his class, both boys understood immediately. Friction between a teacher and a pupil causes heat. The heat causes anger, loss of temper, loss of control, loss of understanding.

Matt became interested in attention-getting techniques. He found that he could pay better attention if he observed the teacher. What did he wear? What mannerisms did he repeat? What section of the class did the teacher watch? With which faces did the teacher make eye contact most often?

After a month, Matt realized that the teacher wore one pair of slacks each week at all time. He would wear a brown pair for a week, then a gray pair for a week. One Monday, the teacher wore a pair of slacks Matt hadn't seen before.

"Hey, Mr. Scharfin, are those slacks new?" asked Matt on the second day of class. "They really look good on you."

The teacher wore the same slacks for two more days, and Matt said nothing, but he noticed that Mr. Scharfin caught his eye more often for those two days. Each time the teacher looked at Matt, Matt would cast a glance at the slacks. On Thursday, the teacher changed slacks, wearing a checkered pair. In class, Matt pointed at the pants and said, "Sharp threads, Mr. Scharfin."

This time, the teacher said, "Thank you, Matt."

For two weeks, Matt complimented the teacher on any change of his attire. After two weeks, Matt noticed a strange phenomenon...Mr. Scharfin was wearing a different pair of slacks every day. His entire grooming habits began to improve. Moreover, Matt's face was one of the few where he made contact more often than before. Also, Mr. Scharfin started to put forth more easily in his teaching.

To point out most definitely that all of his compliments were sincere. Matt had just put a little more oil in the crankcase to the benefit of both the teacher and the student.

YOU are the leader of your own life. Begin now by LEADING by the example of Acknowledgment.

We have reached out into our classroom, our entire school and into our entire community. Is there more we can do?

#### Presentation Slide #P77

#### Closing: Star Thrower Story

Inspired by the writing of Loren Eiseley

One day a man was walking along the beach when he noticed a figure in the distance.

As he got closer, he realized the figure was that of a boy picking something up and gently throwing it into the ocean.

Approaching the boy, he asked, "What are you doing?"

The youth replied, "Throwing starfish into the ocean. The sun is up and the tide is going out. If I don't throw them in, they'll die."

"Son," the man said, "don't you realize there are miles and miles of beach and thousands of starfish?"

You can't possibly make a difference!"

After listening politely, the boy bent down, picked up another starfish, and threw it into the surf.

Then, smiling at the man, he said, "I made a difference for that one."





## The Power of One

I am only one,  
but still I am one;  
I cannot do everything,  
but still I can do something;  
and because I cannot do everything,  
I will not refuse to do something  
I can do.

—Edward Everett Hale

NOTES

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# PARENTS NIGHT



**Parents Night – Thursday Night of THIS WEEK or of the following week so that all projects and activities are completed and up for display.**

**Auditorium: Recap the Week's Events**

**Play *Acknowledgment Movie*** and conduct Acknowledgment Ceremony with parents and their children, acknowledging them with an Acknowledgment Wristband and/or Acknowledgment Sticker.

By this time, the students will have had several days of practice and they should be able to find the words to acknowledge their parents and give them a “I Make A Difference” sticker.

**Play *Because You Loved Me*** by Celine Dion

<http://www.youtube.com/watch?v=9CkKuA86Mis>

**Excuse Parents and Students to go to the classrooms:**

Teachers will have the student projects and activities posted throughout the classroom.

Divide students and parents into teams to share what they've learned for the week.

This is a great time to show the students' Video Documentaries of Make A Difference week.

Give parents the opportunity to ask questions and offer their own insights on how their child has been impacted by the Make A Difference Week's activities.

NOTES

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# Make A Difference MONTH



## How Make A Difference WEEK became Make a Difference WEEK & MONTH

As I was writing this curriculum, I received an email from a Career Development teacher/counselor, Donald Leo from Proctor HS Health Careers Exploration Program, Utica, NY.

He wrote: "I am an inner city school instructor looking for resources for our career counseling program. If you have any resources we can have to motivate our 125 students in 9th - 12th grades, I would welcome your ideas. I have purchased your Educators Package video kit already, and I am excited to see what you have developed in the future. Based on your previous work I can't wait. Please advise as to your recommendation."

**The reason for the success of ALL the students in my classes was largely due to three things:**

**1)** my attitudinal energy toward them; seeing them as capable no matter what behaviors they were coming in with initially, **2)** my insistence on treating each other with civility and consideration, creating a caring and compassionate learning community while in my classroom, and **3)** constantly bridging the gap between what they were learning in the required subjects to their present dreams and expanding their vision to the future.

We still have an epidemic of young people looking for LOVE in all the wrong places, as I've mentioned before. Needing love so deeply that they are emotionally unavailable for staying focused on classroom learning.

The MOST important thing educators and parents can bring to the table is skill in acknowledging and encouraging students to tap into their GREATNESS through succeeding at the things they LOVE the most. This is the ZONE where time does not exist because they feel a purpose and a passion, and THAT is when their CUPS BEGIN TO GET FILLED and there is NO BOTTOM. When you have filled emotional cups, you have phenomenally productive students.

These next three weeks are about beginning to DIS-COVER their life's purpose, passion, gifts and talents: what they LOVE and how it will help them to start setting achievable GOALS right NOW!

# Week 2 / Lesson 6

**Topic: What is Your Dream? Make A Difference with your Dreams**

**Video: The Power of the Made Up Mind :** [www.makeadifference.com/MarySpeaks-1.html](http://www.makeadifference.com/MarySpeaks-1.html)

**Video: The COURAGE to Make A Difference by sticking with your dreams** [http://www.youtube.com/watch\\_popup?v=hN8CKwdosjE](http://www.youtube.com/watch_popup?v=hN8CKwdosjE)

*"I am willing to know what I **really** want."*

**Quote:**

"It's the little things that make the big things possible." --John D. Marriott

**Intention/Objective:**

To DIS-COVER (uncover) your Dream(s). We will ...Decide what we really want. We will BEGIN WITH THE END IN MIND. Sometimes, when we have dreams they seem so far out there that they don't seem possible.

That is merely your logical brain trying to tell you.

There are more things possible in your life than you have ever imagined.

We let other people tell us what's possible, when we can derive great resolve from the power of our made up minds and KNOW "WHY."

So, maybe it is time for you to think about something special you would really like to be, do or have.

You may not know just how to make that happen, but I'll share this one exciting thought with you. A whole bunch of little things add up to one really big thing.

So close your eyes and see what you really want and then take that first tiny step – then another. And another.

Next thing you know, you'll see your dream(s) come true.

This week, we are going to intentionally spend time day-dreaming about what we'd liked to be, do and have.

Day dreaming is all about trying on different professions, experiences we'd like to have, money we'd like to spend, relationships we see ourselves in, until we find the "fit" that's right for each and every one of us.

As we day-dream, we are shifting from one dream to the next, to the next to the next. We like getting our eyes tested by an ophthalmologist, with each click of the glass disc in the testing machine – the machine called a *slit lamp phoropter* – we are beginning to see the world with greater and greater degrees of visual acuity, and to know with more certainty what is ours to be, do and have.

**Materials needed:** Notebook and pen

**Time allotment:** 10-15 minutes;

**Activity 1:** Day Dreaming about what I would LOVE to be doing and being.

We begin this Week's exploration with Day Dreaming. This is a writing assignment to see what the students' FIRST RESPONSES are.

**What would I LOVE to be doing if:**

- 1) I could not fail,
- 2) there was plenty of time
- 3) and money

Give them a few minutes to write what comes immediately to mind. Have them pair up and share their answers with someone sitting next or near to them.

Open a brief Class Discussion about what they discovered about themselves before moving on to Activity 2.

## Activity 2: Twenty Things I Love to Do.

**Materials needed:** Print out **\*Handout** called **Twenty Things I Love to Do**.

**Time allotment:** 25-40 minutes;

### TWENTY THINGS I LOVE TO DO

The Twenty Things List gives students an opportunity to focus on activities they enjoy. By doing so, they can also begin to understand what they value and what their priorities are.

#### Intention/Objective

- To identify and share some of our most important priorities and values as they relate to our Dream Career and life's goals.

#### Benefits to the Teacher

- Creates a positive atmosphere in the classroom
- Creates a closeness between students by sharing common desires

#### Benefits to Students

- Creates closeness with other students and promotes team sharing
- Begins the process of **researching their Future Dream Careers**

#### Directions Part 1:

Explain that this exercise is designed to help students focus on the activities which they enjoy. Make sure students understand that the most enjoyable interests are also a reflection of values, and that by analyzing what we like to do we are examining our priorities.

Have each student fill out the "Twenty Things I Love to Do" list by recording twenty of his/her favorite pastimes and activities.

When all students have finished their lists, have them indicate, beside each activity, whether they like to do the particular activity alone or with people by marking an **"A" or a "P" in the first column** of each activity.

If an activity will cost more than \$5 every time they did it, have them indicate this by marking a **"\$" in the second column**.

Have students indicate whether they like to do the activity indoors or outdoors by placing a **"I" or "O" beside the item**.

Finally, students **indicate how long it has been** since they engaged in each activity (i.e., one day, one week, two months, one year, etc.)



When students have finished answering the questions, ask them to form triads and to share what they have written with their group of three.

During this sharing, especially with a class of younger students, the teacher might walk from triad to triad, helping the students distinguish patterns or constraints in the lists they have made.

It is not unusual for a student to list an enjoyable activity only to find upon reflection that he has not engaged in it for a long time. Be sensitive to this possibility and encourage students to follow through and to act upon their insights.

After students have finished sharing their lists in groups of three, have them complete the following unfinished sentences on the bottom of their lists:

1. By filling out and discussing my list, I learned that I
2. I was happy to see that....
3. I see that I need to ...

#### **Discussion:**

What do you find yourself longing for?

What is your discontent?

What fills your cup and makes you feel good about yourself?

What do you do each day that you love doing?

What is the problem that's on your mind?

#### **Something to Think About:**

Everything created happens twice: first in the mind through ideas, wants, needs and solutions to problems, and second it is then created in form. A house, a bridge, a book, a drawing, a song, a car...

### Directions Part 2 for Week Long Group Activity:

Now that each student has identified **the 20 Things I Love To Do**, the next step of this journey is to determine common predominant interests and form groups of 2-3 people per interest.

### Examples:

A group of students who love to play video games and are designing their own programs on their own time. They would make a predominant interests group.

A group of students who love performing or creative arts.

A group of students who love socializing on Facebook or other social media sites.

A group of students who love fashion design, make-up and hair style.

A group of students who love to playing sports and competing and want to be a pro.

A group of students who love skateboarding or tinkering with automobiles.

There just needs to be **1-2 common threads** in their **Things I Love** to make a group. Then they will assist each other's research on ALL of the other **Things I Love** until everyone has found at least one career possibility in their **20 Things I Love**!

### Group Week Long Activity:

Each group will research and find at least one career possibility and/or choice per **20 Things I Love** – the more Career, Jobs, Professions they can find per thing I Love, the better. **They will then list the Pluses and Minuses to each**

In some cases, they will need to GET CREATIVE in figuring out how they can make a living at what they LOVE. THIS is Exactly what Entrepreneurs do!

At the end of the week, Friday each group will share their findings on each of their **Things I Love** with the Class. Their presentations can include photos, collages and any visual demonstrations that you would have the students undertake. **The MORE VISUALs the BETTER.**

Post ALL of the findings on the Bulletin board to remain up through the rest of the month's Dream Building activities.

### Conclusion:

The students' life's Career choices will have something to do with a combination of the **Things I Love**. They can treat this like a treasure hunt. The treasure? Putting the pieces of their puzzle together to determine the perfect fit and feel for what they want to build their life's dream around.

**HAVE FUN WITH THIS!**

# Week 3 / Lesson 7

## Topic: **Make Your Own LUCK!**

Taking Your Power Back by utilizing the Creative Mechanism of our Minds to build our dreams; **Begin with Visioning the End in mind.** Begin where you are; create your vision and then start setting action-step and goals.

Video: [www.makeadifference.com/Mary\\_KATU\\_1.html](http://www.makeadifference.com/Mary_KATU_1.html)

**Intention/Objective:** To teach the importance of deliberate visualization to move you through self-sabotage on the way to your dreams. Last week, you got in touch with your dreams through your Top 20 Favorite Things You Love to Do. As soon as you start researching your Dream Career from this list, you may think that what you want is not possible, you are not good enough or talented enough. If there is a pull in you that won't leave you alone about your gift and talent, then it's your dream. What you want, wants you. So, let's own it and go forward into creating a Clear and Specific Vision for your Dream.

### Story: **THE MUSIC IS WITHIN YOU**

In the 1800s, Niccolò Paganini was a famous violinist and composer. And his dream was to play to a packed opera house in which the audience would jump to its feet with a resounding ovation. And then, that evening came. It was time for his solo. But as the musician began to draw his bow, he felt terror and sickness in his stomach as he suddenly realized that he had grabbed the wrong violin, a far inferior one. And then deep inside himself he heard, "Play with what you've got." And so he drew back his bow and he began to play. He asked that, with this instrument, something might happen that would make a difference for the gift of music.

As Paganini finished what he had, the audience rose with ovation after ovation after ovation. Later he said, "Before tonight, I always thought the music came from my violin. Tonight I realized the music *comes from me.*"

Once we have thought that the approval of our talent must come from the world, when the truth is the *approval of our own talent must come through us*, from that place in us where authentic power resides. The music is within you. Your only job, then, is to allow it to flow from you.

**Doing our homework is about much more than just homework. It is our willingness to build a foundation for a broad knowledge base.**

This broad knowledge base prepares us to “stick with” whatever is going to be required of us, to dig deep inside to make our dreams come true. No matter what those dreams are.

The most valuable lesson learned in school is *learning how to learn*. No matter what you do in life, learning something new will be involved.

To have any level of success in life you’ve GOT TO KNOW YOUR WHY, so you know what you’re doing.

Understanding how our brains work, and how to work them best, is very important to success.

Take the dream and visualize it from the beginning, middle and end. Then put some action to it by finding someone who has already accomplished it and study them and what they did. These people can become your Mentors by simply studying them from near or afar.

Study them: To build a house, what would you need to learn first? \_\_\_\_\_

Take responsibility for your dreams... one dream at a time... one leg of the dream at a time.

Imagine if everyone would say, my life is my responsibility.

I am the CEO of my personal service organization and I am agreeing to everything that I work for to create my livelihood.

So you don't blame your parents, your teachers, your doctor; you don't blame your circumstances. You say, "I take responsibility for myself and the choices I am making each and every day, being where I am and doing what I am doing."

**Statement of Intention:**

I've decided that I am going to take complete,  
ultimate responsibility for my life.

I am not ever again going to blame somebody else for where I am,  
for how I'm feeling, or for what's happening to me.



## VISUALIZATION

At the University of Chicago, a number of students were divided into three test groups. First, they were tested for proficiency at throwing basketballs through a hoop. Then, the first group of students was told to go home and forget all about the test. The second group was told to come back to the gym one hour a day for thirty days and practice shooting baskets. The third group was told to find a quiet place at home where, one hour a day for thirty days, they were to imagine themselves successfully throwing baskets through the hoop. At the end of thirty days, the students were assembled again in the gym for retesting. The first group, as expected, showed no change in their shooting ability. The second group, after thirty hours of practice, showed an improvement of 24 percent. Obviously practice does improve one's skills. However, the group who had not touched a basketball but had imagined themselves shooting baskets showed a 23 percent increase in proficiency! Their improvement nearly equaled those who had physically practiced every day.

## NASA

According to Dr. Charles A. Garfield, a former NASA (National Aeronautics and Space Administration) researcher and current president of the Performance Sciences Training Institute in Berkeley, California, the Soviets have extensively researched the relationship between imagery and physical performance. In one study, some world-class Soviet athletes were divided into four groups. The first group spent 100% of their training time in physical training. The second spent 75% of their time physically training and 25% of their time visualizing the exact movements and accomplishments they wanted to achieve in their sport. The third spent 50% of their time physically training and 50% visualizing, and the fourth spent 25% physically training, 75% visualizing. Unbelievably, at the 1980 Winter Olympics in Lake Placid, NY, the fourth group showed the greatest improvement in performance, followed by groups three, two, and one in that order.

## EXPECTATION

Numerous studies conducted all over 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 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 clues to others as to how far they had marched. 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.*

- Excerpts taken from *Holographic Universe* by Michael Talbot.

## Conclusion:

*“When we focus on the big questions, the really BIG questions, we are challenging our brains to think outside the box, and this causes the structure of our neurons to change, particularly in our frontal lobes, that part of the brain that controls logic, reason, language, consciousness, and compassion.”*

- Dr. Andrew Newberg, neuroscientist at the University of Pennsylvania

## Extending Activity Integration to fill 50-80 minutes

### Week Long Activity 2: DREAM VISION BOARDS

**Materials needed:** The Friday before, send a note home asking parents for their magazines. You will need a lot of Magazines from home that are OK to cut. These are endless sources of free pictures for Vision Boards. Magazines of every conceivable kind, your photos, advertisement fliers, the Internet – you can print off pictures of absolutely anything or pay small fees at sites like: **Photo.com**

If a person is artistic – you have ‘free’ pictures at the tip of their pencils. All students will need great photos of themselves. Poster board, sharp pens, glue, scissors for each student to create their Dream Vision Board.

\*Read **10 Benefits of Visualization and the Importance of Visualization Appendix.**

### Vision Boards

It is a good idea to just step back for a moment. Sit relaxed, even with some lovely music, and daydream a bit. What do you really want? Not what do you think is possible for you to get. If you could have anything you want – what would it be?

“Most of us have not allowed ourselves to want what we truly want, because we can’t see how it’s going to happen. Decide what you want. Believe you can have it. Believe you deserve it. Believe it’s possible for you. And then, close your eyes every day for ten to fifteen minutes and picture having what you already want and feeling the feelings of already having it. Come out of bed and focus on what you’re grateful for already and really enjoy it. And then match your actions to your goals, one step, one day at a time.”

-Jack Canfield, *Chicken Soup for the Soul* series

Having a Vision Board of those things you really want is the same as visualizing in your mind.

As you sit and relax, images may come into your head of fantastic things and experiences that you would love. Make your Vision Board about those.

## **Creating Vision Boards**

### **Step 1**

Consider the various areas of your life that you would like to have dreams and goals for. These can be:

- your living space/house • relationships • travel • lifestyle – such as clothes, jewelry, music/camera equipment, car • education • health and fitness • career

### **Step 2**

Tear from your magazines, brochures, the Internet etc, all the pictures that inspire you. Don't stick them to your Vision Board yet. Even cut out words and phrases that you could use on your Board. Once you have collected a great pile of inspiring pictures, now is the time to move to the next step.

### **Step 3**

Place your personal fantastic photo in the center of your Vision Board. Glue it in place.

### **Step 4**

Sort your pictures and lay your favorites on the Board. You won't use all of them, so now is the time to discard those that don't seem as important now that you're getting down to the nitty-gritty. Use your intuition to sort your pictures. Consider the topics above; which are most important at this time?

### **Step 5**

Now glue your pictures and words to your board. Some people get quite fanciful and artistic – with paint and glitter. It depends on your personality doesn't it?

### **Step 6**

Hang your Vision Board in a prominent place, where you will see it many times a day if possible.

## More Vision Board Ideas

### One Goal Boards

You can create a Vision Board for a single goal. Perhaps you have a very clear idea of exactly what you want here.

Let's say it is your 'New Dress/Tux' for prom or 'Making the team.' Your Vision Board would have all sorts of specific details and pictures about the project. This is a great way to focus strongly on a single goal. You can search for the precise pictures of what you want to create for yourself here.

### Event Vision Boards

Vision Boarding is a perfect planning tool for events which you want to happen. A goal could be for travel, winning a part or position from tryouts – 'My Making the Home Roll' or perhaps 'My Winning Team Championship' or 'My Fundraiser for a Great Cause.'

Just have fun getting all the elements together of the things you want to take place for these events; glue them to your Vision Board, and enjoy the outcome.

Some of your ideas may seem too far-fetched at first, but when you look at them daily, they become more possible, and ideas jump into your head of how to make them happen. That's how a Vision Board works.

### Open to Opportunity Boards

What if you don't really know what you want? Perhaps you have been having a 'down' time, a bit depressed; perhaps the ending of a relationship has left you feeling a bit 'lost at sea.' You know you want things to change but don't know how to do this, and perhaps you have a sort of feeling of what you want.

As you are looking through your magazines etc, just clip the pictures you like, that just jump out at you. As you go through them out, ask yourself – 'why is this good?' You may be surprised at the answers you find and go back.

You start to develop some clearer desires and goals. Even if you can't immediately get an answer, if you still love the picture, include it on your Vision Board. It will present some happy visions and ideas may come to you.

Make sure you have that gorgeous photo of yourself smiling from the center of the Board.



## Dreams and Goals Change

Your dreams and goals aren't all set in concrete, you know. Life changes.

After some time, you may cease to want something that you were once absolutely passionate about getting. Events change things; we see things in different ways.

What inspired us twelve months ago may not seem so exciting now.

It is a good idea to make a new Vision Board each year. People often do this as a New Year's project – kind of like New Year's Resolutions, only with much more intention and focus than the good old resolutions!

If you are actually sitting down and doing something about getting your dreams onto paper, they have a much better chance of coming to fruition as you focus on them daily. In fact it is very interesting to look at yourself through your Vision Board, after a year.

You will find that in some areas you are still just as keen to achieve, even more so; others have become less important, or not even on your radar anymore.

The exciting thing is to notice where you have reached your goals – or even better – and it is time for a new dream or goal, perhaps even more ambitious than before. Visualizing works. \*see Appendix

## Relationships Vision Boards

Happy, healthy, emotionally available, loving, compassionate family, friends, life partners, social groups that can help.

Getting married, having children, growing old together, happily.

Activities

Hobbies

Vacationing to places throughout the world.



### Activity 3: Creating Vision Books and Vision Flash Movies

**Vision Book.** A Vision Book or a Goal Book can be a useful alternative or adjunct to a Vision Board. If you travel a lot, or perhaps live in shared housing where you don't want your Vision Board up for all to see, a Vision Book can be the perfect solution.

From an Art Supplies Store, purchase a large sketch book, with beautiful paper. It feels like a treasure. Keep the first two pages for an index, then use a double page spread for each goal you want to reach.

Over time you can add to your book as goals are achieved or become larger. It's easy to look back at your achievements.

Because the largest percentage of students today are technologically savvy. They can certainly take their physical Vision Boards and turn them into digital Vision Books by going to websites like: **ShutterFly.com** and **Lulu.com** to upload photos and create books.

#### **FUNdraisers**

Creating books from your School's Make A Difference Week & Month from all of the amazing stories and photos of Acknowledgments throughout the hallways out the doors into your community would make a GREAT FUNdraiser for a need that your school has.

If this is something your class could love to undertake, you will want a larger publishing house than the ones mentioned above. For a fundraiser you will want to PRE-SELL your books.

The first step is to make the books, get 10 printed from the print on demand sites mentioned above to have samples to show them out to the businesses and organizations in your community to get PRE-PUBLISHED orders for your Fundraiser.

Then go to our printer and ask for quotes of 1000 or more at: **Friesens.com** – you will get great printing and pricing from them.

**Vision Flash Movies.** When we started creating flash online movies, we simply went out and purchased *Flash For Dummies* at: [dummies.com](http://dummies.com).

# Week 4 / Lesson 8

**Topic:** Goal Getting and how students can start going forward with Goal Setting.

**Video:** [www.makeadifference.com/Mary\\_KATU\\_2.html](http://www.makeadifference.com/Mary_KATU_2.html)

**Quote:** "Setting goals is the first step in turning the invisible into the visible." -T Robbins

**Intention/Objective:** Students will integrate the steps to Goal Setting to successfully Accomplish their Dreams.

How do you eat an elephant? One bite at a time. Similarly, dreams need to be broken down into smaller bite size projects with action steps that can be accomplished one week or one month at a time so you can see and measure your progress to keep your passion ignited. Through the self-exploration activity below, students will learn to coach themselves in understanding that they do have the ability to accomplish great things as they discover the Power of their WHY – BEFORE determining their action steps.

By this last week in Making A Difference by pursuing our dreams, it is easy to get into overwhelm from wondering "how" ... There is nothing more empowering than writing down our dreams and desires to get us settled down before we begin the journey, no matter what size the dream or desire is.

**Materials needed:** Notebook paper

**Time allotment:** 25 - 50 minutes

**Activity:** Write out your personal answers to each. Then, team up with a person sitting next or near to you and discuss what you discovered about yourself.

## 7 Step Process for "Goal Getting" in Area \*Handouts

Goal / Area: \_\_\_\_\_

1. How it is that your goal being accomplished.
2. What do I want to eliminate from my life?
3. What do I desire out of my goal?
4. Why do I think I can't have what I desire from my goal?
5. Why do I want what I want?
6. What should I have it?
7. What do I need to change about me, or my thinking, in order to go forward and make progress?

## Discussion:

After everyone has had time to discuss their findings with a partner, open up entire class discussions to find out what they are learning about taking personal responsibility toward their dreams.

As you answered each of the seven steps toward Goal Getting, what did you become aware of as far as your energy was concerned?

As you worked your way through each step, did you notice yourself feeling more and more empowered?

Did you feel your energy improving or getting worse?

If your energy was getting depleted, were you worrying about “how?”

How did you feel after you answered the last one?

Energy better or worse?

Why?

Worrying about the “how” always depletes our energy. The antidote is to simply start breaking down the steps to your dream into bite size pieces. Think in terms of project-by-project, rather than the whole mountain.

If you were to ask experts to select the **#1 key to success**, most would say ***clearly defined goals***.

Without goals, your dreams will not become a reality. Your life will not go according to plan if you don't have a plan.

A goal is like opening a combination lock. You need the correct numbers in the correct order, left, right sequence. There are thousands of possible combinations; and if you are aware of the settings but not the sequence, your efforts will prove futile.

You may have heard about a study of alumni 10 years out of Harvard. An astonishing eighty three percent left with their degrees and had no goals at all.

Fourteen percent had well-defined, specific objectives for themselves, but they never wrote them down.

The group with goals earned an average of three times the income of the group without them.

Now the blow away: The remaining three percent of graduates who had specific goals and wrote them down, earned an average of 10 times what the 83 percent group.

It's a story that's been circulating in the personal development community, so long that it's become something of an urban legend.

Regardless, it certainly makes a point that **setting goals honed our focus, gives us direction, and makes it far more likely that we'll actually live the life of our dreams, rather than just drift along on whatever whim our circumstances present.**

This goal-setting principle is true for all of us--not just those who go to Harvard.

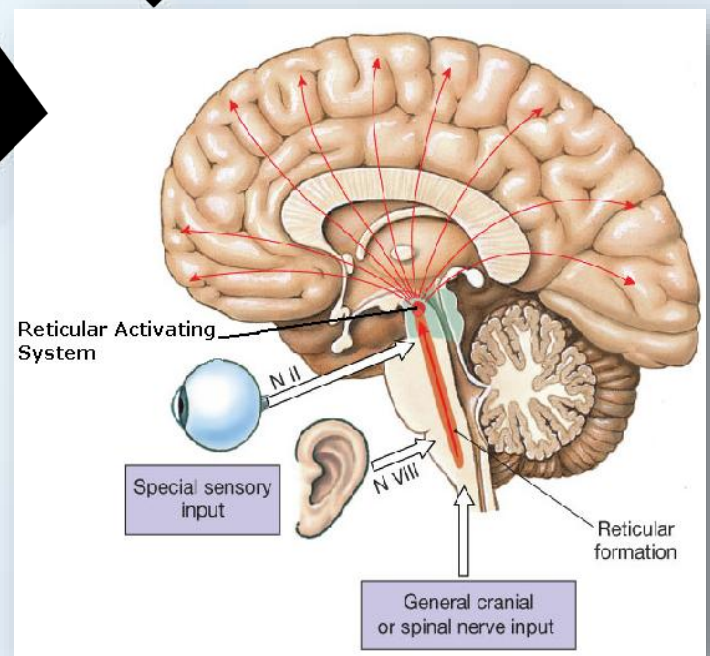
You have the chance right now to multiply your earning power, not to mention your ability to create anything else in your life that you desire.

Today we know that a couple of things happen when you write your goals down.

When you write your goals in clear, precise terms, you activate your reticular activating system.

This powerful tool filters out all the distractions and information you don't want.

By eliminating the unnecessary 98 percent—including all the information that tries to get your attention every moment of every day through billboards, TV, radio and the Internet—you zero in on the important 2 percent and become absolutely mega-productive.



**There are opportunities around you right now to solve every challenge you have, but you may not see them until you condition your brain to look for, accept, and apply them in your life.**

Your brain is connected to powerful forces you cannot see, which scientists call the quantum field.

We exist in two regions, but we're really only taught to play in one: the world we can see, hear, smell, taste and touch.

As soon as you know clearly and specifically what you want to create, you start working the laws of quantum physics and the creative mechanism of the brain and you get the solutions to problems WHEN you put your focus in that direction.

Setting goals is not about hard work. It's about setting up your brain and behaviors to be in alignment with your goals.

Just thinking, speaking and acting in ways consistent with your stated goals will put you on a path to success.

Your thoughts, words and actions must match what you say you want.

**High achievers are not ten to twenty times more intelligent than other people;** their power comes from the methods, resources and focus they use.

By setting clear goals and working them down, they've set their brains to achieve those goals.

How it happens is absolutely mind-blowing and beautiful to observe.

So let's begin... Set...



## GOAL SETTING

In order to develop a full feeling of competence and self-worth, one needs to have the experience of setting and achieving goals that you can do on a project by project basis AND that you can believe in.

### Directions

Ask the students to decide on five goals that they are willing to commit to achieving in the next four weeks. They are to decide on, write down and commit to five specific, measurable goals--one in each of the following categories:

1. Personal (losing weight, improving grades, studying, sports, music, risk-taking, etc.)
2. Family (time spent, helping someone, better communication, giving a gift, etc.).
3. School (contributing something, influencing someone, sending a letter to the school newspaper, joining a club, going to a game, etc.)
4. Community (contributing something, helping someone, making a difference, feeding the hungry, contributing to the needy, fixing something, etc.)
5. National (making a difference in the world, writing a letter, working for peace, ecology, ending hunger, fighting pollution, influencing a politician, etc.)

To set effective goals, it is important to observe the following guidelines. A goal must be:

#### 1. Conceivable

You must be able to conceptualize the goal so that it is understandable and then be able to identify clearly the first step or two would be.

#### 2 Believable

In addition to being consistent with your personal value system, you must believe you can reach your goal. This goes back to the need to have a positive, affirmative feeling about one's self. Keep in mind that few people can believe a goal that they have never seen achieved by someone else. This has serious implications for goal-setting in economically or culturally deprived areas.

### 3. Achievable

The goals you set must be accomplishable with your given strengths and abilities. For example, if you were a rather obese 45-year-old, it would be foolish for you to set the goal of running a four-minute mile in the next six weeks. That simply would not be achievable.

### 4. Controllable

If your goal includes the involvement of anyone else, you should first obtain the permission of the other person or persons involved; or the goal may be stated as an invitation.

For example, if your goal were to take your girlfriend or boyfriend to a movie on a Friday night, the goal would not be acceptable as stated because it involves the permission of the one or she might turn you down, which you cannot control.

However, if you said your goal was merely to invite your friend to the movie, it would be controllable.

### 5. Measurable

Your goal must be stated so that it is measurable in time or quantity.

For example, suppose your goal was to write your term paper this week. You would specify your goal by saying, "I am going to write my term paper by 3:00 p.m. next Monday." That way, the goal can be measured; and when Monday comes, you know whether or not you have achieved it.

### 6. Desirable

Your goal should be something you really want to be, do or have. Whatever your ambition, it should be one that you want to fulfill, rather than something you feel you should do.

If you have an assigned deadline, for example, getting it done just in time is the minimum requirement; but setting a goal to complete the task ahead of time is a worthy and desirable goal.

We must be aware that there are many things in life a person has to do, but if he is to be highly motivated, he must commit a substantial percentage of his time to doing things he wants to do in addition to those things he has to do. In other words, there should be a balance in life, but the "want" factor is vital to changing one's style of being and living.

## 7. Stated with No Alternative

You should set one goal at a time.

Research has shown that a person who says she wants to do one thing or another—giving herself an alternative—seldom gets beyond the "or." She does neither.

This does not imply inflexibility.

Flexibility in action implies an ability to be able to make a judgment that something that is involved in is either inappropriate, unnecessary, or the result of a bad decision.

Even though you may set out for one goal, you can stop at any time and drop it for a new one.

But when you do find the need to change, you again state your goal without an alternative.

## 8. Growth-Facilitating

Your goal should never be destructive to yourself, to others, or to society.

A student recently set a goal to break off his antennae before 9:00 a.m. the next day.

The goal was certainly believable, achievable, measurable, and so forth.

Obviously such a goal cannot be achieved.

If a student is setting potentially destructive goals, an effort to encourage him to consider a different goal should be made.

Adapted from *Self Esteem in the Classroom*, Jack Canfield (Santa Barbara, CA: Self-Esteem Seminars, 1986) , p. 165.

## Activity : GOAL PROFILES

Have each student make a profile of himself. In an individual conference with the student, mutually set learning or behavioral goals.

The student records these on his profile. After a designated period of time, the student also records his accomplishments.

You have several choices on the profile.

The simplest way is to make two photocopy masters—one of a girl's profile and one of a boy's.

Then use the appropriate one for each student.

A more individualized way is to actually make a silhouette of each student's face.

Take a lamp without a lampshade or a floodlight or spotlight and aim it toward a wall and trace the shadow of the student's head.

You will need a large piece of art paper to do this way.

The results, however, are well worth the effort required for this.

With younger kids, write in goals and accomplishments for them.

It is especially fruitful to have students take the profiles home to show their parents.

They can also be used for parent visitation days. The profiles help children to answer their parents' questions like "What did you learn in school today?"

Adapted from *Change for Children: Ideas and Activities for Individualizing Learning* by Sandra Kaplan, Judith Butom Kaplan, Sheila Kunishima Madsen and Bette K. Taylor. (Pacific Palisades, CA: Goodyear Publishing Co., Inc., 1973), p. 160.

## **Activity: THE GOAL POST**

**Intention/Objective:** To support students in setting and achieving their Goals. To provide recognition and reinforcement for goal achievement

### **Directions:**

Decorate the bulletin board in the form of a football goalpost. Each day allow time for the students who would like to set a goal to record them on 3 x 5 index cards and post them on the bulletin board below the crossbar of the goalpost. If time permits, you may wish to have the class cut the index cards into the shape of footballs.

On the following day, ask all those who completed their goals to move their goal card above the crossbar and to share their goal and how they completed it with the class.

This provides the goal-achievers with the attention of their peers as a reinforcement to their action.

**Explain AHEAD of time that ...** those who did not complete their goals will need to wait until they do accomplish them to share with the class.

Encourage them to get out of their comfort zones and **ASK** for whatever assistance they need from those who can provide assistance so they **CAN ACHIEVE** their goals and get to share.

You **WILL** want to assist those who have set difficult goals to **set an intention** of smaller steps toward the bigger goal, **so they can achieve success.**

Get in there and find out what internal Self Talk dialogue is freezing them up about.

This is a powerful and important exercise in that it makes explicit accomplishments that are often overlooked.

It also helps students focus on the development of their **INTENTION**. Another positive by-product is often improved home relationships.

For example, one third-grade girl began to set goals like clearing the table without being asked, having to do the dishes, taking out the garbage, cleaning her room, etc. A week later her amazed mother called her teacher and wanted to know what had happened.



## Your Power Source

You know that you are here to Make A Difference, to actualize your talent, and that you are about the business of doing that “something” and giving the gifts of your talent.

*Authentic power means to use your power.* Get excited about your power to bring ease into your life and the lives of those you touch. Know that what you are doing teaches others to do the same.

***A whole world full of electricity will not light a house unless the house itself is prepared to receive that electricity.***

This is the importance of authentic power. Authentic power is your “light switch.” It is your prepared place to *receive* the electricity to light up any dark corner of your world.

### Quote:

“If we try turning on an electric iron and it does not work, we look to the wiring of the iron, the cord, or the house. We do not stand in dismay before the iron and cry, ‘Oh, electricity, please come into my iron and make it work.’ We realize that while the whole world is full of that mysterious power we call electricity, only a small amount that flows through the wiring of the iron will make the iron work for us.” — Thomas Edison

**Materials needed:** \*Handouts OC/CO

**Time allotment:** 25-30 minutes

**Activity:** Taking Your Power Back to Build Your Dreams with OC/CO

**Directions:** By now, we have all experienced problems with finding the ways to make their dreams come about. We must be willing to **CREATIVELY SOLVE PROBLEMS** and not allow ourselves wasted time being negative, blaming others or thinking certain problems are impossible.

The creative mechanism of your mind needs your direction in order to access the creative solutions that it is designed to find for you.

### **Activity: Filling My Cup!**

Give each student a paper cup and a piece of paper that they can cut and put strips into their cup.

**They make a list of all the ways they like to fill their own cup when they are upset, angry, hurt, depressed, unhappy, lost, scared:**

#### **Examples:**

Call a friend, take a walk, go for a run, turn on the TV to escape; Xbox, Wii, eat chips, ice cream, French fries, any kind of food, drugs, alcohol, sex, gossip about others, find someone smaller to pick on, find someone to help out, etc.

**There is nothing going on in your life that reaching out to help someone in need and/or Acknowledge another will not fix!**

#### **Discussion:**

Where does Courage come from?

What are some ways to FILL the CUP and Talk down the ANT's?

[A.N.T.s – Automatic Negative Thoughts ]

During the 2008-09 football season the Pittsburgh Steelers would get quiet before their games and listen to this song. This was the year they won Super Bowl XLIII .

## "I Can See Clearly Now"

I can see clearly now, the rain is gone,  
I can see all obstacles in my way  
Gone are the dark clouds that had me blind  
It's gonna be a bright (bright), bright (bright)  
Sun-Shiny day.

I think I can make it now, the pain is gone  
All of the bad feelings have disappeared  
Here is the rainbow I've been prayin' for  
It's gonna be a bright (bright), bright (bright)  
Sun-Shiny day.

Look all around, there's nothing but blue skies  
Look straight ahead, nothin' but blue skies

I can see clearly now, the rain is gone,  
I can see all obstacles in my way  
Gone are the dark clouds that had me blind  
It's gonna be a bright (bright), bright (bright)  
Sun-Shiny day.

- John Nash

<http://www.youtube.com/watch?v=pD5MxYVwkXM>

<http://www.youtube.com/watch?v=XtiXiYMS86U&feature=related>

<http://www.youtube.com/watch?v=NkwJ-g0iJ6w>

# Appendix



## Who I Am Makes A Difference Story as shared with Helice Bridges

A teacher in New York decided to honor all of her high school seniors by telling each of them how much of a difference they made. Using the Who I Am Makes A Difference Ceremony, she called each student to the front of the class, one at a time. First she told the class how that student made a difference to her. Then, she presented each of them with a Who I Am Makes A Difference Blue Ribbon.

Afterwards the teacher decided to do a class project to see what kind of impact acknowledgment would have on their community. She gave each of the students three more ribbons and asked them to go out and spread this Blue Ribbon Ceremony. They were to follow up on their efforts, see who honored whom and report back to the class in about a week.

One of the boys in the class went to a junior executive in a nearby company and honored him for having helped him with his career planning. The boy gave him a Blue Ribbon, placing it on his shirt just above his heart. Then he gave the junior executive two extra ribbons and said, "We're doing a class project on acknowledgement, and we'd like you to go out and find someone to honor. Give them this Blue Ribbon, then give them the extra Blue Ribbon so they can acknowledge another person to keep this acknowledgement ceremony going. When you're done, please report back to me and tell me what happened."

Later that day the junior executive went in to see his boss, who had been noted, by the way, as being kind of a grouchy fellow. He sat his boss down and told him that he deeply admired him for being a creative genius. The junior executive asked him if he would accept the gift of the Blue Ribbon and would he give him permission to put it on him. His surprised boss said, "Well, sure."

The junior executive took the Blue Ribbon and put it right on his boss' jacket above his heart. As he gave him the last extra ribbon, he said, "Would you do me a favor? Would you take this extra ribbon and pass it on by honoring someone else? The young boy who first gave me the ribbons is doing a project in school and wants to keep this recognition ceremony going to find out how it affects people."

That night the boss went home to his 14-year-old son and sat him down. He said, "The most incredible thing happened to me today. I was in my office and one of the junior executives came in and told me he admired me and gave me a Blue Ribbon for being a creative genius. Imagine. He thinks I'm a creative genius. Then he put this Blue Ribbon that says Who I Am Makes A Difference on my jacket above my heart. He gave me an extra ribbon and asked me to find someone else to honor. As I was driving home, I started thinking about whom I would honor with this ribbon and I thought about you. I want to honor you."

"My days are really hard and when I come home I don't pay a lot of attention to you. Sometimes I scream at you for not getting good enough grades in school or for your bedroom being a mess. But so many nights, I just wanted to sit here and, well, just let you know that you do make a difference to me. Besides your mother, you are the most important person in my life. You're a great kid and I love you." The startled boy started to sob and sob. He couldn't stop crying. His whole body shook. He got up, walked over to a drawer, opened it and took out a gun. Holding the gun in his hand, he looked up at his father and through his tears he said, "I was planning on committing suicide tomorrow, Dad, because I didn't think you loved me. Now I don't need to."

# THE NATURALIST AND THE EAGLE

## THE NATURALIST AND THE EAGLE

One day a naturalist was passing by a farm. He glanced over at the chicken yard and noticed, among the chickens pecking away at the corn, one of the most beautiful eagles he had ever seen.

He said to the farmer, "What in the world is that eagle doing in the chicken pen?"

The farmer drawled, "Well, I really don't know, but I think he thinks he's a chicken. He's been there for a long time and he won't leave. I've tried to scare him away but he won't go."

The naturalist smiled and said, "I'll make him leave." So he went into the pen and lifted up the eagle. The eagle was indeed a magnificent bird. He had his huge wings, and the naturalist could see some of the eagle's latent power.

The naturalist said to the eagle, "Stretch out your wings and fly!" You're not a chicken, you're the king of all birds! You can soar over the entire country. Don't be satisfied with this chicken pen!"

But the eagle plopped down from his arm and went right on pecking for corn just like all the chickens. For days the naturalist kept coming back and putting the eagle on his glove. But the Eagle wouldn't budge.

Finally, exasperated, the naturalist went back to the farmer. "What in the world can I do? That eagle won't budge. He believes he's a chicken"

"What?" the farmer drawled, "if I were you, and I had the time, I'd teach him to fly."

The naturalist stared at the farmer for a moment or two. "You know that's a good idea!"



The naturalist carefully took the eagle out of the cage and put him on a rock.

The eagle looked up at the sky and again his beautiful wings gleamed in the sunlight as they stretched out just a little.

For the first time, it seemed that the eagle actually felt different.

When he glanced down at the chickens his wings trembled.

The naturalist knew the eagle desperately wanted to fly.

He believed that the only thing that stood in his way was fear, so he reached out and gently pushed the eagle, but it wouldn't move.

Finally, the naturalist sat down, utterly exasperated. He looked at the eagle and the sky and at the chickens far below.

"How can I teach him to fly?" he wondered.

Then he happened to glance up at the mountain top and he knew the answer.

He got up, put the eagle back into the cage, and climbed to the top of the mountain.

There the eagles roosted.

They built their nests and mated, and lived happily and significantly.

The eagle saw all of this, and as soon as the naturalist took him out of the cage, he stretched his gorgeous wings and eagerly lifted himself off the rock.

At first he dropped but then he suddenly found, like the other eagles, that he could fly effortlessly.

The eagle never returned to the chicken yard, for he discovered who he was, an eagle, and he loved it.

# Who Packs Your Parachute?

## Who Packs Your Parachute?

Charles Plumb, a U.S. Naval Academy graduate, was a jet pilot during the Vietnam War. After seventy-five combat missions, his plane was destroyed by a surface-to-air missile.

Plumb safely ejected and parachuted into enemy territory. He was captured and spent six years in a Communist Vietnamese prison.

He survived the ordeal and now lectures on the lessons he learned from that experience.

One day, when Plumb and his wife were sitting in a restaurant, a man at another table came up and said, "You're Plumb! You flew jet fighters in Vietnam from the aircraft carrier Kitty Hawk. You were shot down!"

Somewhat surprised, Plumb asked, "How in the world did you know that?"

The man replied, "I packed your parachute."

Plumb gasped in surprise and gratitude. The man pumped his hand and said, "I guess it worked."

"It sure did. If the parachute you packed hadn't worked, I wouldn't be here today!" Plumb responded.

Plumb couldn't sleep that night, thinking about that man.

He kept wondering what he might have looked like in a navy uniform: a white hat, a bib on his back, and bell-bottom trousers. I wonder how many times I might have seen him and how many times he might have said good morning, how are you, or anything else, because, you see, I was a fighter pilot, and he was just a sailor."

Today, when Plumb speaks professionally, he asks audiences, "Who's packing your parachute?"

Plumb's story is a compelling reminder that our lives are richer and our work easier because of those who are committed to doing what is asked of them and doing it well. Surely they are worthy of our recognition.

Experts of all kinds have told us for years that next to physical survival, one of our greatest needs as human beings is to be affirmed or validated for who we are and what we can contribute.

Make a mental decision today to recognize at least three people a day, even better for the next thirty days and measure for yourself if it doesn't make a world of difference!

As you know, it takes twenty-one to thirty days to develop a new habit.

Can you imagine just how uplifted people throughout the world would be if everyone developed this new habit?

Acknowledgment is exponential in its reach.

“Your beliefs become your thoughts,  
Your thoughts become your words,  
Your words become your actions,  
Your actions become your habits,  
Your habits become your values,  
Your values become your destiny.”

— Mahatma Gandhi

# LOVE AND THE CABBIE

**LOVE AND THE CABBIE** by Art Buchwald

I was in New York the other day and rode with a friend in a taxi. As we got out, my friend said to the driver, "Thank you for the ride. You did a superb job of driving!"

The taxi driver was stunned for a second. Then he said, "Are you a wise man?"

"No, my dear man, and I'm not putting you on. I admire the way you keep cool in heavy traffic."

"Yeah," the driver said and drove off.

"What was that all about?" I asked.

"I am trying to bring love back to New York," he said. "Love is the only thing that can save the city."

"How can one man save New York?"

"It's not one man. I believe I have made this driver's day. Suppose he has 20 fares. He's going to be nice to those 20 fares because someone was nice to him. Those fares in turn will be kinder to their employees—shopkeepers or waiters or even their own families. Eventually the goodwill could spread to about 1,000 people. Now that isn't bad, is it?"

"But you're depending on that taxi driver to pass your goodwill to others."

"I'm not depending on it," my friend said. "I'm aware that the system isn't foolproof so I might deal with 10 different people today. If, out of 10, 1 can make 3 happy, then eventually I can indirectly influence attitudes of 3,000 more."

"It sounds good on paper," I admitted, "but I'm not sure it works in practice."

"Not a loss if it doesn't. It didn't take any of my time to tell that man he was doing a good job. He never received a larger tip nor a smaller tip. If it fell on deaf ears, so what? Tomorrow there will be another taxi driver whom I can try to make happy."

"You're some kind of nut," I said.

"That shows you how cynical you have become. I have made a study of this. The thing that seems to be lacking, besides money, of course, for our postal employees, is that no one tells people who work for the post office what a good job they're doing."

"But they're not doing a good job."

"They're not doing a good job because they feel no one cares if they do or not. Why shouldn't someone say a kind word to them?"

We were walking past a structure in the process of being built and passed five men eating their lunch. My friend stopped.

"That's a magnificent job you men have done. It must be difficult and dangerous work." The five men eyed my friend suspiciously.

"When will it be finished?"

"June," a man grunted.

"Ah. That really is impressive. You must all be very proud."

We walked away. I said to him, "I haven't seen anyone like you since 'The Man from La Mancha.'"

"When those men digest my words, they will be better for it. Somehow the city will benefit from their happiness."

"But you can't do this all alone," he protested. "You're just one man."

"The most important thing is not to get discouraged. Making people in the city become kind again is not an easy job, but if I can enlist other people in my campaign..."

"You just winked at a very plain-looking woman," I said.

"Yes, now," he replied. "

And she is a schoolteacher, her class will be in for a fantastic day."



# No Labels, No Limits

## Melison and The Family That Couldn't Do Math

Excerpt from *No Labels, No Limits* by Mary Robinson Reynolds

My first year as a teacher - before I started my career as a TurnAround Specialist - was in a rural schoolhouse, where I taught twenty-six students in grades 3 through 6, in a bright, sunny classroom. In the front row sat a little girl by the name of Melison, who had problems with her math assignments.

The immediate cause seemed apparent: his name was Eric, and Melison was in love with him. Eric was a fifth grader and he was very cute and smart. Well, that took me back to my days in third grade. Watching Melison was like watching myself at that age - a daydreamer, too, only I was in love with a boy named Larry!

Math assignments continued to be a problem, so I asked Melison to stay after school the next two or three nights, and we'd work together.

I got an immediate reaction from Melison that was really quite interesting. In an instant, she became defensive. People in her family couldn't do math, she announced. Her mom couldn't do math, her dad couldn't do math, and her older brother couldn't do math, so therefore, she would never be any good at math! I explained that I truly did not believe that to be the problem. I told Melison that, for certain, having watched her, that she could do math. The real cause of her difficulties was, in my opinion, that she was just spending too much time looking at Eric.

Melison was surprised by my assessment. However I insisted that she tell her mother that I wanted her to remain in school so I could work with her, and that this was not a form of punishment. I knew that with extra help, I could soon help her catch up to her classmates.

The night after school, I was working late and the phone rang. It was Melison's mother.

She just wanted me to know - in a voice that was firm and unwavering - that she couldn't do math, Melison's dad couldn't do math and Melison's older brother couldn't do math. And therefore, she declared, Melison would never be any good at math!

I said to Melison's mother that I couldn't disagree more. I had seen Melison's potential, and I could honestly say that she did have a head for math. Lately she'd been doing some daydreaming in class, and I wanted to help her catch back up. The mother was very irritated with me for doubting her word, but finally agreed to let Melison stay. However, she couldn't resist a parting shot. She closed the conversation with the pronouncement that she firmly believed no one in their family would ever be able to do math!

Well, Melison stayed the next night after school, and although she was very pouty with me, we began working on math. With a little bit of explanation, I was able to make what Melison had once perceived as hard, easy. I kept using the language that it was "easy" and "this way or that way." And then I'd remark to her: "Now, wasn't that easy?" or "Wasn't that?"

Gradually, in her mind, math became associated with the concepts of easy and success. As she met with success, Melison's mood changed dramatically, and she became more and more sure of herself and her potential, consistently earning top grades in math. It was a thrilling transformation.

### **A Label Became a Legacy**

To change Melison's behavior, I simply turned her thinking around. She had a deeply-seated family belief, or a label, which had been imprinted on her psyche by the repetition of the statement that she was not expected to be good at something. No one was at fault for this long-term belief. It was just a mistake, a misperception, that eventually became a legacy.

Negative labels are the cause of so many of the problems that we encounter as TurnAround Specialists. Unfortunately, once applied a few times, labels stick. Unless they're taken out, examined for their validity, and consciously rewritten, they can have a damaging effect on a child's behavior.

Fear is what is really happening here within the human psyche. It can be the fear of failure, fear of success, fear of responsibility, fear of not being perfect enough, or fear of abandonment.

In becoming a TurnAround Specialist, you will learn to counteract that fear by taking new or unused information and gently posing other possibilities, first within your own mind, and then in the minds of others. It is only when we look closely at our labels, and those we apply to others, that we can overcome the fear that prevents sound interpersonal relationships or healthy mental growth.

## 10 Benefits of Visualization and the Importance of Visualization

1. **Stress relief benefits of visualization:** Visualization is a form of relaxation. The simple act of quieting your mind and visualizing something reduces the amount of stress you are constantly bombarded with on a daily basis. So, if you do not visualize for any other reason, I recommend you do it for this one.
2. **Joy:** Visualizing something that you want to have or want to experience can bring great joy into your life. We may not be in the position right now to do or have what we want, but we can visualize it. This is the next best thing to actually having it or doing it. Our minds don't know the difference in visualization and actually having or doing a thing, so it will respond in the same way it would if you were actually experiencing that which you are visualizing.
3. **No limitations:** With visualization there are no limitations. You can be and do anything you can live in the house of your dreams, drive the car you want, be married to your dream guy and travel to exotic places. Not all of us get this luxury right now, but when we do we have the power to visualize whatever we want without limitations.
4. **Improved focus:** When you quiet your mind to visualize, you are actually improving your ability to focus. You no longer are bound by the restrictions of your mind. The more you visualize, and the better you get at it the better your overall focus becomes.
5. **Inspiration:** You can gain inspiration and you can become inspired to take action toward your dreams by taking the time to visualize them. We are more likely to believe in and to move forward toward our dreams, if we can actually see them as possible and visualization can do that for us.
6. **Self confidence booster:** As we visualize and see ourselves doing and doing the things we want, we begin to become more confident in ourselves. The more confident we become in ourselves, the more we start to do things, which in turn, builds even more self confidence.
7. **Goal achievement:** As we have seen a few times visualization can help us to have greater focus, it can inspire us, and it can help build self confidence. With all of this it becomes easier for you to achieve your goals, not to mention you are seeing yourself accomplish these goals in your mind's eye so your mind starts to believe you can accomplish these goals and starts the process towards those goals.
8. **Mood booster:** Naturally, if you are becoming more confident, relieving stress and experiencing more joy then your mood is going to increase as well. Any time I finish visualizing, I feel calm, relaxed and extremely happy. I feel like I can do anything. These are the true benefits of visualization.
9. **Practice and visualization:** When on a rainy day you can practice pitching, or running, or swimming all in your mind. It has been proven that visualizing yourself doing something is just as effective as actually doing it and in some cases even more so. Combining creative visualization with physical practice can catapult your results.
10. **Health benefits of visualization:** You can actually visualize yourself getting better. You can visualize your body rebuilding itself, and in turn, your body will begin to respond. The other benefit is that the act of visualizing, no matter what it is you are visualizing, reduces stress, relaxes the mind, and increases our overall mood which in turn lowers our blood pressure and allows our body to function at full capacity.

Excerpt from [www.positivethinking-toolbox.com/benefits-of-visualization.html](http://www.positivethinking-toolbox.com/benefits-of-visualization.html)

# Handouts



<b>3-Step Acknowledgment</b>	Pages 126-128
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<b>Personality Styles Colors Ceremony</b>	Page 130
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<b>Lists of People that Make A Difference</b>	Pages 133-135
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# ACKNOWLEDGMENT Ceremony



## I Make A Difference® 3-Step Wristband /Sticker Acknowledgment Ceremony

**Step 1** • Each person receives one 'I Make A Difference' wristband and/or sticker. They go to the person sitting next to or behind him or her, and so on around the room, saying it loud and with eye contact if you can: "I want you to know that **you Make A Difference by the way you \_\_\_\_\_.**"

Examples: ***You make a difference by the way your smile lights up a room; by the way you help others; by the way you show you care,*** etc.

The last person in the cycle gives the wristband/sticker to the person who started the Acknowledgment Chain.

**Step 2** • Tell them that they can wear the wristband every day, and **when they are having a tough day, to simply rub their finger over the words on the wristband (or look at their sticker) to remind them** that they **do** make a difference because someone told them so.

Tell them that if they have just been bullied, or embarrassed by someone, to turn the wristband inward, toward their own hearts, to help them remember just how valuable they are. (If stickers were given; turn it so you can look down and read it for yourself.)



Tell them if they are down or sad to turn the wristband/sticker outward toward the world of other people's hearts to remind themselves that there is ALWAYS someone out there in the world who needs someone like them to make a difference by kindness, assistance or even a simple smile.

Help them understand that by showing compassion for others, they'll feel better about themselves.

Compassion turns "me" into "we" and 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.

**Step 3 • In the spirit of the NY Teacher's Pay It Forward [www.AcknowledgmentMovie.com](http://www.AcknowledgmentMovie.com) story, give** each 3 more wristbands/stickers to put on their wrist (or to keep in their pocket, purse or briefcase) to wear until they find someone who have made a difference in their lives that they can pass the wristband/sticker on to, saying why and how those people have made a difference in their lives, going through steps 1 & 2.

You may even suggest that one day, when they have received a random act of acknowledgment from someone else that they can pass the I Make A Difference Wristband/Sticker on to that person to keep the Wristbands/Stickers impacting lives.

(Include each wristband/sticker is a website where other people can go to get wristbands so they can **Pay It Forward** in the spirit of Making A World of Difference through the profound power of Acknowledgment at: [www.MakeADifference.com](http://www.MakeADifference.com) )

# 3-Step Blue Wristband/Sticker Acknowledgment for Random Acts of Appreciation

**Step 1 • Notice when someone has just provided you with great service or random kindness: Ask them for a moment of their time to acknowledge them.**

**Step 2 • Tell them how much you appreciate their kindness, help and/or service:** Take out a wristband /sticker and say: *This is a Wristband/Sticker that says "Make A Difference®" and I want to give it to you today because you really have made a difference to me in the last few minutes and here's why\_\_\_\_\_.*

**Step 3 • Respect their choice to receive your gift: Ask if they will accept your gift...when they say YES, then give them the wristband /sticker. Then you can also give them 3 more wristbands/stickers to Pay It Forward to someone else.**


**Also, ask for permission to give them a Hug. If you can see they are not instantly open to or comfortable with this, simply smile and tell them that you hope they have a great rest of the day because they really made your day.**

**Always acknowledge the best  
in yourself and others  
and the world will always change for the better  
before your very eyes.**

**-Mary Robinson Reynolds**

# Color PERSONALITY Style Test go to : www.MakeADifference.com/ColorQuiz

COLORS HOME | UCLICK | UTRAIN | SYNERGIZE YOUR LIFE | BE A FACILITATOR | COLORS TESTS | GET WRISTBANDS | HAVE MARY SPEAK | CONTACT ME



## CONNECTING With Colors®

### PERSONALITY STYLES SIMPLIFIED & SYNERGIZED

#### Find out Your Predominant Color Style

Take Free Colors Personality Style Test for Adults

[Click Here](#)


Take Free Colors Personality Style Test for Kids/Teens/Teens

[Click Here](#)


**Your Results will Include:**

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


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




At Home




At Work




Lead/Manage




Love/Social/Money



In Sales



Teens/'Tweens



Parents/Teachers

To assure you have enough time to connect, Connecting Turns Me into We = SYNERGY™ wristbands in each of the 4 Color Styles are available; 3-4 weeks before your Connecting with Colors® training day, you want to reach an agreement with your decision maker that everyone who is going to be at the training take the FREE Color Personality Style Test. For BEST RESULTS let them know that you can get their entire classroom's individualized PSPs – Personality Style Profiles culminated with a **Team / Group Report** for each teacher. It will require an investment at Quantity Pricing per category: 'Tweens/Teens, Parenting/Teaching and Management for Administrators go to: [www.ConnectingWithColors.com/PSP](http://www.ConnectingWithColors.com/PSP)

# 3 Steps to SYNERGISTIC CONNECTION

## I Make A Difference® 3-Step Wristband SYNERGISTIC Connection Ceremony

**Step 1** • Because all of the participants have already taken their PSPs weeks ahead of this event, you have a colored wristband ready for everyone. Explain to the audience what is going to happen BEFORE you start handing out the wristbands.

They are going to be given their predominant color wristband to hold onto while everyone is being given theirs. After each person receives their predominant Color 'Connecting Turns Me into We = Synergy' Wristband they will hand their Color Wristband off to the person standing next to or near to them to give back to them at the **appointed moment**. Then everyone will acknowledge everyone else by saying out loud together: **What's GREAT about me is...** followed by, **You Make A Difference, and this is our best 'Connecting with Colors' Year Ever!**

Make certain everybody has somebody to give their Color Wristband back to. Hugs and laughter are definitely allowed. People are not acknowledged enough in our society and so we want everyone to experience what it feels like to be a part of something good.

**Step 2** • 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. Tell them that if they have just been bullied, embarrassed by someone, to turn the wristband inward, toward their own hearts so they can read it, to help them remember just how valuable they are.

Tell them if they are down or sad to turn the wristband outward toward the world of other people's hearts to remind themselves that there is ALWAYS someone out there in the world who needs someone like them to make a difference by kindness, assistance or even a simple smile.

Help them understand that by **reaching out to connect with others**, they'll feel better themselves. Connecting turns "me" into "we" and, in that, when we "get outside" our own problems with ourselves and put ourselves into their shoes, we then access understanding and can better communicate and find solutions.

**Step 3** • **Pass it forward** by taking this life changing information on to your community. (Inside each wristband is a website where other people can go to get wristbands so they can lead it forward the spirit of Making A World of Difference through the profound power Connecting with Colors.)





# COLORS Review



You can draw from your own reservoir of power knowing that you possess all four colors in your personality.

Learn to recognize what Color Styles are dominant in other and how to use this knowledge for better communication and understanding of other people:

**Red People** are direct and want a straight forward approach with focus and sharp results and immediate results. They are great at delegating.

**Yellow People** are accommodating, flexible, want to be consulted as to the group's needs and feel an integral part of the group. They are highly creative and fun!

**Blue People** are knowledge based and ask questions in order to have time to assess alternatives and problems. They do not like to be pressured into rapid action.

**Green People** turn "what if" ideas into creative systems and become reality. They are reserved, cautious & they make decisions only after careful evaluation.

Delegators

Talkers

Implementers

Thinkers

Results Oriented

Take Charge

Bottom Line

Direct Approach

Friendship

Expressive & outgoing

Master Communicator

Team Player

Implements Systems

Intuitive & Sensitive

Knowledge Intensive

Gets Things Done

Creates Systems

Highly functional &  
productive

Sees the Big Picture!

Analytical & Methodical

RED

YELLOW

BLUE

GREEN



# COLORS Group Activity



1. What Color Style are you?
2. What are 5-10 strengths and positive characteristics of your color?
3. List 5-10 ways you like to receive Acknowledgment, i.e., through compliments, praise, recognition, appreciation, regard, gifts.
4. List 5-10 ways you like to give Acknowledgment, i.e., through compliments, praise, recognition, appreciation, regard, gifts.

## **LISTS of People Who Make a Difference in Your Life**

So now that you are prepared for all kinds of responses and reactions, let's start the process by making a few lists. This will help you organize the process and make it easier to get started:

### **People Who Make a Difference in Your School**

superintendent  
school board  
principal  
teacher  
teacher  
students  
nurse  
counselor  
parent volunteers  
school secretaries / administrative assistants  
bus drivers  
custodial and maintenance professionals  
foodservice professionals

### **People Who Make a Difference in Your Community**

neighbors  
coffee shop person  
car mechanic  
dry cleaner  
bank teller  
mail deliverer  
dentist  
doctor / nurse / receptionist  
store clerk  
waitress

## People Who Make a Difference who are Family and Friends

mother

father

brother

sister

grandmother

grandfather

cousin

cousin

cousin

cousin

friend

friend

friend

friend

friend

**PREVIEW**

## People Who Make a Difference in Businesses in your Community

neighbors

coffee shop person

car mechanic

dry cleaner

bank teller

mail deliverer

dentist

doctor / nurse / receptionist

store clerks

waitress

business owner

executive

administrator

manager

director

administrative assistant / secretary

administrative assistant / secretary

administrative assistant / secretary

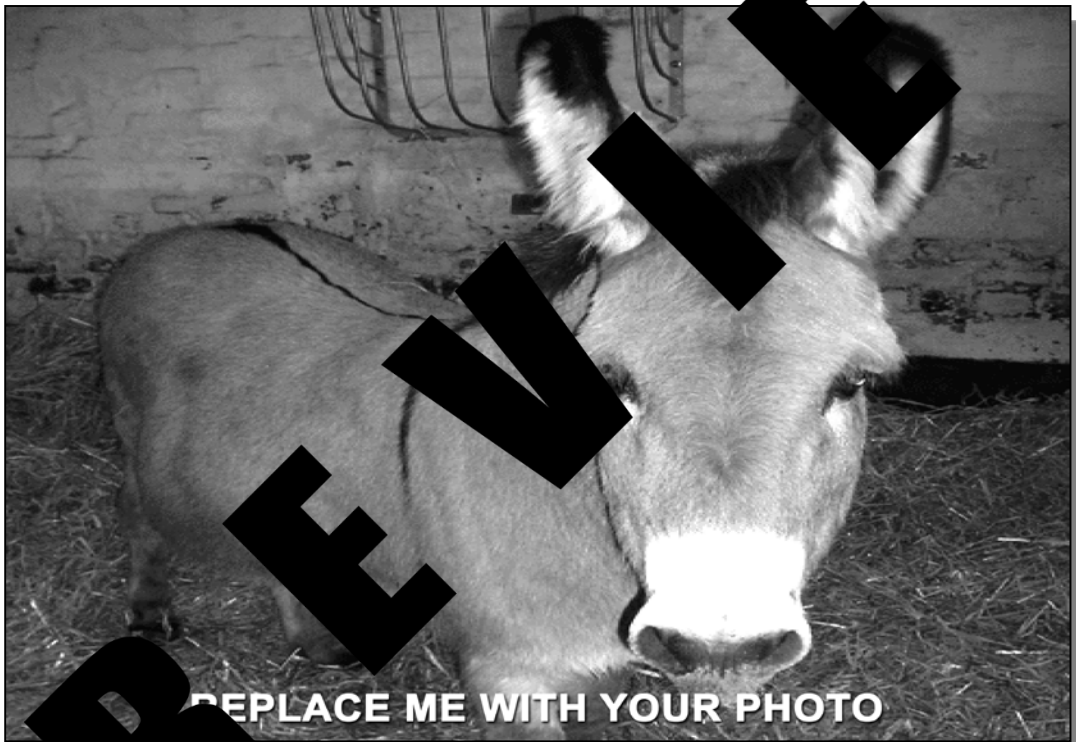
Once you have filled mine out, start finding opportunities to deliver them. They can be acknowledgments that you write, or verbally present, or they can be something quite different as long as the acknowledgments are true and real for you, acknowledge away. Here are some examples of acknowledgments that may help get you started, and also make you more aware of the incredible power that acknowledgments can have: **Presentation Slide**

**#P37-38**

\*Lists of people excerpted /modified from *The Power of Acknowledgment* by Judith W. Umlas

# WANTED!

TO ACKNOWLEDGE  
FOR MAKING A DIFFERENCE



WANTED NAME HERE

## REWARD

1 MILLION APPRECIATIONS



**Acknowledgement Cards** from John Wayne "Jack" Schlatter author of *Gifts by the Side of the Road* which has *The Simple Gesture* story and *The Magic Pebbles* - who has personally given out over 3,000 of these cards over the years. He carries them in his pocket and gives them out generously.

## FRONT

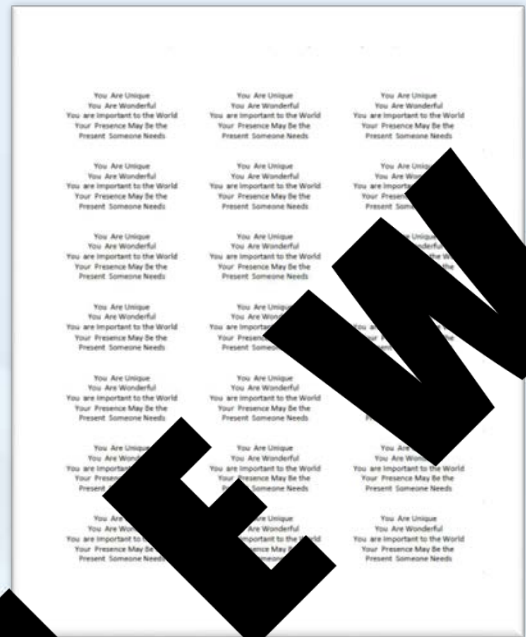
You Are Unique

You Are Wonderful

You are Important to the World

Your Presence May Be the

Present Someone Needs



## BACK

Thank you for being who you are  
and doing what you do.

Who you are is wonderful.

What you do is important.

Remember:

Conceive It - Believe It - Achieve It



The front and back of the cards are included in the document package named as "Acknowledgment\_Cards1.pdf" and "Acknowledgment\_Cards2.pdf"

Print the two-sided on card stock and cut them up to make 21 cards per sheet.

## 20 THINGS I LOVE TO DO HANDOUT

The PDF of this handout is included in the document package named as  
"20\_Things\_I\_Love.pdf"

**Print this document from the separate PDF included.**

Twenty Things I Love to Do							
	A/P	\$	I/O	Hrs	Days	Mos	Yrs
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
I learned that I:							

### Procedure

Explain that this exercise is designed to help students focus on the activities which they enjoy. Make sure students understand that the things we like to do are also a reflection of values, and that by analyzing what we like to do we are examining our priorities.

Have each student fill out the "Twenty Things I Love to Do" list by recording twenty of his favorite pastimes and activities.

When all students have finished the lists, have them indicate, beside each activity, whether they like to do the particular activity **alone** or with **people** by marking an **"A"** or a **"P"** in the **first column** of the activity.

If each activity costs **more than \$5 every time they did it**, they mark a **\$** in the **second column**.

Have students indicate whether they like to do the activity **indoors or outdoors** by placing an **"I"** or **"O"** beside the item.

Finally, students indicate **how long it has been** since they engaged in each activity (i.e., **one day, one week, two months, one year, etc.**)

## 7 Step Process for “Goal Getting” Handout

Topic / Area: \_\_\_\_\_

1. How it is without my goal being accomplished.
2. What do I want to eliminate from my life?
3. What do I desire out of my goal?
4. Why do I think I can't have what I desire from my goal?
5. Why do I want what I want?
6. Why should I have it?
7. What do I need to change about me, or my thinking, in order to go forward and make progress?

***Do you know the #1 reason people fail to achieve their goals?***

***(Hint: It's not the economy, limiting beliefs, or flawed planning)***

***The answer: It's not taking action!***

**Directions:** Every time you bump into something that is problematic for you, the instruction is to write what it is in the LH column. Next, you will take a close look at whatever is problematic and decide whether there is anything we can do to affect it, and so is in some way within **Our Control** OR it is in the **Control of Others**. On the next space you will write either “OC” or “CO.” There is so much more than you may initially realize is actually in YOUR CONTROL! Then, you will write what you’re preference is about it. Notice your energy as you go from Problematic, to OC/CO to Preferences. By doing this one exercise on everything in your life that is currently problematic, you will be directing the creative mechanism of your mind to NEW SOLUTIONS! For every problem, there is a creative solution, strategy, or plan that is trying to happen. Excerpt from *the Big Book of Team Building Games* by Neill and Connell

PROBLEMATIC

OC/CO

PREFERENCES


*Treat 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, I  
Reframe: Yes, I believe you CAN

Error. That's one way to look at it!

Won't, Fear of Failure/  
Learning/ Believing

I decided to put things first.  
It wasn't important to remember / or  
make the time for what I needed to do.

I will remember / make time for anything  
that interests me or that I really want.

Problem  
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.

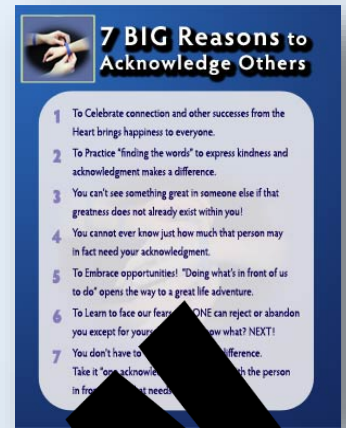
And that's why compassionate attention  
forms the necessary healing connection.



## Review Learning Points / Close (5 minutes)

1. Distribute copies of the **Motivational Learning Mini-Poster** (“Remember ...”) to all participants:

*“As we wrap up our Make A Difference WEEK today, let’s review seven key learning points from the **Power of Acknowledgment**.”*



2. Using **Presentation Slide # P79**, review each of the seven steps that appear on the poster. Consider commenting on each point before moving to the next.  
*(Note: This is a “build” slide. Each question will be revealed by a separate mouse click. Once the slide is completely revealed, leave it displayed for the remainder of the session.)*
3. Encourage students to place their copy of the poster in the work area – where they will see it and constantly be reminded of the **Power of Acknowledgment** message.
4. Close the session by sharing your personal feelings about **Power of Acknowledgment**. Describe how you see it benefiting your organization, your team member, and YOU, personally. Emphasize that those benefits can only be realized if everyone **ACTS** on what is in front of them to do, they **WILL** Make A Difference in which everyone “connected” energetically.
5. Then, open the floor for final comments and feelings from students, faculty and staff.

## Complete Feedback Form / Distribute Certificates (10 minutes)

1. Thank everyone for their time and participation.
2. Distribute and ask **Feedback Forms**. Ask students to be honest and candid in their responses. Allow 4-6 minutes for completion.

3. Collect the Evaluation Forms and give each participant a **Certificate of Completion**.

*Add participant names to the certificates, and have them sign, and date them prior to training.)*

A feedback form titled "Feedback Form" with a blue header and white background. It includes a small image of hands clasped in a heart shape. The form asks participants to rate their experience on a scale of 1 (Low) to 5 (High) for four categories: 1. Content, 2. Speaker/Delivery, 3. Exercises, and 4. Handouts. It also includes a section for comments and a note about the importance of the feedback.A certificate titled "Certificate of Completion" with a blue header and white background. It includes a small image of hands clasped in a heart shape. The certificate states that the participant has successfully completed the "Make A Difference With the Power of Acknowledgment MONTH". It includes a line for the participant's name and a line for the date. The certificate is signed by the facilitator.

PDF is included in the document package

GET READY TO EXPERIENCE

# Make A Difference DAY



PDF is included in the document package

## Certificate of Completion

This is to certify that

\_\_\_\_\_ has successfully completed the

**Make A Difference**

with the

**Power of Acknowledgment**

WEEK

\_\_\_\_\_  
Facilitator

\_\_\_\_\_  
Date



PDF is included in the document package



## 7 BIG Reasons to Acknowledge Others

- 1 To Celebrate connection and other successes from the Heart brings happiness to everyone.
- 2 To Practice "finding the words" to express kindness and acknowledgment makes a difference.
- 3 You can't see something great in someone else if that greatness does not already exist within you!
- 4 You cannot ever know just how much that person may in fact need your acknowledgment.
- 5 To Embrace Opportunities! "Doing what's in front of us" opens the way to a great life adventure.
- 6 We can face our fears. No ONE can reject or abandon you except for yourself. So what, now what? NEXT!
- 7 You don't have to "belong" to make a difference. Take it "one acknowledgment at a time" with the person in front of you that needs it the most.

# Feedback Form



## Make A Difference with the Power of Acknowledgment WEEK

Thank you for taking a few minutes to complete this feedback form. Your comments are extremely important to us.

- |                    |        |   |   |   |   |         |
|--------------------|--------|---|---|---|---|---------|
| 1. Contents:       | (high) | 5 | 4 | 3 | 2 | 1 (low) |
| 2. Leader Delivery | (high) | 5 | 4 | 3 | 2 | 1 (low) |
| 3. Exercises:      | (high) | 5 | 4 | 3 | 2 | 1 (low) |
| 4. Handouts:       | (high) | 5 | 4 | 3 | 2 | 1 (low) |

Please comment on how this week has helped you.

What will you do as a result?

What did you like best about this week?

Any preferences you'd like to see included in future Acknowledgment and Dream building activities?

PDF is included in the document package



# Training Bytes



Here are some suggestions to help make your **Make A Difference Week** a positive and memorable learning experience for everyone:

- To shake off the nerves, greet students warmly as they arrive at the Assembly. Thank them for being there. Visit with them about their interests and what they think is going to happen.
- Play upbeat music before the Assembly. Play “Because You Love Me” by Celine Dion and/or How Could Anyone by Libby Roderick during Acknowledgment Ceremony.
- Ask students, parents, faculty and staff to turn off cell phones and pagers during the Assembly.
- Keep the room temperature cool and comfortable.
- Get students involved early with your enthusiasm and interest in what they think. Involvement in the discussion and activities will increase interest and enhance learning.
- Be sure to move around the room – stand on the side of the screen so visuals can be seen all times.
- Ask student leaders to demonstrate GREATNESS exercise and Acknowledgment ceremony.
- Do your best to avoid “talking to” PowerPoint Presentation slides. Point to them – encourage students to look at the audience as you speak.
- Hand out “Feedback Forms” within the last 5-10 minutes of the last day of activities so students can have the form completed (and collect them) before the class departs. Turn information on evaluations into your personal encouragement and continued success.
- Thank everyone for their time and participation before closing the last week’s lesson.

# How to Make the Learning “Grow”

(What to Do *Next* to Keep Momentum Going Forward]



**21<sup>st</sup> Century Transformational Educators know** that professional development training is most effective when viewed (and conducted) as an ongoing process rather than a one-time event .

**We Also Recommend** these field tested training **UTRAIN&Coach® Packages**:

## **Leading with Compassion**

This **UTRAIN&Coach®** training is based on the message in Mary's best selling book, *The Power of Compassion: 7 Ways You Can Make A Difference*. This synergizing training is designed to be a 30-90 minute or half-day stand alone, or the perfect second half day to the *Connecting with Colors* half day training module. [www.MakeADifference.com/Compassion](http://www.MakeADifference.com/Compassion)

## **Team SYNERGY 101: Transformational Leadership**

This **UTRAIN&Coach®** 15-hour Training is the next level after LEADING with The Power of Compassion half day training which sets up the FOUNDATION for Team SYNERGY's 1-day and a half training or 7-8 two-hour weekly in-services; whichever works best for your organizations needs. In addition to the 15-hours of audio downloadable MP3 – session-by-session training you will receive Mary's additional *Make a Difference in 9-Weeks Activities Curriculum* full of unifying activities that generate Team Synergy . These simple, yet profound activities guide the way for open, effective and compassionate 2-way communication that really shoots productivity off the charts! (Training includes 1-session on *Connecting with Colors*) [www.TeamSynergy101.com](http://www.TeamSynergy101.com) The companion book for this training is *The Power of Compassion: 7 Ways You Can Make A Difference*.

## **Academic Success 101 Online Course for Educational Professionals & Parents**

Companion book to this training is *Make A Difference with the Power of Connection* Gift Book & DVD. Because Mary's professional training career started in education - she had unprecedented success with at-risk students - she developed this 15 hour training to Make A Difference in how we are training teachers and parents how to “think” about what 's really going on in unproductive and intense behavioral/academic situations. (Training includes 1-session on *Connecting with Colors* ) [www.AcademicSuccess101.com](http://www.AcademicSuccess101.com)

## **Connecting with Colors** Click&Play® Video Presentation [www.ConnectingwithColors.com](http://www.ConnectingwithColors.com)

**For Self Development & Personal “Self Study” Enrichment:** This is a 90 minute Live Performance that you can just Click&Play for your training needs. You will receive the tests and license to print out for each participant. This is a cost-effective, Do-It-Yourself Training Program designed to teach the basic principles found in the *Connecting with Colors* companion book PLUS the Power of Attitudinal Energy to transform intense situations in 30 seconds or less...

**To Learn how to receive book quantity discounts go to:**

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

# 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 seven books. Her entrepreneurial trek, which has included work with adults and children in educational, nonprofit and organizational settings, began nearly twenty years ago when she realized that as a teacher, and later a guidance counselor, she was having success with at-risk youth that a large percentage of the education world would want to know about.

Today, she creates the programs that anyone can use to create the compassionate and professionally work environment based on the social emotional work she conducted with over 20,000 business owners, corporate, educational and organizational participants across the U.S. She has first-hand knowledge of the day-to-day demands of owning and running an organization – volunteer recruiting, training, managing, fundraising - as well as the long term goals for benefiting a large community of people.

As a TurnAround Specialist, Mary knows that running a business also includes effectively dealing with negative mindsets and misunderstandings that can lead to negativity among volunteers and staff, which can - if not effectively defused – ultimately seep out to the goals of the organization.

The development of her work with such a diverse and creative group of individuals has been key to the growth and reach of her intention to make a difference.

As a teacher, her students consistently averaged 2.5-3 years growth on the Stanford Achievement Tests, while in her classrooms. These averages remain consistent even with a 55% - 65% At-Risk Youth classroom population.