

Strategies for Success

A Leadership/Success
Program

High School Edition

Marianne Douglas

Edited by Anne M. Fales & Jillian Rivers

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Introduction

This course was written to address some of the elements missing in the education of teens in the twenty-first century. Parents, business owners, teachers and teens themselves have expressed concern that students are not exposed to as many positive influences as they were in years past. With fragmented families and both parents working, teens often find themselves with an overabundance of time on their hands and a scarcity of empowering resources at their disposal. For many, advice comes in the form of the omnipresent media or a fellow teen. They need and want assistance in creating a good life for themselves but often don't know where to turn for reliable information and tools.

Schools have ramped up their academic curricula to address new laws and national testing. Teachers have been asked to rise to the ranks of 'high performing'. Parents have struggled to find solutions to help their children. But students still seek a cohesive framework to link their educational and social issues in a meaningful, engaging and inviting manner.

Strategies for Success provides students with a multi-intelligence, whole-brain based, team building set of lessons that allow students to learn strategies for coping with issues both in and out of school. The energizing classroom environment created in this course allows students to actively participate in building strategies that will last a lifetime. Students who have taken the course have shown marked improvement in the following areas: grades; relationships with school staff, family members, employers and friends; ability to handle the stress of life in and out of school; financial literacy; and leadership qualities. Students are exposed to some of the top authors of the era in the fields of self-improvement and financial education.

This is not the traditional textbook in that it was written specifically for the teens in a public high school and has been personalized with their stories and those of the author. It is written to make the job of the instructor as easy as possible so that more time can be devoted to creating the type of classroom and building the connections between students that allow everyone to thrive, grow, and learn to the best of their ability.

A traditional educational textbook usually does not offer an acknowledgment page but I would be remiss if I did not do so in this case. My research into this area began because I was seeking cutting-edge resources to help a budding business. I encountered along the way one of the best teachers I've ever seen – motivational speaker, author and results coach, Anthony Robbins. Through scholarships to several of his seminars, I learned exciting information that I knew teens were yearning for. The Anthony Robbins Foundation Discovery Camps for teens and teachers were created to share that information so that we might go forth, continue our learning, and make a difference in the world. My deep appreciation goes to Mr. Robbins and to former Executive Director of the Anthony Robbins Foundation, Maureen Kilkenny. Thank you for starting me on a path that led to the creation of my course at Mt. Hope High School and this curriculum.

My appreciation also goes to Oprah Winfrey, "The Oprah Winfrey Show", and O Magazine for providing inspiration and techniques for "Living Your Best Life!" Several lessons in this course were created based on the powerful life strategies learned from her show, her guests and her magazine.

My thanks also to the people who trained me and supported me not only at the various seminars I attended but also in my journey to seek out the best resources to inspire and motivate teens. They include Rod and Julie Hairston of 'Envision-U', the late Dr. Laurence Martel of the National Academy of Integrative Learning, Debbie Oestreich, Robert Bullock, fellow Mt. Hope High School teacher Cynthia Marszalek and team activities expert, Tom Heck.

This course would not have been the success it was if not for the courage and vision of former Mt. Hope High School principal Kathryn Crowley who allowed a non-traditional course to flourish and help change the school climate and for the business department members who welcomed it and me with open arms. The course is still thriving due to the current *Strategies* teacher, Michael Almeida, who had the daunting task of filling a job that everyone thought 'couldn't be filled'. He has proven that this course works for any teacher who has the willingness, courage and heart.

This book would not be here without the tireless dedication of my editor and friend Anne Fales who believed in me and supported me through the years of teaching the course as well as the year it took to write this book. Your critical eye, encouragement and sense of humor made this sometimes difficult journey more fun and rewarding. Thanks also to my newest editor, Jillian Rivers, whose fresh eye, attention to detail and positive attitude remind me of why this course is so important to share and to my former student, Josh Alves of Sparks Fly Media, for his cover design. I always knew those great pictures he drew on his math tests would lead to a great career!

Last but definitely not least, my very special thanks go to the thousand or so students from Mt. Hope High School in Bristol, Rhode Island who waited in line to get into this program and who through their hard work, dedication and belief created new lives for themselves. Their encouraging words of "every teen needs to take this course" are the reason this book was written.

Marianne Douglas

Description and history of the course

This course was created to fill a gap in the traditional curriculum that is offered in many public and private high schools. The lessons have been tested by students from grades nine to twelve with abilities from special education to honors over many years, proving it to be remarkably successful for all levels and grades. In fact, the diversity in the class is a valuable component to the success of the class. The only demographic that was not as successful was a class of all ninth grade students housed in a separate school, primarily because of the lack of maturity as a group and a lack of upper class role models. Other than that, each class has made remarkable progress as demonstrated by:

- Improved attendance rates
- Improved grades in both academic courses and standardized tests
- Decreased bullying
- Reduced stress both in and out of school
- Improved ability to get along with peers, teachers, friends and family members
- Improved acceptance of the diversity in class, in the school and the community
- Reduced amount of discipline problems in and out of class
- Improved ability to set and achieve goals
- Improved awareness and competency in financial literacy, leadership skills, and ethics

The original course was offered in the fall of 2001 and began seven days before the events of September 11. Students embraced the course as an antidote to negative world events and within two weeks, there was a waiting list for students who wanted to enter the class. By the end of the semester, students were disappointed that the course had come to an end and requested that a sequel be written which was initially offered in the fall of 2002. The classes have been filled to capacity since that day.

Positioning of the course in a school

The course originally was offered in the business department of the high school. Although it was taught in the business department, it could be taught in a variety of disciplines – English, Social Studies, Business - whatever department best suits a school.

Who should teach the course?

The course could be taught by any experienced teacher. The requirements that are necessary are a positive attitude about teens and life in general, a kindness and willingness to create a classroom environment where students feel supported and nurtured, and a sense of humor.

How should the classroom be set up?

If possible, the classroom should be a room that is away from other classrooms because it includes group activities and music which may be considered disruptive by other teachers. The room should have space for students to gather together as well as places for students to sit.

The walls could be covered with a variety of colorful posters and quotes to add visual appeal to the room. Motivational posters are available through catalog companies such as *Successories*. As the semester progresses, student work could be posted.

A place is assigned in the classroom with folders with blank attendance sheets inside. A different colored folder is recommended for each class that an instructor teaches each semester. This is where students sign in after putting their books down each day.

A file cabinet could be made available, if desired, for students to pick up the Student Journal Page for each lesson should they lose theirs or if they are absent. File folders should be available for each Student Journal lesson page or students may access the pages online at www.successhomework.com.

What to expect in this curriculum

- A description of what the **Intended Outcome** is for each lesson
- A description of the **Mindset of the Instructor** needed to create a successful lesson as well as the **Rationale for the Lesson**
- The **Content** of the lesson which is interspersed with **Instructor Directions**. Because the two are intertwined, a picture of a pointing finger  will indicate specific directions for the instructor to implement with the class.
- The **Student Journal Pages** which students receive for each lesson.
- A list of **Supplies** needed for the lesson
- A description of **Typical Student Reactions** that might be expected from the lesson
- Sources that were used to create the lessons
- Additional comments from my experiences in teaching my classes shown as ‘**My story**’

Components of the course

The sign-in sheet – A spread sheet alphabetically listing the name of each student in the class. This is used for students to take responsibility for their attendance, to demonstrate the process of building a habit (It takes 21 to 28 days to build a habit) and to provide an attendance record for

the instructor or anyone else who would like to see physical proof of a student's attendance. (A sample spreadsheet template is available on the CD and in the Appendix.)

The Student Journal Pages – Since there is no text book for the student, a **Student Journal Page** is provided for them with each lesson. This daily sheet, as it's often called, is available in several formats:

- Teachers can print the pages as they are from the copy-ready Student Journal Book
- Teachers can use the CD version to modify the page prior to printing
- To satisfy the variety of learning styles in any one classroom, students can listen to the contents of the Student Journal Page online at www.SuccessHomework.com, print the page at home, or just view it online.
- As technology evolves, other formats will be created to help students achieve the success they desire. These will be made available at www.SuccessHomework.com

If students receive printed copies of the daily sheet, they are asked to keep them in a binder which may be brought to class, left at home or left in their locker. The **Student Journal Pages** are designed for students to use and save as the lessons learned are life lessons, not just information to pass a course in high school.

The **Student Journal Page** that accompanies each lesson has the following components:

- Lesson number
- Quote of the day
- A section titled '**This Lesson**' which lists the topic or activities that took place during that lesson. This is primarily for students who were absent and checked the **Student Journal Page** at a later time
- Reminders of upcoming assignments or events such as quizzes, projects, etc.
- Various other stories, lists and insights that connect with the lesson of the day from a variety of resources. These help students realize that there are many people and organizations working to help people create successful lives.

The **Student Journal Page** does not have the **Content** of the day's lesson. Students returning from absences are asked to touch base with the instructor during the journal writing time which is held daily during the last ten minutes of class. At that time they may be briefed on the **Content** or may schedule time to learn the material.

The Journal – students are asked to keep a journal throughout the program. The journal is used for several purposes:

- To keep a record of progress

- To record the quote of the day and make a comment about it
- To take notes
- To build the habit of reflecting on their thoughts
- To encourage the act of writing

Students are asked to have the journal with them daily. They should have it open on their desks at all times. Since they do not know what comes next each day, it is essential that they have the journal to track the course.

The Music – Music is an essential component of this course. It sets the tone for the unique atmosphere of the classroom. It is used daily to motivate students as they walk into class. This music should have a very strong beat of the type often heard at sporting events and pep rallies. It should be loud but not so loud as to disrupt the classes nearby. Lyrics must be appropriate in word and content.



Music is also used to inspire, similar to how it is used in advertising, television and movies. A movie without music would be empty and bland. Why should the classroom be any different? Movie scores are often great backdrops for journal writing, goal setting, creative work and other inspirational type writing. Classical music is ideal while students are testing.

Music also changes the pace of the student’s day and revs them up for the lesson to come but it does not make them so wound up that they can’t function. Although they personally might not like the song chosen, the music has been selected for its upbeat rhythm or at times for the positive message it conveys. Students are asked to ‘bear with’ songs that aren’t their favorites with the hope that one of their favorite songs may be used on a future day. Teachers might invite students to bring in their own music. It is strongly recommended that all songs be listened to in advance to guarantee appropriateness.

Students are very surprised by the amount of music used in this class. A variety of issues arise in regard to music. Here are some of the questions and how they have been handled to date:

Student: *“I don’t like that song.”*

Response: The songs are picked because of the type of music they represent. Not everyone will like every song but bear with this one for today and one of your favorites might come up later.

Student: *“Can you play my CD?”*

Response: Not until I have a chance to preview it first to see if it fits what we’re doing and to see if the lyrics are okay.

Note: *Even if you think you know a song, it’s best to preview it before playing it rather than having something offensive pop up.*

Student: *“Can I download songs onto your computer for you?”*

Response: I have to be sure it's okay with the school in terms of whether the school's system allows songs to be downloaded at all. I also have to be sure I'm not using up all the memory in the school's computer server.

In terms of equipment for playing the music, find what's most appropriate for the intended classroom.

(My story: I found that the best way was to load my own CD's into the hard drive on my classroom computer, This did not take up space in the server (as I had done previously) and was easier to manage than having a portable CD player that would have to be locked up between classes. If you are only in one room for the entire day, a CD player would be fine.)

The Activities – This is a very active class. Most lessons have an activity in them. Carla Hannaford, Ph.D. is a neurophysiologist and educator and the author of the book Smart Moves – Why Learning is Not all in Your Head. She states that, “Thinking and learning is anchored by movement...without movement of some kind, you don't get conscious thought. Movement profoundly improves not only learning but creativity, stress management and health. (Knowledge of this connection) can have an immediate impact on educators, teachers and parents concerned with the success of all our children.” Experience has shown that the more active the class, the higher the interest and the greater the learning. This is one of the main reasons that each class begins with all students and the instructor high-fiving each other to music.

Activity directions are listed with the lesson. Many of the activities have been created by Tom Heck. He is a former classroom teacher turned educator of team skills for a world-wide audience. He has developed an amazing collection of resources to help people learn. Included with each curriculum packet is his book Duct Tape Team Building Games which may be used to expand the lessons in this course.

The Tardy Policy – Most schools require that students be on time for class. Those that are late must usually stay after school for a designated amount of time. This course employs a special policy to help students build responsibility for their attendance. An instructor for this course would have to make the decision whether or not this policy would be appropriate in his or her school.

Students who are tardy to class are given a choice as to how their tardiness will be handled. They may choose to stay after school or donate to the charity that the class will select. The times and amounts are small at the beginning of the course as students struggle to find their way around school with their new schedules. Each month, the time or denomination increases as students grow in the course and take on more responsibility. The breakdown is as follows:

Month 1 – pay a penny or stay 10 minutes

Month 2 – pay a nickel or stay 15 minutes

Month 3 – pay a dime or stay 20 minutes



Month 4 – pay a quarter or stay 25 minutes

Month 5 – pay fifty cents or stay 30 minutes

A student cannot owe money but may borrow from someone in the class. Anyone later than two minutes must stay at least 30 minutes. Obviously if a student is very late, the possibility exists that a class cut may be recorded and dealt with according to school policy.

As compared to using a standard detention policy for tardies, students using this procedure tend to:

- Come to class on time more often
- Take responsibility for being on time earlier in the school year
- Accept the consequence of their tardiness without argument
- Look out for and assist their fellow classmates who are tardy
- Help prevent each other from being tardy

This process makes the school tardy policy somewhat fun rather than punitive.

(My story: My students believed in this policy so much that they even left the amount of money they owed for being tardy when I wasn't in class! They attached their money to the daily sign-in sheet, informing the substitute to make sure that I knew that they had taken their responsibility seriously.)

Grading the Course

Since there are often students from several grades and various abilities in the course, the grade is based on accomplishment as well as performance. A grading program or a spread sheet would be especially helpful in the course. This allows each item to be weighted as desired with lengthier assignments weighted higher than simple tasks. Each item or activity is counted which takes care of the typical question, “Does this count?” Everything counts.

The grading for the semester is based on five factors weighed evenly. If all five categories are used, then each is worth 20%. If a project is not required in a particular quarter, then each of the items used is worth 25%.

- The **Journal** can be checked as often as is feasible depending on the schedule. Twice a quarter is the minimum. The journal is checked for the daily quote, comments on the quote, class notes and assignments.
- **Homework** is assigned on an as-needed basis but not as often as might be expected. The only reason it is included at all is because schools require it. An assignment is given as homework if it is something that needs to be collected and read in a timely manner. Reflective assignments are usually delegated to the journal.



New theories about homework apply here. Daniel Pink, in his book Drive: The Surprising Truth About What Motivates Us, devotes a whole section of his tool kit to

addressing this issue. He directly addresses teachers asking them to go through this process before assigning homework:

- Am I offering autonomy over how and when to do this work? (*This course does allow for that.*)
 - Does this assignment promote mastery by offering a novel, engaging task (*As opposed to rote reformulation of something already covered in class*)?
 - Do my students understand the purpose of this assignment? That is, can they see how doing this additional activity at home contributes to the larger enterprise in which the class is engaged?
- **Participation** is a two-part grade and is assigned daily. Students can be awarded three points each day.
 - One point is given for signing in on the daily attendance sheet.
 - Two points are given for participating in whatever activities are done in class on that particular day which would include high-fives, an activity, listening attentively, and writing in the journal during the last ten minutes. This is referred to in this course as ‘full participation’.

Students who are absent and do not have an excused absence for the day do not receive participation credit. Knowing that they will lose an actual grade for missing a class encourages students to attend class and to provide appropriate documentation for the times they are absent which is beneficial to their success in other classes as well as this one.

It is best to record the participation grade daily while the students are writing in their journal the last few minutes. An easy place to record it is on the daily sign-in sheet until there is time to enter it into the grading system being used.

- **Quizzes** are given a few times during the quarter. The primary purpose of the quizzes is for students to learn and implement the test taking strategies taught in this course.
- **Special Projects** are available for both quarters of the course.

Mindset in teaching the course

- **Be a model of what you teach.** If you ask the students not to drink something other than water in class, then don’t drink coffee or some non-water beverage yourself. If you ask them to treat each other with respect, do the same with them. So often teens find great gaps between what adults tell them is appropriate and what behavior they actually see exhibited. Teens often learn more from what we do rather than what we say.

Be on time just as the students must be or be willing to ‘pay’ an amount to the charity jar. Usually a quarter or an amount slightly higher than the student amount due works well.

- **Be optimistic.** Teaching is one of the most challenging and important jobs in existence. With all the pressures on teachers in this century, it’s easy to be negative. But for this

program to work, it's essential to create an optimistic, positive environment. It's important to look for the good in any situation so that a classroom is created that is positive, empowering and healthy. Financial guru and author Jean Chatzky has done extensive research in what makes people successful. She reports her findings in the book The Difference. Her take on optimism? It enhances connectedness (an essential ingredient of this program), raises energy (good for students who claim boredom is their biggest issue), and makes us more likeable, resilient and flexible in our thinking.

When describing the journey the students are about to embark upon, share with them your optimism about their success. Share with them the success of those who have come before them either in your school or in the stories shared within this curriculum. Students who know the program has been created for them and who think the instructor not only believes in their success, but enjoys teaching them, will rise to the occasion and fulfill the promise expected of them. This is evident very early in the semester and is widespread throughout the class.

Also, be liberal with praise when it is merited. Letting students know that they have done well both as a group and as individuals goes a long way in creating a positive environment in which students excel. Giving praise and feedback especially when unexpected seems to be the most effective reward. Daniel Pink says in Drive that, "Some might dismiss notions like these as gooey and idealistic but the science says otherwise. The science confirms that this sort of behavior is essential to being human – and that now, in a rapidly changing economy, it is also critical for professional, personal, and organizational success of any kind."

Pink also suggests:

- Praise effort and strategy, not intelligence.
 - Make praise specific
 - Praise in private
 - Offer praise only when there's a good reason for it
- **Be consistent.** Treat all the students and situations the same whenever possible. Teens don't miss much and will immediately notice what they consider 'unfair' treatment. Their legal side immediately emerges, ready to engage. On the other hand, they are very respectful of people who treat everyone the same, even if the result doesn't always favor them.
 - **Have fun.** When was it decided that school had to be serious all the time? Children had fun in elementary school but often they feel that that fun is over once high school begins. Many teachers feel that fun and learning do not go hand in hand. Think of seminars that we attended. Weren't the best ones when we learned AND had fun too? We would never want to sit through seven hours a day of boring professional development. Why should our students have to sit through seven hours of solemn instruction? When the learning is fun and relevant, students don't want to leave class and what they learn stays with them longer. Research also shows that our opinion of learning is affected by the state we are in while the learning takes place.



have heard the comment, “Don’t smile until Christmas” as a tool to set up a serious and harsh classroom environment. Why?

(My story: I never could live by that rule. I smiled on the second day in September. Actually, it was more like the first day.)

Our world can be very harsh and disconnected these days. A little kindness goes a long way both in and out of the classroom. Even when discipline must be doled out, if it is done kindly and with an explanation, then usually the student will handle it well. As world renowned motivational speaker Tony Robbins says, “Discipline pushes; passion pulls.” The goal of the course is to awaken the passion for learning in students which often erases the need for disciplinary measures.

So many students are afraid to go to school, afraid of certain teachers and their learning is compromised by this fear. Dr. Bruce Lipton in Biology of Belief says, ‘When you’re frightened, you’re dumber.’ When students are unnecessarily stressed, they are unable to access the knowledge they’ve learned.

- **Create an environment that is motivational and safe.** Students need to feel that they are part of a bigger plan, that their best selves will be nurtured and expanded. Daniel Pink in Drive says that in the workplace (and in the *Strategies* classroom), “your business must be a congenial place to work. And the people on your team must have autonomy, they must have ample opportunity to pursue mastery, and their daily duties must relate to a larger purpose. If these elements are in place, the best strategy is to provide a sense of urgency and significance – and then get out of the talent’s way.” A safe, positive environment allows students to not only survive but thrive. When students realize that in this class, they are respected, treated fairly, and valued, that they will not be put on the spot or picked on, and that they are part of a team, the classroom becomes the place where learning is free to take place. Pink says, “The science demonstrates that once people learn the fundamental practices and attitudes – and can exercise them in supportive settings – their motivation, and their ultimate performance, soars.”
- **Use stories to teach.** Stories help us connect with each other and stories of a more personal nature have the power to do that with teens very effectively. The stories provided are the author’s personal experiences which the instructor may feel free to share with the class. These stories can be used to help the instructor discover the stories in his or her own life that relate to the lesson being taught. As the semester progresses, students begin to share their own stories as they become more comfortable in the environment and with the class.

Helpful tips for teaching this course

- Have music playing as students are entering the class
- Greet students at the door
- Pass out the **Student Journal Page** at the *end* of the period. If the **Student Journal Page** is given early in the class, students may use class time reading it rather than listening or participating

How to use this curriculum

Each lesson is listed in the order it was originally taught. Each lesson builds on the previous one with each subsequent lesson dependent on the personal growth the students develop. For the beginning days, the **Sequence** and the **Content** are listed together. In later days, they are separated as the instructor feels more comfortable with the **Sequence**.

The lessons may be expanded to include timely issues in the news or activities and events that are happening in your school and community. In fact, the more the course can be related to current events and local teen issues, the more relevant the course becomes and the more connected the students feel to the material. For example, one school incorporated the show “The Apprentice” as a vehicle to discuss leadership skills. That program was also used to investigate how the contestants, as well as Donald Trump and the other successful corporate giants that often appeared on the show, used the strategies shared in this course.

Each lesson is extremely detailed in terms of the actions of the instructor and the directions to the students. Each action and direction is very specific and is necessary to achieve the result for which the lesson aims. Some instructions may seem uncomfortable at first because they are quite different from the teaching strategies learned in most professional development. One of the reasons that this course is so successful is that the instructor steps out of the traditional methods of teaching. In this course, instructional techniques are employed that mirror those used by the top business trainers in the world, based on research by doctors and scientists who delve into how we learn. These methods change passive students into curious, active and involved learners. Some of the activities may seem juvenile at times, some actually appear to be silly games, but all have a very specific purpose which ultimately creates the desired results for teens.

Use the CD to modify the **Student Journal Page**, if desired. Using the CD allows you to add any articles, stories or quotes that you discover. It also allows you to add specific messages such as ‘Reminder: Quiz 2 is tomorrow’ or ‘First quarter ends this Friday’. Students appreciate a more personalized handout. Adding color to the printout, if possible, also adds to student interest. The **Student Journal Pages** have been created in color but may be printed in black and white.



Each lesson is listed with the suggested number of days it takes to teach. This is a recommendation only. Some lessons take less time; some take more depending on the make up of the class, what’s happening in the school as a whole at that time (grades, prom, homecoming) and many other factors that a typical school year presents.

LESSON 1

Intended Outcome

- To welcome students to the new class
- To set the tone for the course with music
- To introduce the history of the course
- To begin to expand the comfort zone of students by using ice breaker exercises
- To explain what the course entails and what will be expected of them
- To share the results that students prior to them have experienced (See charts on the CD of the goals previous students in the course have achieved and what those students feel they have learned that changed their lives in some way)

Recommended Supplies

- Hand sanitizer for hands after high-fives. (A very large size bottle is often available from discount stores such as *Sam's Club, BJ's Wholesale Club, Costco, etc.*).
- A large bottle of hand lotion (Alcohol-based cleaners tends to dry hands out)
- A box of tissues is also helpful

Mindset of the Instructor/Rationale for the Lesson

It's important to set a friendly, encouraging tone from the moment students first enter the class. Make students feel welcome and begin to let them see that this class is most likely quite different from any course they've ever taken before.

This lesson lets students know that this course was designed specifically for them. It incorporates many of the concerns about teens that are expressed by educators, parents and business owners. It provides strategies to help teens cope with life in this century with all its distractions, difficulties and joys. Letting students know that this course was created especially for *them* and that it has been modified and enhanced with the input of the over 1000 students who took it in the school where it started, creates an immediate connection that few other courses have.

Students who realize that the instructor is committed to their success will rise to the occasion, some perhaps for the first time in their lives. Dr. Bruce Lipton, who worked with a group of remedial medical students, details in his 2009 book *Biology of Belief*, "When they realized I was truly committed to their success, I could see lights flash in their previously panicked eyes." They were no longer the cut-throat medical students he was used to teaching in the past. With his new way of approaching them at the beginning of the course, "...my class of misfits stopped acting like conventional medical students...they amalgamated into a single force, a team that helped them survive the semester. The stronger students helped the weaker and, in so doing, all became stronger. Their harmony was both surprising and beautiful to observe." The same results have occurred in this program since its inception, all based on the positive belief and reinforcement of a committed, optimistic and encouraging teacher.

Sequence/Content/Instructor Directions

- Welcome students
- Explain the history and success stories of previous students. Those who are teaching this course for the first time will not yet have success stories to share. Below are two lists – ‘**What I Learned in Strategies for Success**’ and ‘**Student Goals Achieved**’ which were compiled at the conclusion of this course by students in the original classes. A larger multicolor version is on the CD that can be used to create a poster for students to see as the accomplishments are described.

What I Learned in Strategies for Success Class

How to:

- ❖ evaluate my life and to change myself willingly for the better
- ❖ be and act happier
- ❖ get out of bad moods
- ❖ break bad study habits
- ❖ break other people’s bad moods
- ❖ look at the positive side of things
- ❖ make the things I have to do fun
- ❖ improve the days when I felt tired or bored
- ❖ stay calm one day when I got lost driving
- ❖ keep my cool in tough situations – when I asked a girl out, when I was dumped, during family arguments, and in sports
- ❖ appreciate life
- ❖ cope
- ❖ not procrastinate
- ❖ make myself happy
- ❖ stop fighting with myself
- ❖ believe in myself more
- ❖ be more open minded to other’s opinions
- ❖ step out of my comfort zone to get what I want
- ❖ deal with stress
- ❖ be more patient
- ❖ be less frustrated



Student Goals Achieved

- Better relationship with my sisters, parents and boyfriend
- Got the new car I wanted
- Doing great at my job
- I am managing my money better
- Made varsity volleyball team
- I’m more responsible now
- Get along better with everyone in my family
- Got a job
- Changed eating habits

- Improved my posture
- I'm more outgoing
- Had a great softball season
- Kept close friends
- Did better in school that semester
- I saved enough money to go to Florida
- Better relationship with my mother
- Made some new and different friends
- Created a healthier lifestyle
- Learned how to change my attitude and state of mind
- Got accepted to the college I wanted to go to
- Got a new cell phone
- Got recognized for my talent in sports
- Got to go to Hawaii
- I quit smoking
- I'm no longer shy
- I am happier and more confident
- Got back with my boyfriend
- Got a job I liked
- Got closer to my family
- Broke the habit of procrastination

Explaining the history of how the course began and what previous students have achieved allows students to have a special buy-in to the course. Since most subjects students take have been in existence for many years, they are intrigued and somewhat honored to be taking a course that was created specifically for their needs as teens. Knowing the specific results that previous students have achieved allows them to imagine how they too could achieve similar results.

This course will help students create the success that they want in various areas of their lives. It offers them the strategies that the most successful people in the world have used to become successful. The rest of the courses in school provide education in specific subjects. This is the course that provides the emotional intelligence, the life smarts, that enable people to be successful in all areas of life, not just high school. Seymour Epstein, a researcher and psychologist at the University of Massachusetts, is quoted in Ernie Zelinski's book 101 Really Important Things You Already Know, But Keep Forgetting as saying that "emotional intelligence is more powerful than academic intelligence...and is crucial for success. It's knowing the right thing to do in a situation, having the tools to make the right choices."

One way to look at this course is to think about custodians who usually walk around with a full set of keys. Each key has a purpose but he only uses the one he needs at that moment in time. Each strategy taught in this course is like the key on the custodian's ring. As students learn the various strategies, they will find that some are useful to them immediately. Other strategies may seem less appropriate for where they are in their lives right now, but they are worth learning because they might be extremely valuable at a later date.



The main goal here is to let students know that these strategies come from a wide variety of sources, that there are many types of students who have taken this course, and that the best way to

learn and enjoy this course is to be open to new ideas. Tony Robbins in his various seminars says that we have 60,000 thoughts a day but that most of them are the same as yesterday. How many of those thoughts are working for us? Can we change the ones that aren't?

This course will explore how we can become aware of what we think and how to consciously choose what works for us. Why? Because only one or two new thoughts a day can literally change our lives. *Strategies* exposes students to many more. T. Harv Eker in his seminar program "The Millionaire Mind Intensive" reminds us that we need to reprogram ourselves for success and that it can take as long as ninety days to make the changes we need (This course is ninety days!). He also says that we need to be patient as our minds, which don't particularly like change, try to persuade us that either we already know this material or that it won't work for us.



Pass around the first **Sign-in Sheet**. After they have all signed it, explain to them what the purpose of the sign-in sheet is and how important it is that they *personally* sign in each day.

The sheet:

- Allows students to take responsibility for themselves each day. Teens are often looking to take on more responsibility. This gives them the job of recording their own attendance in a manner that is hard to challenge.
- Gives them practice in building a habit. One of the goals of this course is to teach how habits are created. This is the first step in that lesson. It takes twenty-one to twenty-eight days to build a habit which means that they will most likely require a reminder to sign in for several days.
- Creates a hard copy of class attendance should office personnel need to verify who was in class at any given time.

(My story: This came in handy for me many times in my classes. The Dean of Students would be looking for proof that a student was in class during a particular time. When asked days later, it's often difficult for teachers to remember and there's always the possibility that the attendance taken in the grade book could have a mistake. The sign-in sheet is indisputable and was well received by both the students and the dean.)

- Classes that meet during a split period are asked to sign in upon arrival both times.

(My story: Since I taught this class five times a day, at least one period fell during the lunch period. I drew a vertical line down the paper after the first sign-in and had the students sign in a second time. This reminded them of their accountability after lunch and again provided written proof that they had been there.)



Ask students to come to the front of the classroom. Once everyone is there, have them arrange themselves by height from shortest to tallest without talking. Show them where the shortest should go and where the tallest should go. They can use any means at their disposal - except talking.

Occasionally students will step out to see how the line is progressing. Encourage those who step out to help with the arrangement. Compliment them but in a manner that acknowledges that it's okay if they didn't step out to check the line. Have them spread out if they become too congested.

When they're satisfied with the arrangement, comment on the result. If it's exactly right, say so. If it's off by a student or two, tell them that they did quite well for the first day. The goal is for students to begin to build confidence in themselves and with the instructor.



When the first activity is completed, ask students to arrange themselves by birthday from January to December (not the year) without talking. Show them where January should stand and where December would be. As in the first activity, they can do anything except talk. All other options are open. When they have completed lining up, verify their arrangement by asking their birthdates.



If there are mistakes, it offers the first opportunity to tell students that there is no 'wrong' answer here, merely things that haven't been worked out yet. Be generous with praise. As Dr. Bruce Lipton said of his medical students, "They needed to hear they were first-rate students in order to believe that they could perform as first-rate students." It might be interesting to share with them the observation that most adults do not do this activity as well as teens.



After the two activities, have students high-five each other and then go back to their seats. Debrief the activity by asking them what they thought the purpose was for these two activities. Reasons might include:

- To break the ice between the students and create interaction between them immediately
- To intrigue them as to the possibilities of the course
- To begin to draw students out of their comfort zone



Discuss with them how will class begin each day

- High level music as they enter the room
- Roster (sign-in sheet) for them to personally sign each day. It was passed around for their signature on this day only. Show them where their folder is kept and what color it is if the classes are color coded.



(My story: I kept the five colored folders on top of the file cabinet next to my desk. It was far enough away from the classroom door to prevent students from creating a line into the hallway.)

- High-fives that everyone does to the music after students have put their books down and signed in.

The rationale for the high-fives:

- Puts students in a good frame of mind to begin class
- Connects students who normally would remain distant throughout the semester
- Changes student physiology from typical bored class behavior
- It's fun!

Once students are accustomed to daily high-fives, there is a noticeable difference in their demeanor should the high-fives not happen for some reason. Students are less enthusiastic, grumpier, and less alert without the music and high-fives.

(My story: I found this out accidentally one day when the music didn't work on my computer. I decided to skip the high-fives and noticed that the class was different that day – not as responsive, more passive, less energetic, less happy. I realized that the only thing that was different was the lack of music and high-fives. Would that make the difference? In later classes that day, I had the students do the high-fives even though the music was still unavailable. They acted the way they usually did. A few even hummed! From that day forward, I never missed a class high-five, even on the days when I, too, felt it would be easier not to do them.)



Handout the **Student Journal Page** for this lesson and discuss its contents. Tell them that everything that's done in class has a reason and that they will always have access to that reason. Every activity, strategy, or technique in this course has been used by successful people to achieve what they wanted in their lives and every lesson has been done by many teens prior to them.



Telling students that everything in the class has a reason allows them to feel part of the process. Teens are often told that they're learning a subject because they'll need it someday or to do what they're told to do "because I said so". Allowing them to **KNOW** the reason for everything or be able to ask for the reason, allows them to be partners rather than passengers on the journey.



Ask students to bring a blank notebook to class the next day. It will be their journal for the semester and it must be with them at all times. It should be one that is light enough to carry around but with pages secure enough not to fall out.

Typical Student Reactions

Students tend to be very quiet the first day. Although they may be reticent to come to the front of the room for high-fives, students do come forward and shyly do the high-fives.

Students do fairly well arranging themselves by height. Some may step forward and check the progress of the activity. Some remain quite shy.

During the second task, many are bewildered by the prospect of arranging themselves by birthdays. Usually some will begin using fingers to signify the month and date of birth. Others may grab a sheet of paper and pen to show their birth date.

*Good teachers never teach anything.
What they do is create the conditions under which learning takes place.*

S. I. Hayakawa

LESSON 2

Intended Outcome

- To set up student journals for the semester and begin journal entries
- To make a creative 5”x 8” name card for upcoming activities
- To have students evaluate where they are in terms of handling life issues by taking a Pre-Assessment survey
- To have students read, write and interpret a daily quote

Recommended Supplies

- Pre-Assessments (On CD and in the Appendix)
- Teacher name card
- Colored markers
- 5” x 8” index cards
- Blue Book note books available for students who didn’t bring a notebook in or who can’t afford to buy a journal

Mindset of the Instructor/Rationale for Lesson

Encourage students to have fun while creating their name cards to allow the creative child in them to emerge. Make a name card for yourself to model the activities and behaviors that you want to share. The name card will be used as they begin to get to know each other in the next few days. It counts as a one point assignment

Students are introduced to the concept of journaling their thoughts and progress, which allows them to have one location for notes, quotes and thoughts. Some of the most successful people in the world have consistently kept journals. Oprah Winfrey has kept a journal since she was fifteen years old and uses it for a variety of reasons. Results Coach and motivational speaker Tony Robbins mentioned that he journals on a regular basis. Many of the books, CD’s and seminars he created in his career have been based on the notes in his journals. His belief is that a life worth living is worth capturing and that when we look back over our entries in the days to come, we are able to trigger the same feelings that we originally had.

(My story: My students weren’t overly excited about journaling at first but most took to it as they realized the value of what they were recording. One of my former students recently sent me an unsolicited comment through Facebook. She writes, “I still have all my notes and books and review them frequently. Thank you.”)

Explain the confidentiality of the journal to students with the guarantee of privacy unless the student writes something that might indicate the need for professional help or parent/school notification.

Quotes are included with each **Student Journal Page** to allow students the possibility of learning from the words of others. Students are asked to copy the quote into their journals. The premise is that writing the quote versus just reading the quote allows students to take the time to absorb the content. Often when we read something, our eyes rush across the words and we may not truly think about what we're reading. A variety of quotes were chosen with the belief that one never knows what turn of phrase can change a life.

Sequence/Content/Instructor Directions

Students will sign in themselves for the first time. They will need to be reminded as they most likely are not doing this in other classes. Also it's important to remind them that they must sign themselves in and not have someone sign for them or they will not receive a participation grade for that day.



 Review what was discussed yesterday in terms of what is required for the course by having students write the answer to the questions below in their notebook/journal. They were most likely given the rules and regulations of all their classes in the previous two days and this review will allow them to solidify the requirements for **this** class.

This review might include the following questions:

- Why do you sign in daily? (*to build a habit and to record attendance*)
- Why is there a **Student Journal Page**? (*it's a list of what happened each day and where they will find the daily quote*)
- What counts in this class? (*everything*)
- When are you considered late? (*immediately after the bell rings*)

Pass out the Pre-Assessment sheet which will be used to compare results with the Post-Assessment taken at the conclusion of the course

Give students a 5"x 8" index card and ask them to write their first name in large letters and their last name in smaller letters. They may use markers to decorate the card any way they wish as long as what they put is G-rated and school appropriate.

Spend the last ten minutes of class having students set up their journal. Pass out the daily sheet. Share with them the confidentiality aspect of their journal. Have them write the date, the quote from the daily sheet and their comment about the quote. Discuss why they think this quote was chosen for the first day. The **Student Journal Page** for this lesson lists several questions to answer in the journal which they may begin now and complete at a later time.

Typical Student Reaction

Students are often surprised that they get to 'color' a name card. They usually have fun making them and are surprised that something that simple and fun would be part of a high school class.

LESSON 3

Intended Outcome

- To have students review what they've learned in the past two days
- To begin to have them get acquainted with each other with an interview activity

Recommended Supplies

- Name card from previous day
- Journals/Blue Books

Mindset of the Instructor/Rationale for Lesson

A quick run through of the set up of the class again adds reinforcement and certainty to the students who are sorting out the requirements of their various new teachers and classes.

This lesson begins to set a unique mindset about learning. It acknowledges that learning is a process. Few people absorb all information immediately. Repetition is one strategy to help us retain information if it is done in a creative, fun way.

Not having the right answer immediately is not necessarily a negative. It's part of the sequence of taking in information. If someone gets an answer wrong, an encouraging response and a reassurance that there's plenty of time to learn what's needed sets a good tone. Robert Kiyosaki of Rich Dad, Poor Dad fame stated on his tape series You Can Choose to Be Rich that school is the only place where you're punished if you're wrong. In business, wrong usually means you found a way that didn't work which is a lesson in itself. No one likes to be wrong. Creating an environment where 'wrong' is part of the process towards success seems to make students more willing to try.

There are many reasons for the interview activity. First of all, it allows students who probably have been sitting all day to get physically active. Students appreciate the opportunity to move around rather than just sit all day. Second, it 'forces' them to talk to people they might not ever talk to the whole semester. Much of the stress and/or bullying in high schools occurs because students often focus on what they perceive are the differences between them and other students. They think they are completely different from others – different grades, different cliques, different music styles, different interests. When students actually begin talking to each other, they find that they're not all that different after all.

This activity begins to create a team environment in the classroom. Emphasis is placed on the fact that everyone is going to be together for ninety days so they might as well enjoy the journey. Students who normally would never be seen together in the halls or the lunch room bond in class and often become friends because they are part of the team in this course. Bullying decreases because students have befriended people from a variety of peer groups.

(My story: In one class, two very attractive popular senior girls befriended a tenth grade girl who had come from a very different social background. They became her 'big sister' looking out for her. In another situation, a junior male student was mentored by a senior female student. The fact that this beautiful young lady took the time to help him changed his direction and allowed him to graduate that year with his class. The sense of team created in the class gave her the power to approach him, which I doubt would have happened in other situations. I never saw this occur in all the years I taught math. Situations like this have happened consistently in the Strategies classes and I believe it's primarily because these activities break the imagined boundaries between teens.)

Sequence/Content/Instructor Directions

Music, sign-ins and high-fives



Remind students about signing in. Ask students to use their name cards as they do the high-fives so that other students can begin to learn their names. They can hold the name card in the left hand as they high-five with the right.

Discuss quote from the previous day.

Go over a few of the questions from the journal assignment from the day before. Some are too personal for discussion at this early time in the course.

Have them raise their hands if they think one of the following is a measure of success:

- Having good friends
- Having a good relationship with your family
- Have a great relationship with a significant other
- Having good health
- Being in shape
- Giving to charity
- Being rich
- Making a difference in the world

There are many factors that determine success. Financial guru Jean Chatzky wrote the book The Difference to share the results of research about what makes people successful. She writes, “It is not that these people were born into money. It is not that they caught a lucky break. It is not that they received a windfall like a fat inheritance or a big divorce settlement or even won the lottery. It is not that they have an Ivy League education. It is not that they are smarter than you or even that they earn more money than you each year.”

What determines success will be shared throughout this semester so that students may use this information to create successful lives for themselves. Ms. Chatzky says that each of us has the power to make a difference in our own lives. We’re the only ones who can. To do so “you’ll need to tune in to parts of your personality and tap portions of your potential that you may not realize you have.”



Review content from the previous day. By again reviewing what was discussed, students are reminded how important the skill of repetition is to of learning. Some questions that might be asked are:

- How often will we do the high-fives?
- What was the purpose of the first two activities?
- How often should you have your **Journal** with you?
- Do you get credit for signing in each day?
- What do you put in your **Journal** every day?
- Do you need to be on time for class?
- What happens if you're late?
- Why is it important to be on time to class?
- Do you have to be on time for a job? For a date? For your driving test?
- When do you write the quote in your **Journal**?

Allow students to finish name cards if not done yet and to check them off for credit.

The Interview – students are asked to pick a fact about themselves that they are willing to share with the rest of the class. It must be G-rated and school appropriate. A fact might include something like:

- I'm an only child
- I am a wrestler
- I love cars
- I moved 10 times
- I play guitar



Ask students to take their name card and journal with them and get up and interview each member of the class. The information they will be collecting includes first and last name, their fact (see above) and grade they're currently in. It is recommended that they carry around their name card as they meet people so people can 'see' their name as well as hear it. This takes care of the awkwardness of asking a second time in case they didn't catch the name and it takes care of the issue of spelling.

They should record their results in their journal in some organized way as they will need to know this information at a later date. Be sure students allow for those students who are absent. Have the sign-in sheet available for them to see which students they might not yet have interviewed. Don't offer this to them but leave it available should someone recognize its value. Also, do not allow students to stand and say their information loud enough for all to hear. The goal is for students to meet and greet each other while gathering the required information.

It is suggested that music be played while they are walking around. The music helps fill in the silence and helps set a fun tone. (The song "What I Like About You" is one that has been used for this activity). Also, be prepared with your own fact to share as you model the process by also going around the room interviewing students.



When there's ten minutes left in the period, call an end to the interview process with the promise that more time will be allotted later, if needed. Have them return to their desks and give them the Student Journal Page. Have them take out their journals, write the date, the quote of the day, what they think the quote means and what they learned today.

Take the time now to give them a participation grade for the day. Let the students see that journal time is when you record the grade. This begins to set a tone for wrapping up the class and it's a visual reminder to them that they are being held accountable for their participation. If you notice that they haven't signed in, remind them. Continue to do this for the first two weeks or so.

Typical Student Reaction

Students are often hesitant to get up and begin talking to one another but open up as the process begins and as they begin to see the instructor begin to interview everyone. The music helps by filling in the silence which is fairly typical so early in the semester.

*What office is there which involves more responsibility, which requires
more qualifications, and which ought, therefore,
to be more honorable, than that of teaching?*

Harriet Martineau

LESSON 4

Intended Outcome

- To have students determine their primary learning style
- To provide students with the knowledge that everyone learns in their own unique way
- To begin the discussion about blame and its effect on success

Recommended Supplies

- Learning styles survey from CD and in the Appendix

Mindset of Instructor/Rationale for Lesson

Many students feel inferior in school because they don't seem to learn in the way others around them do. The learning styles survey – one of many available questionnaires – opens the door to the realization that everyone can learn once they know what style best suits them.

Students link learning with school not realizing that they are constantly learning new things in every day life – how to use their new cell phone, how to get along with significant others, how to cook, how to get around on the internet, how to drive. Knowing the best way they personally learn will be an invaluable tool in life.

Read the questions to the students so that all students take the test together. If students are given the test on paper to do themselves, they will finish at different times. The higher level students finish in ten minutes and the less gifted readers may not finish at all. Reading the questions creates a sense of team and camaraderie. Everyone is working together; everyone gets the time to think out the questions together. It also allows the instructor to paraphrase and read again if needed. Sample scoring can be shown on the board as well as the three categories of answers.

Sequence/Content/Instructor Directions

- Music and high-fives (remind students to use name cards)
- Sign in (keep reminding them of this responsibility)
- Go over quote from the day before
- Learning styles survey (see CD or Appendix). Have students put the answers to the questions of the survey in their journal as the questions are read to them. When the results are tabulated, have students note their primary learning style and whether they are primarily right or left brained
- Discuss the results of the learning styles survey and the power of knowing our personal learning style
- When everyone is done, ask who falls into each category – visual, auditory, kinesthetic or a tie between two or more categories
- Journal writing

Students will discover that there are many different learning styles. At this time, at least ten have been determined. This test shows three of the most commonly described styles – visual, auditory and kinesthetic. Some people are aware that they process information differently from others. Most don't realize that the way we learn is something we're born with, just like our eye color. When some people don't learn as well as others, they often consider themselves less intelligent. Phrases like 'in one ear and out the other' imply that someone isn't paying attention when in actuality, the person who experiences the inability to easily grasp information they hear and hold onto it, is merely not a strong auditory learner.

 After the students take the test and find out their scores, ask how many are visual, auditory or kinesthetic. Ask students to respond in this manner, "If your score is highest in visual, raise your hand and say, "Aye". There is added value to having students speak a response while raising their hand. Proceed with the other learning types as well. Use this type of questioning often in situations that don't involve students putting their personal business on the line.

For the **visual** students, the best way for them to learn or study in school might be to take notes, rewrite the notes when they get a chance, and study for quizzes and tests by reading their notebooks. The **auditory** learners might do well reading out loud, having someone ask them questions or recording the information and then playing it back. **Kinesthetic** learners are hands on and do best by moving around while learning, taking things apart or making a physical game out of the learning. They might also trace their answers or diagram them.

Knowing one's primary learning style is beneficial in all areas, not just school subjects. A visual person who wants to learn to cook should watch a good cook in action either in person or perhaps on one of the numerous cooking shows. A kinesthetic person would want to get in the kitchen and start making dishes with actual food and ingredients.

(My story: I've not had an interest in cooking most of my life. I never learned to cook as a child because as the oldest of five siblings, my mother gave me a choice of whether to cook and clean or take care of my little brothers. I opted for the child care and never watched her cook.



(Ironically, for some reason, people seem to always be telling me recipes. As a visual learner with a low auditory ability, I have a very hard time comprehending what they're saying. In actuality, I can feel myself shutting down because those words are meaningless to me. But now that I've watched the cooking shows, cooking seems possible, easy and fun.)

Phone numbers provide another opportunity to recognize learning style. Some people can remember phone numbers when they hear them. Others have to write them down and still others have to feel themselves punching in the keys. Some use a musical style of learning and set the number to be memorized to music or a beat.

Advertisers are well versed in learning styles. They use a variety of them to get consumers to notice their products and many techniques to help us remember their messages. For example, they set most commercials to music that they keep changing to fit the current music trends. Think of all the different McDonald's and Burger King commercials there have been! Most of us know the music for too many commercials, sometimes for products we don't even recognize or need. If asked, most students can finish commercial tunes...

“Call 1 - 800they fill in “East West”, a mortgage company

“800 - 588.....they fill in “2300 Empire!” a flooring company

(Not all of these commercials are run on a national basis so local commercials could be substituted.)

A commercial for St. Joseph's aspirin ran several years ago that showed how our hearts work. The commercial was in words and playful music. It grabbed the viewer's attention and people were singing it everywhere.

Knowing learning styles is also beneficial in relating to others, a topic that is of special interest to teens that are eager to learn more about creating romantic relationships. Tony Robbins connected learning styles and relationships at his seminar entitled “Unleash the Power Within”. He explained it this way: When we first meet someone we're interested in, we use all three primary learning styles to let them know we care. We tell them (auditory), we show them (see them often and buy them cards and gifts) and we physically show our affection by hugging and kissing them and holding hands (kinesthetic). As time progresses, we find it difficult to maintain that level of attention and often demonstrate our affection to them using OUR primary learning style, not theirs. Most of us are not even aware that we've changed our actions but we often begin to feel that the other person is not as attentive to us as we remember. And we can't figure out why.

If we want to connect to others – and that includes friends and family members as well as significant others – it's helpful to frequently use **their** primary style. How do you know what they are? Other than asking them right out (which might be difficult because most likely they're not aware of their own style), we might be on the lookout for some clues.

Here are some traits in each of the primary styles:

Visual people

- Tend to use their hands a lot when they talk so that they can 'see' themselves talking
- They talk quickly and often finish other people's sentences
- Are often very physically active and hyper with a loud tone to their voice
- Use words like 'looks good', 'I get the picture', and 'see what I mean?' even in situations that aren't visual.
- Love the idea of email, IM's, texting, Facebook. (What a way to communicate! You can 'see' what someone is saying.)

Auditory people

- Tend to like to make noise. You may find them tapping a pen in class or banging a desk.
- Seem to have music around them or even be making music unconsciously.

(My story: I had two students in class who were extremely auditory. I remember one day teaching my math class and hearing some soft humming. I wasn't sure where the sound was coming from. After several moments I realized that the young lady who was sitting near the window was the source of the music. She was following the lesson but she needed to make music as she processed her learning. A similar situation occurred a year later with another student. Neither was aware that they were singing. Both were high auditory.)



- Tend to use phrases like ‘sounds great’, ‘hear what I’m saying?’
- May tilt their head slightly when listening
- May have a melodic tone to their voice

Kinesthetic people

- Tend to talk slowly with feeling
- Tend to ‘feel’ what they say before and as they say it
- Tend to use words like ‘feels good’
- Need to touch objects to learn about them
- May need to move around a lot
- Often have trouble sitting in class

Many students have a high score for kinesthetic. Most teachers focus on students listening and viewing material on the board. Students who are kinesthetic are often bored in class. Many do not get good grades. Others fail because they do not grasp material that caters to the visual or auditory learner. Once they are aware that some of their failures may have been because they were not being taught in their primary learning style, possibilities open up for them. They begin to think of ways to use their style to learn and to ask those who teach them to present information in their mode of learning.

Blame

This lesson presents the first opportunity to discuss the concept of blame. In our society, it is very common to blame others for our inadequacies or failures. Some students who have not gotten good grades may disparage teachers who did not allow for their kinesthetic learning style. But blaming is not a productive strategy. Blaming makes a person a victim in a situation.

Mark Victor Hansen (co-author with Jack Canfield of the Chicken Soup for the Soul series) and Robert G. Allen talk about the concept of blame in their book The One Minute Millionaire. Their view is that when we blame “we lose a tremendous learning opportunity. The world makes progress from learning from mistakes. When we blame someone, it gives that person power over the situation.”

They also mention that even if we don't blame someone, we often justify why the situation didn't work out which in reality is just another form of blame. They suggested operating as they put it 'above the line' which is to choose learning over justifying or blaming.

They illustrate this view with the following:

LEARN ↑

BLAME ↓

Blaming gives *others* power over our lives. Blame makes it someone else's fault. Learning gives us a chance to take control of our *own* lives and make whatever changes we want to make. Being successful means looking for solutions rather than constantly complaining, an activity which is so prevalent in our society that an organization was formed to fight it. Called 'A Complaint Free World' (<http://www.complaintfreeworld.biz>), they sell a bracelet to remind wearers about the dangers of complaining and even have programs for schools. Choosing not to complain is part of an overall strategy that helps decrease the omnipresent stress, a strategy that guides us to look for solutions rather than blame.

Once students know their learning styles, they begin to understand why they behave the way they do. For example, one student who found out that he was kinesthetic realized, contrary to his initial belief, that there was nothing wrong with him. He always got into trouble for acting out in class because he couldn't sit still and listen. Rather than blaming anyone, he found his own solution to paying attention in class. He took the broken handset of a video game and began to carry it in the pocket of the sweatshirt he usually wore. When he began to get restless and fidgety in class, he would play with the handset in his pocket and he was able to focus on the lesson at hand. With this strategy, he did better in school and was in trouble a lot less.

Visual students often need to doodle in class because it helps them focus. They may be drawing in the borders of their notebooks while the lesson is going on. Teachers often admonish them for drawing rather than listening when in reality, visual learners **are** listening. They just need to keep their visual side active so that they can allow the listening to happen.



(My story: I am very low on the auditory scale so I don't like to talk on the phone. When someone calls whom I haven't talked to in a long time, I answer the phone in my office so that I can be online at the same time. I have the sound off but I can see the computer screen which keeps my visual brain happy. I can 'listen' better when I can 'see'. I know that others might consider this rude, but they don't know that I do this and they don't know that I can 'hear' them better when I can 'see' something at the same time. They are interested in the auditory connection which I'm able to give more readily because my visual side is content.)

Visual students may not be getting enough stimulation in a standard classroom unless the room has a great variety of posters and other objects to look at around the room. The late Dr. Laurence Martel, President of Integrative Learning Systems and Chairman of the non-profit National

Academy of Integrative Learning, Inc., used a television with a VCR attachment in his seminars with the sound off. He played a video of dolphins swimming. He felt that many of us are addicted to television and are actually in withdrawal while in the classroom. That is especially true of the visuals. Having a TV in the room, even if it's not directly viewed, really helps visuals to focus.

(My story: I tried this in class a couple of times but was unable to do so consistently because of the difficulty of having a television at my disposal on a regular basis. I think there is a lot of credibility to this idea as I sit here writing with the television on near me with the sound off. My brain is receiving the images even though I'm not paying attention to the story.)



Kinesthetic people need to move around frequently. Students in long classes are also in need of movement. Otherwise they will be tapping their foot, fidgeting in their seat, moving around uncomfortably or looking for a pass to leave the room. Any time teaching can include an activity, the kinesthetic student feels at home. The high-fives of the class are a wonderful daily treat for them. Offering the kinesthetic the permission to get up and stand along the side or back of the room when they feel the need is another gift during the more auditory times of class. They are welcome to do so with the proviso that it is always done with respect to the others in the class, particularly on the day of a test or quiz.

(My story: When I taught eighth grade math, I was aware that the students were much more active than my high school aged students. I created a technique which I called 'Board AB' where every other row of students would go to the board at once. Everyone would get the same problem at a time – those seated and those at the board. At the end of three or four problems, the students would switch places. Students loved Board AB. What was interesting was that they did many more math problems on Board AB than they did in a typical homework assignment. But because they were able to move around and work standing up, they did the work willingly and with greater understanding.



I translated this activity to all the other math classes I taught right up to Advanced Math. The level of the student or the subject didn't matter. What mattered was offering an alternative way of learning. At that time, I was not consciously aware of learning styles. (I was acting more from a gut instinct), but it became clear one day when I had a student who was having difficulty taking a quiz. He had excelled at Board AB the day before but he wasn't able to get the numbers in order on a sheet of paper. I asked him to stay after school so that he might do the quiz questions on the board. He did so without hesitation and passed the quiz.)

Auditory students tend to get the most out of a typical class since most teachers were trained to **tell** what they know of their given subject. These students are very interested in listening to the music at the beginning of class.

Music can be provided at other appropriate times as well. Low level music is beneficial to all for the effect it has on thinking. During quizzes, music is played to stimulate the brain. It also fills the awkward silence. Movie themes, songs by artists like *Enya* and classical music are especially appropriate. Music of a peppier nature is great during a work session especially to get less energetic students motivated.

In summary, knowing how to use the learning styles we're born with provides us an extremely useful tool for negotiating not only the classroom but life in general. Educators who create lessons that tap into the variety of styles allow students to comprehend the information they're learning at a quicker pace with greater retention.

Typical Student Reaction

Students are very interested in finding out their learning style. Most do not realize that people have different styles and that they are as unique as other characteristics that humans have. Finding out about learning styles empowers them to find ways to do better in classes. They are especially intrigued about how learning styles relate to personal relationships.

You don't understand anything until you learn it more than one way.
Marvin Minsky

LESSON 5

Intended Outcome

- To give students time to finish interviewing each other
- To begin the process of using repetition in learning
- To learn what determines how we feel at any given moment

Recommended Supplies

- StarPOWER poster

Mindset of the Instructor/Rationale for Lesson

Now that the students have their name cards, remind them to use them during the high-fives to help the visual learners remember everyone's name. The instructor should also carry his or her name card to model the correct behavior.

The **Stand and Deliver** activity is a strategy for remembering large quantities of information. Most students have a belief that they couldn't learn one hundred pieces of information if they had to. They fear classes that have a great quantity of information to memorize. **Stand and Deliver** uses the power of repetition to allow information to be absorbed effortlessly. Students should be assured that they will be able to learn all of the information they have recorded because they will have time to learn it, they will be able to practice it in their primary learning style and that hundreds of students who feel just as they do have done so already successfully.

When describing the five factors that affect how we feel at any given moment, draw a star and label the points with the letters 'P' 'O' 'W' 'E' 'R'. After the content is shared, the learning model of StarPOWER can be explained as the tool for remembering and for its connection to how the stars students often idolize symbolize these concepts in action.

Sequence/Content/Instructor Directions

- Music, sign-in and high-fives
- Begin **Stand and Deliver**
- **The Greeting Game**
- **StarPOWER** model for describing how we feel at any given moment
- **Journal** writing

Students have gathered information about each other with the interview process. Today they will begin to memorize that information for a quiz that will take place about a month in the future. In many classes and in many life situations, we are called upon to remember large quantities of information. With a class of about 25 students and each student giving four pieces of information

about themselves (first name, last name, fact, and grade), there are approximately one hundred pieces of information to assimilate.

The first step in the process of learning the information has already taken place with the interview activity. Students have connected with the information that they are learning and have used three learning styles in obtaining the information.

- *Kinesthetic* – walking around the room to talk to everyone
- *Visual* – seeing their fellow classmates, seeing their name card and seeing as they write the information in their journal
- *Auditory* – talking to other students as they gather the information

Stand and Deliver is a process that will continue daily for about a month. Each student stands up and says his/her information. They must speak loud enough to be heard or they have to say their information again.

The Power of Repetition

This process begins modeling the learning strategy of **repetition**. Almost everything we have learned in our lives has been learned through repetition. We seldom learn something after being exposed to it a single time. Speaker and businessman Alex Mandossian said that according to a study at Yale University, his audience will forget 40% of what he told them in the following forty minutes unless they do something to reinforce it. They will forget 30% more in the next 24 hours. A week from the date he spoke, another 20% will have been forgotten. They will lose 90% of what they had heard that day. 90%!! That's why we need repetition. That's why it pays to know our best learning style. Those two strategies will increase the retention factor dramatically.

Everything we know was learned through repetition. Consider how we learned to walk, talk, drive, or use the computer. Neurophysiologist and educator Dr. Carla Hannaford states, “When



we first learn something, it is slow going, like beating a path through untraveled terrain...As the neurons (in the brain) area are activated, more myelin (substance that increases the speed of nerve impulses in the brain) is laid down. The more myelin, the faster the transmission....Therefore, the more practice, the more myelin, and the faster the processing – until it becomes easy and familiar, like driving fast on a superhighway....The harder you use your brain, the more it will grow.”

The media uses repetition to get us to remember their product and their message. That's why commercials are run as often as they are. Television executives are so afraid that we'll forget an upcoming show that they not only remind us about it ad nauseum, they even pop reminders on the screen while we're watching something else. Their messages become part of our memory without conscious planning on our part.

It's amazing how much is stored in our brains that we didn't invite in. How often have you mouthed the words to a song on the radio you don't even like? Been to Walt Disney World? Then “It's a Small World” should be echoing in your head right now, sorry to say. You've heard it so many times that the words are there whether you want them to be or not.

Repetition is a method that allows us to consciously put something into memory, a method which will prove invaluable not only in school, but in life.

(My story: Becoming a pilot involves learning a great deal of information. To get a license there are three tests – the written, the oral and the actual flight test in the airplane.

To pass the oral test, I used the concept of repetition to help me learn the hundred or so potential questions. I wrote each question on a note card with the answer below it. Since I'm a visual learner, the process of writing the questions and answers was the first step in my studying process. But since the test was auditory, I needed to find a way to hear the questions.



To model how to study and to have a game situation with my students, I came up with a plan to involve them in my goal. I gave a card to each of my hundred or so students who agreed to help me study. Every time a student saw me, he or she asked me their question. I was questioned constantly throughout the school day. By the time I took the test, I knew my material cold.)

Repetition will help students prepare for the written part of their driving test, exams, SAT's or whatever material they truly want to learn. It will also help them in job situations. For example, if they're hired to close out the credit card machine or register/computer each night, repeating the process several times and reviewing it in their best learning style will be an advantage to them and to their employer.

The Greeting Game

The **Greeting Game** is used at many Tony Robbins' seminars to get the people who attend to connect with each other. People attend these events from all over the world and often are there by themselves. At Robbins' seminars, by the time the game ended, people who had felt a bit alone and isolated, had connected with everyone in their immediate vicinity. Over two thousand people went from being strangers to acquaintances in a very short time with an activity that was simple, fun and effective. Life long friendships often developed with some of these same people. This game begins the process of connection and team-building with the members of the *Strategies* class.

 Ask students to come to the front of the room. Tell them they will be doing three greetings.

The first greeting – Everyone greets everyone else with a handshake but as if they want no part of them. They act as if they've already decided they don't like the other person but are being forced to meet them anyway. Instructor models the greeting by shaking someone's hand, dropping it and saying something like, "What's your name? John? Whatever!" while making a negative face and walking away. Students are given the 'GO' signal



and begin the greeting. All contact must be G-rated. Instructor participates in the greeting with the rest of the students.

The second greeting – Everyone again greets everyone with a handshake but this time they are very shy. Eyes are down, voices are low, and handshakes are brief. Demonstrate by shaking the hand of the other person while asking, “What’s your name?” and shyly telling them your name. Give the signal for everyone to start.

The third greeting – This time everyone greets each other as though they are long lost friends whom they haven’t seen in quite a while. As you shake hands, you might say, “John? Is that you? I can’t believe it! I’m so glad you’re here!!” Once the instructor does the greeting, everyone does.



After the greetings, have everyone sit. Ask students which greeting felt the best. Most will say the third one.

StarPOWER

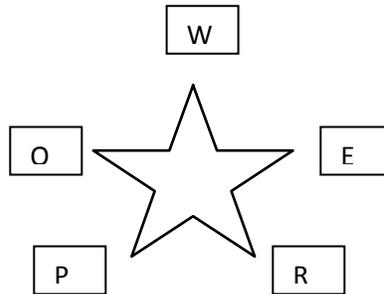
How we feel at any given moment is based on many factors. A model to help remember the factors and one that students identify with is called ‘**StarPOWER**’. ‘**StarPOWER**’ was created as a memory aid because so many teens (and adults) are highly influenced by the celebrities in our midst in our entertainment driven culture. These celebrities have each, in their own way, developed a quality that makes the multitude admire them. We may not want to be them or live their lives but there is much we can learn from them. They have found a way to present themselves in their best light on a fairly consistent basis. “What does it mean to be a star, except to shine? Everybody has what it takes to shine, not only Broadway or movie stars,” says Jane Marla Robbins, author of Acting Techniques for Everyday Life – Look and Feel Self Confident in Difficult Real-Life Situations. We don’t have to be class president, a rap star, a model or a top athlete to shine in our own way. The qualities that make the celebrities we admire successful can be found in all of us. They just need to be acknowledged and developed.

We all have moments when we feel strong and unstoppable. We have days when we wake up and for some unknown reason feel like we’re capable of anything that day. We feel powerful and confident. We’ve all heard stories of people who have done extra-ordinary things. For example, a few summers ago, a man jumped into the Gulf of Mexico to grab the shark that had just bitten off the arm of his nephew. Where did that courage come from? Could any of us have done that? How about the slight woman who lifted the SUV in her driveway to allow her husband who was trapped under it to roll out? Where did she get the strength?

The reality is that we all have amazing abilities inside of us, abilities that we can access whenever we need them once we learn how. But first, we have to become aware that we have these abilities. Then we have to learn how to access them on a regular basis, not just in crisis situations. Then, we too, can have the power to create our lives, just as the stars we admire do. We can learn from the success of others. “All you may need to tell yourself is to *Act As If* you

were Meryl Streep or Martin Luther King or Luke Skywalker and your breathing, relaxation, how you walk, talk, even your stature, vision and self-confidence can change,” Ms. Robbins continues.

The model ‘**StarPOWER**’ will begin the journey to help us create the life we want. To demonstrate the qualities in **StarPOWER**, a five point star is drawn with the letters to the word ‘POWER’ written at each point. (See CD for copy of **StarPOWER** poster)



StarPOWER can be described as a combination of factors that determine how we feel at any given moment. Once we know what it takes to make us shine, the decision to use what we know is up to us.

Here are the five factors represented by the letters in **StarPOWER**:

P is for physiology. Physiology is how we carry ourselves and how we feel physically. Are we hunched over or powerful? Do we stand in a manner that is strong or weak? Are we feeling healthy or sick?

Often when we’re not feeling our best, our body posture is not strong. People feeling sad are often told to “go take a walk” in order for them to feel better. The walk helps because the physiology of the sad person changes from hunched over and sedentary to active and more vibrant. Our bodies are designed to move and we feel better when we do.

Students are often bored in class. In fact, boredom is one of the main reasons that students don’t like school. A strategy to change boredom might be to adopt a less bored physiology – to sit up straight, to lean forward as if in anticipation. The purpose of the daily high-fives is to improve the physiology of students who have been in their ‘bored’ position all day. One of the reasons students like this class is that they get a chance to move around and change their body position. They’re not limited to just shifting in their seats.

Exercise is one way to change our physiology with the added benefit of changing our mood. According to Jean Chatzky in *The Difference*, “Just thirty minutes of exercise a day – even brisk walking is sufficient – is enough to increase the blood flow to the brain...(it) can make you happier, less stressed and anxious, and give you a self-esteem boost.”

The **physiology** for each of the three greetings in the Greeting Game is different:

- **In greeting one**, some students felt a bit arrogant or hesitant at first. But the physiology changes quickly. It's awkward to be speaking rudely to someone we don't know, so we begin to laugh and the physiology changes accordingly. It's also strange for the instructor to act 'rudely' to students. The nature of this interaction is so odd, so humorous, that it creates a connection fairly quickly.
- **In greeting two**, most students have no trouble becoming the 'shy' student. They've all experienced a time when they felt shy and most likely are feeling it at the moment of the activity. Their physiology is not particularly strong because they don't feel very confident.
- **In greeting three**, students are excited, happy and energetic which is reflected in their body positions. When we greet someone we care about that we haven't seen in a while, our energy is boundless, as is our enthusiasm. Physiology is very high and we feel great on all levels. Because of this energy and enthusiasm, **greeting three** is the favored greeting even though we are not using the full body language that we would actually use to greet someone we really know (because we're in a classroom with virtual strangers).

The other letters in **StarPOWER** are listed below. All will be expanded upon at a later date.

O is for Oxygen. How we breathe affects how we feel. Most people who are stressed are breathing in a shallow manner. In stressful times, we often tend to hold our breath. Breathing will be discussed in more detail in the next lesson.

W is for Words. The words we use (including their tone) affect how we see the world and in turn how we feel. The words we think determine our focus and that creates the mood of the moment.

E is for Envision. We each have a unique vision of the world around us based on the beliefs taught to us by our family, friends and the world at large. Examining our beliefs allows us to consciously choose the ones that work best for us rather than live our lives under someone else's view of the world.

R is for Realize. When we realize that we control the other four parts of this model, we also realize that we can decide what we want each to be. We can change each of them in a second. The choice, except in very extreme circumstances, is ours to make.

Athletes at the Olympics are great examples of **StarPOWER**, whether they win medals or not. They carry themselves like winners with strong physiologies. They take focused deep breaths when appropriate such as the gymnasts about to take the run across the mat in their floor routine. When interviewed prior to their event, many use words that empower them such as, "I see myself winning the gold." After the event, when asked if they thought of all that had gone wrong prior to the event or who was next to them in their race, most said they envisioned what they wanted for themselves, not what they didn't want. They set goals for



themselves and achieved them just by being at the Olympics. They realized what power they had within them and chose to use it. We can do the same with our own lives.

Typical Student Reaction

Students often feel that hearing or seeing the material once is more than enough exposure to the content being taught. When they are reminded that everything they now know how to do was learned through repetition, they begin to realize how effective this strategy can be for remembering.

Students are very shy the first time they do **Stand and Deliver**. It's best to encourage them to just do it and allow them to do it quickly the first time out. They eventually get more comfortable with this activity and often begin to offer alternative ways to learn the material about each other.

They also are a bit nervous with the greeting game but once they see the instructor shaking everyone's hands with the appropriate greeting, they usually do the same. There may be some who hold back and it is best just to encourage, rather than discipline, any that don't participate. If not discouraged, those that are hesitant will begin to build confidence in the instructor and the class

*You can teach a student a lesson for a day; but if you can teach him to
learn by creating curiosity, he will continue the
learning process as long as he lives.*

Clay P. Bedford

LESSON 6

Intended Outcome

- To expand upon the different components of **StarPOWER**
- To model strong physiology
- To demonstrate breathing techniques and begin a breathing log

Recommended Supplies

None

Mindset of the Instructor/Rationale for Lesson

In this lesson, students are asked to imagine what they felt like when they were in a sad situation. Ask them to think of something mildly sad, just a day when perhaps many little things have gone wrong. Since many teens today have experienced very tough situations in their lives, it's not beneficial to ask students to think about deeply challenging times in their lives. This exercise is just a quick example of how universal our physiology is when we're sad.

Throughout the course, a low key kind of reassurance helps students realize that it's okay not to be 'perfect'. It's a different mindset for them because previously in their school lives, when they made a mistake, they were 'wrong' and 'lost credit'. This is not the case in the 'real world'. In business or in our home lives, we pay for our mistakes certainly but more importantly we learn from them. Students often walk around on edge in school afraid to be wrong or not as good as the others.

In this course, a mistake is just an indicator. It just means that they're not where they want to be 'yet'. The word 'yet' implies that arrival to that goal will happen. 'Wrong' implies a dead end and the loss of self-esteem that is attached to that conclusion. This is not to say that this course endorses the granting of 'self-esteem' – as if it were even possible to give that – for no reason. The goal is to refrain from creating situations where students take it upon themselves to lower their esteem unnecessarily. There will be countless situations presented in this course for students to build true self-esteem – by challenging themselves, by accomplishing things they didn't think they could do, by giving back to those who need it, and by frequently stepping out of their comfort zones.

Creating a safe, positive, empowering classroom environment is one of the major strategies that made this course the huge success that it is. Students feel that there is a place in school where they are treated as people not just beings that didn't do homework, were late, disrespectful and usually wrong. This may seem like an exaggeration, but this feeling is often expressed by teens using these exact words. When they experience the positive encouragement and support provided in this class, they feel safe, happy, and valued.

Sequence/Content/Instructor Directions

- Music and high-fives (still continue to use name cards)
- Yesterday's quote
- **Stand and Deliver**
- Review **StarPOWER**
- **Physiology** – more detail and activity
- **Oxygen** – more detail and setting up of **Breathing Log**
- **Journal** writing

Physiology

As stated in the previous lesson, physiology is about the body. It is how we carry ourselves, how we breathe, what we eat and drink (and anything else we put into our bodies). For the most part, we decide our own physiology. We decide when and what to eat and drink. We decide whether we're going to slouch in our chairs or sit up straight. Most of our physiology is determined by habit which is logical as we don't want to have to think about our body position all the time. That's fine as long as it's working for us. If we feel that things are not going well for us at a given moment or we're at a low in terms of our **StarPOWER**, then we might consider changing our physiology as a first step in making a positive change.

~ ~ ~ **Physiology activity** – This activity was used by Tony Robbins at several of his live seminars.



Have students stand next to their desks. Ask them to stand as if they're sad and to breathe the way a sad person would. Give them a minute or so to assume this physiology.

Then ask the following questions:

- Where are your eyes – up or down?
- Where are your shoulders – up or down?
- Where is your head – up or down?
- Is your breathing strong – or shallow?

Most will have answered 'down' to the first three questions and shallow to the last. Most of the students will look very similar in body position. In fact, ask them not to change their body position but to glance at everyone else. The only direction was to stand in a 'sad' way. With just that simple direction, it's amazing how alike everyone is. Their answers explain why when someone is depressed, they say they are 'down'.

In humans, our bodies have built in equations. When we are sad, we hold our bodies in a certain way. We smile when we're happy and the reverse is true as well. Even if we're not particularly happy, we can smile and in a very short time, we begin to feel better. Our body has equated smiling with being happy.

SMILE ⇔ HAPPY

This is why so many people say ‘just smile’ to someone who is not in a great mood. Unfortunately, most people aren’t aware of this connection and just view that advice as a cliché with no real meaning. In Jean Chatzky’s extensive research for her book The Difference, she found that even the smallest positive change releases dopamine in the brain which is all most people need to feel better. Little things that make us smile even affect learning by enabling us to think more flexibly.

 Have the student shake out their bodies. Model this for them. Ask them now to stand strong with both feet firmly planted like trunks of trees rooted in the earth. Ask them to put their arms straight out to their sides in a strong manner (make sure they’re standing in a way they don’t hit anyone else – they can move if needed). Ask them to look at the ceiling. Pause as you’re saying this so all get to the same position. Tell them, “Put the biggest smile on your face as you possibly can.” Most will be laughing by this point so end it quickly and have them take a seat. Most experience what a strong physiology feels like during the last part of the activity.

(My story: I usually tell them that I don’t expect them to be walking down the halls of school and jump into the ‘look at ceiling and smile’ physiology. Then I act it out for them)

So the first step in changing how we feel is to modify our physiology. If we’re having a less than peppy day, we can straighten up our bodies and walk with more energy. If we’re bored in class, we can change from a slouched position in the desk to sitting up in a more alert manner. If we’re feeling sad, going for a walk or smiling really can begin to make a change in the way we feel. Changing our physiology is usually the quickest way to change how we feel.

This exercise may seem too easy to be of value or too simplistic but the best way to find out is to try it. According to actress, author, and acting teacher Jane Marla Robbins, “Your physical preparation will teach you that if you stand as if you were self-confident, your psyche will start to believe that you are. Studies from the Dana Alliance for Brain Initiatives shows that your physical behavior influences your brain chemistry just as your brain can influence your physical behavior. In other words, the more you stand as if you were self-confident, the more your brain will be convinced that you are.”

In The Difference, Jean Chatzky talks about faking it ‘til you make it. She says when you’re trying to find satisfaction in your work (certainly applies to school work), “pretend you already feel satisfied. Walk through the corridors with a smile rather than a scowl on your face.” By doing this, you radiate a positive energy that will reflect back to you and actually make you feel better. “If you act like you’re having fun, you will have fun,” she says.

As previously mentioned, one of the reasons for doing the **high-fives** every day is to change the physiology of both the instructor and the students.

(My story: I am not the most energetic person in the morning. It is difficult for me to wake up and to get going in the morning especially for the early hours of school. Prior to teaching this course, I would often find myself groggy during the

first two periods of the day. The high-fives in this class combined with the music changed my physiology so much that I was more than awake during the first and remaining classes. In fact, most people saw me as an extremely energetic person. If they only knew!)

So how do we change our physiology so that we feel the **most** energized and confident? Here are two techniques:

1. Think of someone who carries themselves in a confident manner. Pretend to be them. We don't have to have their success first to carry ourselves as they do. That would take a long time and besides, we need to be our own person, not an identical copy of someone else. We just have to realize that we can carry ourselves as they do any time we want and we'll begin to feel some of the same things they feel. A very simple process but one worth trying.
2. Acting coach Jane Marla Robbins suggested that as we walk, imagine that we have a knapsack on our backs heavy enough to pull our shoulders back so that we aren't hunched over or slumped. Imagine something fun in the knapsack, something that brings happiness – a new puppy, some new clothes, a package of freshly baked cinnamon rolls. (Students should not picture a typical overloaded book bag.) Think of something that weighs exactly the right amount to keep the shoulders back so that the look is of confidence and poise.

Physiology is also affected by what we put into our bodies. Water is an essential ingredient to health and is especially important in learning since the body and the brain are predominantly water. Most of us do not drink enough water and often become dehydrated.

(My story: Students at one time were not allowed to drink water during the school day. I brought research to the principal that showed the value of being well hydrated in relation to learning. She relaxed the school rules first for the state assessments and later for the regular school day and now students can drink water during class. The water and snacks that are now provided at our assessment tests are perhaps one of the many reasons for the increase in our scores.)

Other items we ingest also affect our physiology. Many people believe they can't begin the day without caffeine-laden coffee and parents, teachers and students alike know the effects of too much sugar. Our bodies handle the different foods, drinks and medicines in various ways but most of these have measurable and somewhat predictable effects. For example, most of us know how we feel after a large Thanksgiving dinner. It's certainly not one of our most productive times. Some theorize that we feel more energetic when we don't combine starches with proteins. Bottom line, if we want the ability to access our best physiology, we need to know what foods and drinks give us energy and which drain us.



Note: As an instructor, mention is only made of the fact that physiology is affected by what we eat. No specific recommendations of eating habits are given as that is a subject for the student and their parents or perhaps a health class and a nutrition instructor.

Breathing

How we breathe is actually a part of physiology but it's important enough to warrant a category of its own. Our bodies and brains need oxygen for maximum efficiency. "I teach a lot about breathing in my classes," says Jane Marla Robbins. "People forget how important breathing can be. And how healing and centering. Breath is nature's tranquilizer. When in doubt, take a breath." Too often we don't get the amount of oxygen we need. To remedy this, we can do several sessions of deep breathing every day, breathing from the diaphragm rather than shallowly from the chest area.

One breathing technique used is to breathe in a 1:4:2 ratio. Since most students are not familiar with this type of breathing, the best ratio to begin with is 5:20:10. Students breathe in through the nose for a count of five, hold their breath in for a count of twenty and breathe out through the mouth for a count of ten. The ultimate goal is to do ten of these breaths in a row three times a day to achieve the desired benefits of this type of breathing which are:

1. **Oxygen** to the brain
2. Activation of the **lymphatic system** in the body.
The lymph system is responsible for removing toxins in our body. It is activated by exercise and by breathing deeply. Most people are aware that when they have a respiratory condition, they have 'swollen glands'. Breathing helps to move the toxins out of the body and is beneficial in maintaining a healthy lymph system.
3. **Stress reduction.**
Taking the time to breathe a few times when one is stressed has many benefits. First of all, attention is turned away from the stressful situation, however briefly, by the focus on counting the breath. Second, taking the time to breathe interrupts the probability of saying or doing something inappropriate at the moment of stress. These few extra seconds allow the brain to oxygenate and give us a chance to think before speaking.

Breathing for stress reduction is probably one of the most powerful strategies used by teens who have taken this course. They report less stress while driving (and learning to drive), fewer conflicts with friends, teachers and family members and more positive control over their own lives.

There are situations where deep breathing is essential. Singers use deep breathing to sustain the notes they sing. Musicians do the same to produce the music from their instrument. Athletes breathe consciously and deeply to help them gain focus before turning points in their games or matches. Jane Marla Robbins talks about having dinner with a psychologist for a major league baseball team. "He told me that what he told the teams comes down to one big secret. Say it's the World Series and the bases are loaded and this guy has to pitch. He's a little nervous, right?"

So guess what this super shrink tells our American baseball heroes? ‘Take three deep breaths’. That’s it. And for this he’s paid thousands of dollars. More important, his teams do well.”



Ask students to stand next to their chairs to breathe. Because students don’t often breathe deeply, they might feel a bit lightheaded doing this activity. If that’s the case, they can hold onto the desk or just breathe normally. Instructor counts as students breathe. The first day, have them do 3 breaths of 5:20:10 with several normal breaths in between.

When students sit, have them turn to the back page of their journal and begin a breathing log to keep track of the times and locations of breathing using this ratio. Create three columns: date, location and number of breaths. Tell them that this page will be checked when the journal is checked. Have them log the breaths they took today and to consider breathing the next time they have a stressful situation or a test or a quiz to take. Tell them you will be looking for ten entries in the breathing log by the end of the first month of class and twenty by the end of the quarter.

Typical Student Reactions

As students learn the various strategies this semester, they’ll think that they will remember them all right away and are disappointed at themselves for not using them. An assurance that they will eventually remember them as they need them usually helps. It takes about 28 days to build a habit so very few people remember to use what they learn immediately.

You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives.

Clay P. Bedford

LESSON 7

Intended Outcome

- To examine the power of words
- To introduce 'closed eye' procedures
- To gather information for a future activity called 'Human Bingo'

Recommended Supplies

- A copy of How to Deal When You're Middle Name is Stress – Real Teens/Real Advice which comes with this curriculum

Mindset of the Instructor/Rationale for Lesson

Now that the students know about physiology, if the class looks low key and you'd like them to have a bit more energy, you can do a physiology check. Ask students to sit in their strongest physiology. If everyone looks really tired, another round of high-fives can be employed or an activity added.

There will be an activity in this lesson where students are asked to close their eyes. Since this probably hasn't been asked of them since they were little children playing games, a few comments will make them feel at ease. An explanation of the activity sets the stage. As with everything else in this course, students are made aware of *why* a topic or activity is being presented or at least given the opportunity to ask and receive an answer.

This activity is designed to help them understand the power of words. Students are told that no one will go near them while their eyes are closed. If a few aren't comfortable enough to close their eyes the first few times, let them know it's okay. Encourage them to try closing their eyes but trust is built by respecting that it will take more time for some. Not insisting they close their eyes helps teens realize that this class allows for their differences. We, as instructors, don't know the connections that students are making as we teach. Closing their eyes around others may connect to something fearful in a student's life, so respecting their need to keep their eyes open is important.

Sequence/Content/Instructor Directions

- Music, high-fives, sign-in
- Review yesterday's quote of the day
- Review the components of **StarPOWER**
- Review **physiology**
- Review **breathing ratio**

- Give each student a 3” by 5” card. Ask them to write their name on it and one unusual fact about themselves (not the one from Stand and Deliver) that they would be willing to share with the class at a later date.
- Discuss the **power of words** in how we feel
- Read a couple of stories from How to Deal When You’re Middle Name is Stress – Real Teens/Real Advice on the power of words
- **Closed Eye** process with the power of words
- End with a run of **Stand and Deliver**

The Power of Words

Most of us speak very freely without much attention paid to the words we use. We think that our words have very little effect on how we feel. And yet there is great power in words as the quote on the **Student Journal Page** indicates.

To help understand the power of words, consider how life changes with the words, ‘I do’ or ‘yes’ to a question like, “Are you guilty?” Students can certainly appreciate the power of the words ‘cool’ or ‘senior’ or ‘too young’ or ‘license’ or ‘jerk’. Think how often most of us say we ‘can’t’ do something.

 To give students an example of the power of words, take them through a ‘closed eye’ process. ‘Closed eye’ in this course is a process where the students close their eyes while they hear a specific story. The reason their eyes are closed is to help block out visual distractions and to help them access their imaginations as they follow the story being told. Once their eyes are closed, go through this closed eye description (or your own variation of something like this.) This is a sense memory exercise used by acting teacher Jane Marla Robbins. A similar exercise is done by Tony Robbins at his “Unleash the Power Within” seminars.

“Imagine yourself outside on a hot summer day. Perhaps you’re tanning or cutting the lawn or walking. The sun is beating down and there’s practically no breeze. You’re wishing you could just find a way to cool down. Then you think about getting yourself some lemonade. You head into your kitchen and look inside the refrigerator. No lemonade made but right in front of you is a big juicy lemon. Nothing is fresher and cooler than a nice cold lemon! So you take it out of the refrigerator with the thought of making some fresh lemonade with lots of ice. But first you’ll need to cut the lemon. So you take a knife out of the drawer and cut the beautiful big fat yellow lemon in half. You can smell the freshness as the juice squirts out. It looks so refreshing that you pick up one piece of the lemon and bite right into it, the juice running onto your tongue....”



Stop and ask the students, “Is anyone’s mouth watering or did anyone’s mouth pucker up?” (At least half the class usually says or nods yes). Have them open their eyes. “Do you see any lemons?”

Most will realize after that simple example that words have the power to change our minds and affect our bodies. With that in mind, a discussion can begin about the words most of us use on a regular basis. Ask them if they've ever:

- blushed when someone said something.
- felt their blood 'boil' when someone said something horrible about them
- felt tears or emotional about something they heard, saw or read

Each of these situations created a physical change in the body. If physiology is the quickest way to get a brighter **StarPOWER**, then the words we use are the next.



Ask students to start noticing the words they use regularly and to think about whether those words make them feel a certain way – good or bad. At a later date, the power of words will be explored in more detail but this beginning exploration begins to open up awareness, which is the first step in making positive changes in our lives. Ask students to start noticing not only the words they use but also those of the people and situations around them.

Some questions to ponder with students:

- How do you feel when you're around people who constantly say negative things?
- Do you enjoy being around them?
- Are you frequently negative?
- If you're often negative, do you think people want to be around you?
- How does saying the following sentences make you feel?
 - School stinks.
 - I can't.
 - I'm stupid.
 - I'm not (good, smart, good-looking, talented) enough.
 - You look great today.
 - Thanks.
- Does saying something negative make you feel stronger or weaker?

Words can give us power or take it away. Which do we prefer? If we want to be perceived to be as strong and confident as the celebrities we admire, choosing the right words is an important component.



Share a couple of stories on the power of words from How to Deal When Your Middle Name is Stress – Real Teens/Real Advice.

Typical Student Reactions

Although some students are hesitant to close their eyes, most do. Most of the ones who don't close their eyes today will do so eventually in a later 'closed eye' situation. Students are pretty surprised at how many people felt their mouth water or pucker at the thought of a lemon. They really haven't given much thought to the words they use and this exercise begins to open up their minds.

Great teachers empathize with kids, respect them, and believe that each one has something special that can be built on.

Ann Lieberman

LESSON 8

Intended Outcome

- To share how what we believe and envision colors our life
- To begin the review process for the first quiz

Recommended Supplies

None

Mindset of the Instructor/Rationale for Lesson

As the review process takes place, compliment correct answers and minimize negative connection to incorrect ones. Reassure everyone that they'll understand and remember it by the time the quiz arrives and that the important thing in this class is not the quiz grade, but what they learn.

The words you use are important. By using positive ones, you're modeling yesterday's lesson. Teens have heard adults tell them they can't do something so often that they are refreshed to be in the presence of an encouraging adult. Plus, at this moment in time they are encountering their own self-doubts. Positive support allows the instructor to create a nurturing environment in which students thrive.

Students learn that this material is helpful to everyone in life and unlike some other subjects, will be used both now and later in life. The same may not be true of the other subjects although which students need what subjects can only be determined as each teen lives his or her life. This is stated with the additional comment to the students that no disrespect is intended toward other subjects. The school, the faculty members and other students are never referred to in a negative manner.

(My story: I tell them about the courses I had to take in high school and college. I had no choice in subjects for the most part but I don't regret any subject I ever took including the ones I was forced to take. Even when I didn't like a course or a specific topic in it, there was something to be learned even if the lesson was that that particular subject or a career in that subject was not for me. I've been amazed by how many of those subjects I actually have used.)

We don't see the whole picture of our lives at a given moment so even though something seems unimportant to learn now, it can turn out to be immensely important later. For students, it's hard to care about later when there are so many more important and more fun things to think about now. We may forget the details of a subject but once we learn something, it's easier for that information to come back.

Since we live longer than ever, we experience many careers. Because of this fact, we need to be as prepared educationally as possible. Also, the world has gotten very competitive. In a recent segment on one of the morning television shows, parents were exposing their infants to many

languages so that the children would have the edge later in life. They were also vying for them to be accepted into the top nursery schools so that they would be on track for the best schools later in their life.

The world gets smaller daily. A job that might have gone to an American citizen decades ago may now be held by someone in India with an internet connection. It's cheaper for large corporations to pay Indians who are more than willing to get the education needed to be qualified enough to earn the position. Many Americans on the other hand seem more concerned with the more luxurious car and house, instant gratification and taking the easy way out.

Americans may have the most freedoms but we have to be careful that while we're enjoying the freedom to do anything or to do nothing, others around the world may be gaining the upper hand. They recognize that *education* is freedom. The point of this discussion is not to create more stress for ourselves but to value the free education we're given and to take advantage of every opportunity to learn that presents itself. Knowing that the world is changing allows us to take up the challenge and stay competitive, and not act as victims.

Many students come back to visit teachers and say things like, "I never thought I'd ever use what you taught me but guess what? I use it all the time!" Bottom line is to have students begin to open up their minds to possibilities that there's good in most things, even school if they know how and where to look.

Another important point to emphasize is that we all can learn. Everybody in the room had to pass a lot of grades and subjects to make it to high school. They wouldn't be sitting there if they hadn't. If they can do that, they can do well on this quiz. All it takes is learning the simple techniques necessary and that's what this course is all about.

Sequence/Content/Instructor Directions

- Music, sign-in, high-fives
- Review yesterday's quote
- See if anyone noticed any word patterns since yesterday
- Mention that the first quiz is coming up soon (Give them exact date to help eliminate stress of uncertainty). Tell them they will be well prepared for this first quiz because we are constantly reviewing and there will be plenty of opportunity to practice in class as they learn strategies for effective studying. Mention that most people do better on the quizzes in this course than almost any other and that includes students of all abilities.

Review a few items such as:

- What is the breathing ratio?
- Why is breathing like this helpful?
- Why do we do high-fives to peppy music each day?
- Why do they sign in?
- How many days does it take to build a habit?
- What do the letters in **StarPOWER** stand for?
- What is meant by the term **StarPOWER**?

- Describe the ‘E’ in **StarPOWER**
- **Stand and Deliver** if time
- **Journal** writing

The ‘E’ in **StarPOWER** stands for ‘**Envision**’. How we feel at any given moment is based on many factors. We have discussed the concept of physiology including how we breathe and the power of words. The word ‘envision’ here encompasses several concepts:

- Where we focus our attention
- What we believe about ourselves and the world around us
- What goals we have for ourselves
- How what we’re doing and feeling at a given moment connects to those goals

Students who are bored in class might believe that class has nothing to do with them. Their thoughts are focused elsewhere and they don’t see how the class fits into their goals for their lives or even for the next few minutes. When we examine our beliefs and direct our focus, we have the opportunity to create a mindset for ourselves whenever we want that lifts us from the bored, tired, uncertain, sad and otherwise low key place that many of us dwell. Over the next few days, what we believe about ourselves and life in general will be examined.

We begin to examine the power of **envisioning** with an activity that can be presented as a skit or as a teacher-directed demo. The decision of how to present will be based on the make-up of the class. By the eighth day, some of the students are verbal and energetic enough to step forward and participate in a demonstration. If that’s not the case, then the situation could just be explained.

Have two students come to the front of the room. The scenario is as follows:



Two students (perhaps freshmen) are waiting for the bus on the first day of school. Both have on new clothes that they bought for school including rather expensive new shoes. As they’re waiting for the bus, a truck passes a car on the right and in doing so comes very close to the students who are waiting at the bus stop. In front of them is a huge puddle from the rain the night before. Both students are splashed by the truck with mud and water all over their new clothes, book bags and shoes. The two students react to the situation.



One student has the belief that everything always happens to him and this is just another case of that He’s miserable, trying to think of a way to get home to change before school but the bus is just arriving and he can’t afford to be late on the first day. He is cranky all day, complaining about how much he paid for those shoes, how life stinks and generally being horrible to anyone who crosses into his path. He is surly to the teachers he meets, not too pleasant with a fellow student who bumped into him while trying to open his new locker and not happy when he gets home at the end of a long, horrible day. He concludes at the end of the day that school is miserable and so is life.

The other student is also surprised to be wet and muddy from the truck but he has the belief that he's lucky in life. In his mind and to anyone who asks about his clothes that day, he says how lucky he is that the only thing that happened was that he got his clothes dirty. He is so lucky that the truck didn't hit him as it came very close. As the day goes on, he's in a great mood, laughing off the comments about the clothes and telling them, "Better the clothes than me!" He shakes off someone bumping into him while trying to open his locker, realizing that on the first day of school, everyone's confused and focused on all the new things they have to deal with. He goes through the first day's schedule and then heads home still feeling pretty lucky and realizes what an awesome school year this will be. Instead of being a statistic that early morning, he is grateful to be alive and he believes this event will set the tone for the coming school year.



Two people. Same situation. Different visions of how the day went. Different outcome for the day. Although this may seem to be an exaggerated example, it begins to make us aware that what we believe and how we envision an event determines what we do and feel. This raises the question, "Where do our beliefs originate from?" As the course continues, we will begin to examine our beliefs, where they're from and which ones we'd like to continue to use to guide our lives.

Here's another example regarding beliefs. As fall approaches in the North, the temperature begins to drop. A school day arrives when the temperature is considerably lower than those of summer and early fall, perhaps 55 degrees or so. Students wear long pants and sweaters and start complaining of how cold they are. They ask questions like, "Why hasn't the school turned the heat on?" This same temperature in mid April brings out the shorts and short-sleeved shirts. In the fall, the mindset is on missing the warm days of summer. In April, dreams of spring bring thoughts that 55 degrees is warm. Same temperature. Different outfits. Different reactions. What we focus on, believe and envision determine how we feel.

Another story is from Dr. Wayne Dyer on his PBS special "The Power of Intention". He talks about being on "The Tonight Show" many years ago and then flying overnight home to Marco Island in Florida. He runs into a woman walking along the beach who recognizes him from "The Tonight Show". She says she's thinking of moving to Marco Island and asks him what it's like there. He asks her what it's like where she's from. She says she's from the Midwest where everyone is so nice to each other. She really is going to miss it but her husband is being transferred so she must move here. He told her that living in Marco Island would be the same. People there were equally nice.

He continued walking down the beach. He met another woman who recognized him. She was also moving to Florida and asked him what it was like there. He asked her what it was like where she was from just as he had asked the previous woman. She said she was from New York City where everyone was nasty and out to get you. She couldn't wait to leave. He said it was like that here too.

Both women will find what they're looking for because that's what they see. Their comments were not about specific geographical areas because there are all types of people in every locale. Everything for them was based on their beliefs about people in general.

These beliefs apply to discoveries, too. Many years ago it was thought that an airplane could not fly faster than the speed of sound, that there was an invisible barrier in the sky. If a plane even attempted to go that fast, it would crash into that barrier and plummet to earth. Test pilot Chuck Yeager didn't have that belief. He thought it was possible and with the right plane flew through the sound barrier and proved that it was indeed possible to go that fast. After that, the common belief was that it was impossible to go that fast on the ground. Then someone created the right vehicle and found a person with the opposite belief to break through that theory, too.

Most of the technological gadgets that we now have in our lives were believed to be impossible or improbable. Lucky for us, at least one person had the opposite belief. What beliefs are we holding about ourselves and our world that maybe deserve a bit of examination?

Typical Student Reactions

Students enjoy seeing the scene acted out. They are beginning to see that they have a say in how they see the world.

A great teacher never strives to explain a vision. He simply invites you to stand beside him and see for yourself.

R. Inman

LESSON 9 (2 DAYS)

Intended Outcome

- To help students realize that they have the power to determine how they feel at a given time
- To commit to the ‘rules and regulations’ of the course
- To work with a buddy on a class assignment

Recommended Supplies

- Commitment to Excellence – from the CD and the Appendix

Mindset of the Instructor/Rationale for Lesson

Students have not yet been told the rules of the course with the exception of comments made along the way and the initial discussion about the policy on tardiness. On this day, students model an activity that many successful people do – they sign a commitment to what they want to be, do, and have.

Many groups in society agree on terms of conduct and shared goals prior to the start of a major project. Olympians and the officials who score the Olympic Games take an oath during opening ceremonies to do their best in an honorable way at the games. The medical community has the Hippocratic Oath as the cornerstone of their profession.

Some recent MBA students at Harvard were ashamed that so many students prior to them had cheated their way through school. They were embarrassed by the shady dealings of so many public businesses, so they chose to create their own code. Daniel Pink talks about these students in Drive. The oath begins, “As a manager, my purpose is to serve the greater good by bringing people and resources together to create value that no single individual can create alone.” One of the student founders, Max Anderson, said, “My hope is that at our 25th class reunion, our class will not be known for how much money we made or how much money we gave back to the school, but for how the world was a better place as a result of our leadership.” He believed in the power of words and within a few short weeks of writing his pledge had gotten a quarter of the graduating class to take the oath and sign it.

This is one of the few days when students must listen all period so anything that can be done to help the non-auditory learners is worth considering.

*(My story: This is the ninth day of the course which is the day when I noticed that the students are finally beginning to understand the uniqueness of this program. They have been treated with respect, have been made to feel intelligent even if they don't know all the ‘right’ answers, are more comfortable with their fellow students because of the high-fives, interviews and **Stand and Deliver**. All of this*

has usually occurred despite the fact that no rules were shared at the beginning of the course.)

Sequence/Content/Instructor Directions

- Music, sign-in and high-fives
- Yesterday's quote
- **Stand and Deliver**
- **Commitment to Excellence**
- 'R' in **StarPOWER**
- Work with a buddy to describe the **StarPOWER** in various people
- **Journal Writing**

Commitment to Excellence

Today they will sign a commitment to themselves to strive for excellence. And it's excellence rather than perfection. Perfection is unattainable and the quest for it can cause great stress for those who try for it. Ernie Zelinski in 101 Really Important Things You Already Know, But Keep Forgetting defines excellence as somewhere between perfection and mediocrity. We each get to decide where we fall on that spectrum. "Loosely stated," he says, "excellence is putting in the best effort you can with the time, energy, and other resources you have available. Keep in mind, however, that you don't have to do anything flawlessly to be highly successful."

(My story: As a teacher, I used to wonder how there could be mistakes in some of the textbooks, especially in the age of spell check. Now in the process of writing the second edition of the book, I know full well that unless many people read the manuscript many times, it is almost impossible to find all the mistakes, especially the small ones. Our eyes...and our computers...make it difficult for us to be perfect in this area as well. So my choice as an author of a strategies program is to make the decision to do my very best – to strive for excellence, not perfection.)



After each student receives a copy of the **Commitment to Excellence**, go through and describe each item. Here is the document along with a description of the intent for each item. The student document can be found on the CD and in the Appendix.

1. To participate fully each day

Students should do their best to do what's assigned each day. This may include activities not usually found in a high school classroom and journal writing. The reason is to gently push everyone out of their comfort zone and to receive full participation credit each day.

2. To take responsibility for all assignments whether I am in class on a given day or not.

*This is to remind students that it is their responsibility to access the **Student Journal Page** each day and to make sure that they do so on the days that they are not in class.*

This is for days when the rotating schedule may skip their class or when the student is absent.

The student should check with the teacher during the last few minutes of class to learn what was missed or to schedule out of class time for extra help. This is the best opportunity to check because it demonstrates respect for the teacher and other students in the class. Successful people look out for more than just their own interests. Asking at the beginning of the class or during the class is not a good strategy because everyone else in the room has to wait while that transaction is taking place.

3. To listen respectfully to the opinions of others

This is a good time to thank them for listening so well this year. We often spend more time telling people our negative thoughts about them and fail to share the positive thoughts we have. How often do teachers tell students what they like about them? We need to remind ourselves and our students how grateful we are to share this success journey with them. Remind them that we're all different with varied opinions and that successful people embrace the differences between people just as we are doing here.

4. To treat each other with kindness and respect

This continues what is stated in number three. This line is to open up the thought of treating ourselves and others with the kindness and respect we all want and deserve.

Much of our stress comes from people not treating us with kindness and respect. We need to include ourselves in that. We cause a good deal of our own stress by not respecting ourselves, our bodies, our thoughts. We are often kinder to our friends than we are to ourselves. Most of us would never say to our friends the words we say to ourselves.

5. To keep an open mind to the possibilities that are placed before me

There will be many topics in this course that seem unusual and often impossible. Some seem so simple that they appear to be a waste of our time. But the most powerful and important lessons in life are often the simplest. The plan here is to sample them and see how they work so that we may choose the ones that fit best both now and through our post high school lives.

*There is a quote that states, "When the student is ready, the teacher will appear." We are not all ready to understand everything at the same time. The goal is to have an open mind. Part of a good education is to develop a mind that questions. It is okay to question whether a strategy will work for us. We can feel free to try the ones we think will be of use and save the others for later use, if ever. In this course, students should take notes of **all** the strategies that are offered. Some which might not seem logical or appropriate to their lives now may be just what's needed later on. Remind them to keep good notes...and save the journal after the course ends!*

6. To respect the privacy of others in terms of what happens in this class

We will often do activities that are far different from what happens in other classes. We are a team in this class, here for ourselves and each other. We may have a day when someone laughed a lot at an activity or said something that was rather personal. If we keep what happened private within the class, it will allow everyone to act freely without worrying about whether what happened will be talked about in the cafeteria or the bus ride home. This does not mean they can't discuss what happened in class with their parents or guardians. There is nothing hidden here. We are just being kind and respectful to each other.

This behavior creates an environment of safety and community which allows learning to take place more easily. Dr. Laurence Martel mentions in his book, The Seven Secrets of Learning Revealed: What Your Teacher Never Taught You, Because Your Teacher Never Knew, that students cannot learn in an atmosphere of put downs and intimidation from either fellow students or teachers. All their energy and blood flow goes into the feet (flight) or hands (fight). If a student is always worried about people bothering him or her in class, it's difficult for learning to take place. If they're always thinking that someone will laugh at them or talk about them, then they will stay in their comfort zones and will miss the opportunity to experience the personal growth, learning and excitement that this course offers. Dr. Bruce Lipton in Biology of Belief reiterates this same concept when he says that "humans unavoidably restrict their growth behaviors when they shift into protective mode". The stress involved in this mode, he concludes, "Enhances survival but at the cost of...reduced intelligence." Learning cannot take place under these conditions.

7. To bring a journal, something to write with and a good attitude to class every day

This is all about being prepared for life. There is very little that the student needs to bring to class each day. Taking the responsibility for bringing a journal and something to write with is a small request. Bringing them daily will become easier once it's a habit and habit creation is one of the areas we are working to master in the course.

Bringing a good attitude is a choice. Ask them to make the decision to leave a bad attitude behind as they walk through the door of the classroom each day or perhaps through the doors of school each day. Work on extending that good attitude throughout the day and they will begin to see a change in the quality of daily living. It's a choice most want the people in their lives to make. They should consider doing the same.

8. To use my best StarPOWER each day

*This continues what was said above. We get to choose how we use our own **StarPOWER** or how brightly we want to shine at any given moment. We get to decide what physiology we want to have each day.*



*We don't have to walk around like peak athletes all the time but we also don't have to sit in a bored manner and slouch our way through life. Remember that our bodies have that equation going where a certain **physiology** equals a certain feeling.*

(My story: I'm typing this sitting straight up at my desk with lots of water to help me think. I've also done a few deep breaths to get the **oxygen** flowing so the words here will make sense. I'm choosing the **words** I write here **envisioning** the goal of helping the instructor who will teach this course and the students who will be taking the course. I **realize** that this is possible because it's been done many times already and it works. This is how I am using my best **StarPOWER** to write this curriculum.)

*Students might consider what elements of **StarPOWER** they will bring to class and to life each day with the reminder that none of us is or wants to be at top performance level every minute of the day. But we have the ability to increase our **StarPOWER** any time we need or want it.*

9. To uphold school rules at all times including

- a. Not having food or using electronic devices in class
- b. Being on time and, if late, taking the consequence without argument
- c. Using language and subject matter appropriate to school
- d. Respecting other people's property

Most of what's stated here is self-evident. Rules that are of particular importance to a specific school can be added here with the caution that a long list will set more of a negative tone than desired. Each rule can be discussed and downplayed with the notion that rules are made to help the greater good and that each rule arose most likely to address a specific need within the building. There will often be conversations about how 'unfair' the rules are but a reminder that rules help keep society civilized usually helps the students to understand this concept.

Since students either just got their license or will in the near future, a reference to driving rules helps. For example, on a road, the only thing that separates cars coming towards each other is a thin yellow line. The rule that says we cannot cross a yellow line and all it implies keeps drivers safe (as long as they don't cross it illegally). Stop signs, traffic lights, speed limits and other driving regulations prevent chaos on the road. (When hurricanes or other natural disasters strike, there is often widespread damage and long term power outages. Since the traffic lights often don't work, it's often hard to figure out who should be crossing at intersections.)



Rules do the same for school. Rather than wasting breath arguing about the rules, a more productive plan might be to look at the alternatives. A business model called the '80/20' rule can apply here. This rule was discovered by Vilfredo Pareto, an

Italian economist over a hundred years ago. Basically it says that in many areas of life, 20% of that area is critically important and the other 80% is not so.

The '80/20' rule used here is that 20% of the time should be spent on discussing/complaining about a problem and 80% of the time working on a solution. Unfortunately in our society, most spend 80% complaining and maybe 20% doing something about the situation. Here, if a student is not happy with a rule, he or she can work with student government and school authorities to change it rather than just complaining about how much they hate it.

(My story: Remember the story about not having water in the classroom? After I brought the research that test scores would increase with hydration and food for the students, the principal allowed crackers and water during the testing. Scores have gone up since then for a variety of reasons including hard work from staff and students but one of the factors just might be the respect that providing those items brought as well as the nutrition supplied to hungry and thirsty students. A rule was changed which soon led to water in the classroom for the first time.)



Another strategy in terms of rules is not to waste time complaining about something that can't be changed. Why focus on what we have no control over? Many people like complaining just to bring attention to themselves. If that's the case, these people need to find a more productive way to get attention.

Texting

There will most certainly be other technology that will come along that will tempt teens and torture teachers. At the time of this writing, texting in class is a major problem. It is not the behavior of someone who seeks to be very successful. Not only does it show a lack of respect to the teacher presenting the information, but it also diminishes the chance of learning what needs to be learned.

Texting keys into several of our human needs. It makes us feel we matter to someone because they're taking the time to send us a message. It's a way of connecting, of dispelling boredom. But successful people know there is a place and time for everything and choosing to text while in class is not the wisest choice. If we want to increase our self-esteem, we need to put the technology away while in the classroom.

Timeliness

The issue of being on time comes up early in the year because the school requires specific measures for tardies. Here it is repeated because it's part of the agreement a student makes with himself in his quest to become the person he/she most wants to be.

*Punctuality is important. Most if not all jobs require us to be on time. Students might be asked how they feel when someone is late – for a date, to be driven to something that they really want to go to, getting their paycheck, getting something that was promised to them. How do they feel when someone is supposed to call them at a certain time and then doesn't? Learning to manage our time and to take responsibility for ourselves when we're late is a part of the success package. That's why this class has the **Pay or Stay** rule.*

Using appropriate language and content

The power of words has already been discussed briefly. The premise that words have some power in how we feel was demonstrated by the lemon story. Imagine the power of negative swear words! Often when someone swears, he or she might say something like, "What's the big deal? They're only words!" But ask how they might feel if someone swore at their little sister whom they adore or maybe at their beloved mother, grandmother or girlfriend. They're still just words but those words bring an immediate rise in temper. (Imagine the effect of those same words on ourselves!)

This class offers the chance to discuss the topic of inappropriate conversation and the reason why some topics are unsuitable. Again it brings up the issue of respect. Respect for the casual listener. Respect, perhaps, in the use of cell phones. How often these days do we get to hear the personal details of someone else's life in exquisite detail just because we happen to be next to them in the store? Often people are using very inappropriate language without being aware or caring that young children are around. They most likely have gone into visual mode, picturing the person they're talking to. Truly successful people look out for others and make sure that their actions aren't harming someone else.



(My story: In my experience in this course, students took this message to heart. I never heard inappropriate topics of conversation, at least not loud enough for my ears. I heard them in my math classes so I know students often don't realize that some things are not for everyone's ears or that they're speaking as loud as they are.)

Respecting Property

Respecting people's property has not been an issue in this course but it is worth mentioning.

(My story: When I taught math, there was writing on the desks. When I taught this course, I found none. By building the sense of team in the classroom and being respectful on a constant basis, I found that students did not touch school property, each other's property or mine.)

10. To share experiences with the class so that we might we learn from each other

Students are asked to share their stories when and if they feel comfortable. In the beginning, most students are pretty shy, so the stories are mostly from this book or from teacher experience. As the semester progresses, more and more student stories emerge and those are wonderful examples of how the strategies learned are changing their lives and those they come into contact with. The book How to Deal When Your Middle Name is Stress – Real Teens/ Real Advice is a collection of those stories from my former students.

I acknowledge that I have the ‘freedom to pass’ at any time if I am asked to contribute something that I am not comfortable with. I know there will be no penalty for ‘passing’ but I also will not use this to free myself from meaningful contribution.

Students are given the opportunity to not answer a question if they feel that don’t know something or if they feel the question is too personal (Although personal questions are not asked in this course, students may perceive a question as too personal). Students cannot use this ‘pass’ privilege as a way to get out of doing work or to stay in their comfort zone.

I acknowledge that my journal writing will not be shared with anyone besides (instructor’s name) unless something is found that could be considered potentially harmful to me.

Students know about this agreement when they first begin their journal but now they have this statement in writing.

I acknowledge that successful people do what the rest of the people refuse to do and that I will do whatever it takes to become the success I want and deserve to be.

This is their chance to model themselves like many successful people have. Oprah Winfrey signed a commitment with her trainer Bob Greene to work out and eat appropriately for her body. She has had tremendous results with this commitment. As of this writing, she is asking everyone to sign the No Phone Pledge to stop driving while talking on the phone or texting.

In the book One Minute Millionaire Mark Victor Hansen and Robert G. Allen ask people to sign a commitment to themselves where they state “I hereby decide to become an Enlightened Millionaire (an enlightened millionaire is one who uses at least 10% of his/her money to help others) so I can eliminate my money pressures, enjoy a life of complete financial freedom and share my abundance with others.”

There will be some in school who refuse to follow some of the principles that are laid out here but successful people do the things that many others are too lazy, too critical, or feel too ‘superior’ to do.



Have students sign and date the **Commitment to Excellence**. Make a copy of everyone’s paper, then return the copy to them and keep the original on file. Credit is

given for this sheet as for all other assignments or activities. This may not seem like much of an assignment because all they had to do to get credit for this is to sign their name. The value is in the signature and all that implies.

‘R’ in StarPOWER

The final portion of the **StarPOWER** model is **Realize**. Realization is what we have when we see that physiology, oxygen, words and envisioning are all within our power. Realization is the ‘Just do it’ of Nike, the final phase that gets an Olympic athlete to the finish line. Realization is knowing that we have the power to choose how to hold our body, how to breathe, how to choose words that make us stronger, how to envision success.

Buddy exercise



Have students find a buddy to work with. The concept of ‘buddies’ is an important one in the course as it takes the pressure away from having to do everything on one’s own. Also, it allows students to connect with someone. Ask students to pull a desk up with one buddy. Those without buddies may pair up with each other. If there is an odd number of students present on that day, let them choose a buddy pair to work with.



Buddies take one piece of paper and put both of their names on it. One is designated as the writer. Read the questions from the **Student Journal Page**. The questions are there for those who were absent or as a keepsake for students should they choose to save the **Student Journal Pages**. Doing the work with a buddy while in class builds up self-esteem and responsibility and combats the second greatest impediment to student learning – procrastination (after boredom, according to students). Do not give out the paper as a worksheet since students get so many of these that they often go into ‘automatic’ mode and put them aside to ‘do later’ (as in most likely ‘misplaced’ or ‘forgotten’).

The assignment is listed on the **Student Journal Page** as A# followed by the date. A#902 indicates that the assignment is from September 2 and the letter ‘A’ represents assignments done in class that are on the board, on a paper or read to the class. Having a system like this gives the students examples of success strategies. This method of labeling assignments was developed after a year of calling the assignments A#1, A#2, A#3 and so on and trying to remember what day each was on in a school schedule that rotated and dropped classes! This method has worked very well for class assignments labeled ‘A’ and homework assignments labeled ‘HW’.

Allow kinesthetic students to get up and walk around during assignments if they wish. Remind them not to disrupt anyone since successful people try to be respectful of others.

Typical Student Reactions

Although students spend a good amount of time listening today, they understand the importance of laying some ground rules.

LESSON 10 (1 TO 2 DAYS)

Intended Outcome

- To use a variety of learning styles to continue reviewing for the first quiz
- To make an origami fortune teller to help study

Recommended Supplies

- White copy paper
- Scissors
- Markers

Mindset of the Instructor/Rationale for Lesson

They will use the various learning styles to begin studying for the first quiz.

Sequence/Content/Instructor Directions

- Music, sign-in, and high-fives
- Quote from yesterday
- Review for upcoming quiz by making **Origami Fortune Teller**
- **Stand and Deliver**
- **Journal** writing

Quiz one is scheduled for three days from now. Several ways of studying for the quiz have already taken place:

- 1) Oral review that has taken place over several days
- 2) Questions in journal and on homework have been asked
- 3) The strategy of 'repetition' has been employed

Today they will use all three primary styles of learning to continue the review for the quiz. Students will make an **Origami Fortune Teller** which is a folded paper that is often used as a game with little girls. In fact most of the girls in the class will recognize what they're making as soon as they see someone operate one. Video directions are on the YouTube video (<http://www.youtube.com/watch?v=6cUj-vWRKoE> or use this easy to understand link <http://tinyurl.com/origamifortuneteller> . A step-by-step set of directions with pictures is available in the Appendix.



Inquire as to who knows how to make a 'fortune teller'. Have students who don't know how to make one pair with someone who does. The rest can work with the instructor. Once everyone has one made (and the time will vary depending on ability and number of students who already know how to make one), have the students open them up and write

review questions with the answer hidden below. There is sufficient material to come up with eight questions. Students may work together but they need to make their own fortune teller. If they can't think of enough questions, have them touch base with the instructor.

Here are some potential questions:

1. What is the breathing ratio?
2. What is the benefit of breathing that way?
3. What do you call the model that tells how we feel at any point?
4. What does the 'P' in **StarPOWER** stand for?
5. What is meant by physiology?
6. What does the 'O' in **StarPOWER** stand for?
7. What does the 'W' stand for?
8. What does the 'E' stand for?
9. What does it mean to envision something?
10. What does the 'R' stand for?
11. What are the three primary learning styles?
12. How should a visual person study?
13. How should an auditory person study?
14. How should a kinesthetic person study?
15. How could you show a visual person that you care for them?
16. How could you show an auditory person you care for them?
17. How would you show a kinesthetic person that you care for them?
18. Why is the music played at the beginning of class each day?
19. Why do we do the **high-fives**?
20. Why do we do activities?
21. Why does everyone sign in each day?

Allow students to use colored markers to decorate the project if they want. The grade for the project, as it is for many other activities in this course, is for completing the assignment, not for how fancy it is. This way, students of all abilities (and artistic talents) can achieve credit for the project.

When everyone has completed the 'fortune teller' and has checked it off with the instructor for credit, have students move all the desks so that they can form two circles with equal numbers of students, one circle inside the other. Students should have their origami with them. The inner circle should face out while the outer circle should face in so that each student has someone in front of them. When the instructor says, "Go" the outer circle person asks the inner circle person to pick a number...or color...whatever is on the outer portion of the origami. When that round of questions has been done, reverse the process. Then say something like 'Next' or 'Go'. The inner circle people move to the right so that a new match up is formed. Continue until everyone in the outer circle has been paired up with everyone in the inner circle. The goal is to keep everyone moving, asking and answering so that all three learning styles are employed.

The quicker this is done the better as it adds a level of excitement and challenge to the process.

When this is done, ask them:

1. What learning style was used when they made the origami?
2. What learning style was used as they asked each other questions?
3. What learning style was used as they moved around the circle? To operate the origami to get to the questions?
4. How many feel that they know the questions that could be on the quiz?

Typical Student Reactions

They enjoy making the origami and enjoy being able to move around and work together.

I might have dissected a frog 500 times, but the 501st time I always see something I didn't before - and it's the same thing with teaching students. You always see something new.

Anne Frye

LESSON 11

Intended Outcome

- To continue having students get to know each other by having them discover unusual facts about themselves
- To continue reviewing for the upcoming quiz
- To remind them that they are not expected to be perfect for the quiz while emphasizing that studying does not to be stressful if done using the best strategies

Recommended Supplies

- Human Bingo sheet

Mindset of the Instructor/Rationale for Lesson

As stated above, the concept that is most important is to keep reviewing as often as possible in as stress-free and entertaining a way as possible. By the time the quiz date arrives, most students will know the information inside out.

The **Human Bingo** allows students to get to know interesting facts about each other and the instructor and while continuing the process of connecting with each other. It can be done as a contest where students strive to get a ‘Bingo’. Or to help assure that all students talk to all other students, there can be a second level where they have to find out which Bingo square goes with each student.



Recommend and encourage students to get up and talk to everyone. Do not allow them to ask the entire class a question such as “Who is the person that _____?” Instructor can model the activity by beginning to ask students which block matches them and to share the ones that match him/her.

They do need clarity about the rules of the game prior to starting. Are there prizes for getting bingo first or bingo at all? (This decision is up to the instructor – food is an excellent prize to hungry teens). Do they have to fill the whole paper? Can they use someone’s name more than once? Do they need to have a space for everyone? Any combination of events can happen.

(My story: I gave a candy bar to whoever got a bingo first with no repeated names and also to the first person to get a square for each person including me. I gave credit to everyone who completed the sheet by matching everyone in the room – me included – to an appropriate box.)

Sequence/Content/Instructor Directions

- Music, sign-ins and high-fives

- **Human Bingo** (check the end of the lesson for directions)
- Reminder of upcoming quiz – ask questions without having students write response
- Self-esteem story (on **Student Journal Page**)
- **Stand and Deliver**, if time
- **Journal** writing



Have students walk around the room asking questions of each other. Debrief the game to have students discuss the purpose of the activity.

Read the story on the **Student Journal Page** in class. If at all possible, assign students to be the characters. If not, the instructor can read the story aloud.

~ ~ ~ Activity - Human Bingo

Objective

To have students interact with each other in a positive, fun way while breaking out of their comfort zones. To continue the team building process as students begin to break through perceived barriers.

In Lesson 7, students wrote their name and one unusual fact about themselves on an index card. Put those facts on a grid and make a copy for every student. Pass them out in class with these directions:

Your goal is to talk to all class members, find out who matches each fact and get a ‘Bingo’ – a full line completed across, down or diagonally or full sheet completed. (Instructor determines what the goal is.)

As you match each fact to a person, put an X through the square. Prizes can be awarded if desired for first to complete the goal or first to complete the most in given time period.

Note: The above teambuilding game description was provided by the International Association of Teamwork Facilitators (<http://www.IATFconnect.com>).

The IATF has members in 34 countries and represents a dynamic community of supervisors, managers, coaches, trainers, facilitators, and educators who are actively working to grow and leverage the most important energy source of our time - the power of inspired teamwork.

The IATF provides free teambuilding games, free and engaging leadership development TeleSeminars, free and interactive interviews with team development thought leaders, webinars, group and one-on-one coaching, workshops, presentations, books, and multimedia training materials.

We love what the IATF is doing and we urge you to visit the site and access all their great resources. Here's the link: <http://www.IATFconnect.com>

Typical Student Reactions

Students are hesitant at first when asked to answer review questions. Some are stressed because they think they don't know enough and wonder if they were supposed to already have all the material memorized. Once they receive encouragement from the instructor and are told that they didn't need to remember all the material at this time, they relax quickly and volunteer answers regularly.

They enjoy the Human Bingo once they finally understand the intent. Anytime there is a chance to 'win' a prize, especially food, it's a positive in their eyes. It's also fun to get up and walk around.

They also enjoy the story about self-esteem, especially if it is read by the students in the class.

*In teaching, it is the method and not the content that is the message...
the drawing out, not the pumping in.
Ashley Montagu*

LESSON 12

Intended Outcome

- To help students develop strategies for reading based on their preferred learning styles
- To discuss the concept of worrying as students prepare for Quiz 2
- To discuss how to handle substitute teachers

Recommended Supplies

- Articles to read

Mindset of the Instructor/Rationale for Lesson

There are students of all abilities in the *Strategies for Success* classes. Some will be excellent readers; others will shy away from reading for a variety of reasons. Today offers the chance to reinforce learning styles and to utilize them to help all students read successfully. Offer students several ways of reading:

1. Reading on their own
2. Reading in groups with a designated reader (good for auditory learners)
3. Reading by instructor to the entire class while students follow along (if something is chosen for all to read)
4. Creating a teacher-led reading group
5. Walking around while reading (good for kinesthetic)

Each class has its own best style or combination of styles. The goal is to make sure everyone reads that day in some way. Those who need silence to read may even be allowed to go to the library if they're truly bothered by the noise in the room of others reading, as long as that's the main reason they want to leave the room.

This is a great time to mention the value of reading. As in the rationale for including quotes, the thought here is even if there is just one thing that is learned in a book, it may be worth reading. This is also a good day to reinforce the responsibilities involved in borrowing a book either from a library, from a teacher for a specific course or from a friend. Discussion can include whether or not to write in someone else's book and what is a timely schedule for returning the borrowed book.

Allowing a whole class period to read may seem like a frivolous waste of valuable time in a high school course but most likely not much attention has been placed on reading strategies since elementary schools. Even the gifted readers may be able to gain insight from this lesson by applying their own personal learning style.

Another valuable lesson for the more gifted students is to see how the less able readers are challenged by an activity that they themselves find easy. The good readers have an opportunity to add to their sense of team and community by helping their fellow students read.

Sequence/Content/Instructor Directions

- Music, sign-ins and **High-fives**
- Quote from yesterday
- The concept of worry
- Discuss what happens when a substitute covers the class and how students might successfully work with substitutes in other classes.
- Reminder about quiz coming up tomorrow
- Class reading time
- **Journal** writing. Some students can begin homework if reading is done and journal entry is done.

Worrying

Worrying is using the imagination to think of things that most likely won't ever happen. Worry causes headaches, stress and sickness. Ernie Zelinski in 101 Really Important Things You Already Know, But Keep Forgetting says:

“Studies show that 40% of our worries are about events that will never happen, 30% of our worries are about events that already happened or have progressed too far for us to change, 22% of our worries are about trivial events, 4% are about real events that we cannot change, and only 4% of our worries are about real events on which we can act. This means 96% of our worrying is wasted because it is directed at things we cannot control.”

Some strategies for handling worry include:

- **Challenge the worry**
Is your worry realistic or is just your imagination kicking in picking the worst case scenario that is probably pretty unlikely to happen?
- **Ask yourself if you've ever handled this problem before.**
If you have, then you know you've already done it successfully and the need to worry is diminished, if not vanquished.
- **Distract yourself.**
Get busy doing something you love, something positive that won't allow the negative thoughts to stay for long.
- **Brainstorm answers to the worry.**
Concerned about not making enough money? Ask yourself what you can do to deserve a raise. Or get a part time job, start a small business. Asking yourself questions that expand your brain in a positive way uses your

imagination to enhance your life instead of worry which causes stress and sometimes despair.

Substitutes

Substitutes are a vital part of keeping a school running and this course offers an opportunity to discuss how to treat people in that position. In terms of this class, students are still responsible for the following should the instructor not be in:

- Signing in each day (papers will still be available)
- Doing the assignment that the instructor left for the day. In order to get participation credit for the day, they must do the assignment during the class period AND hand it in.
- Behaving in the same appropriate way with the substitute that they do with the regular instructor.

Substitutes should be treated with respect and dignity even though students may not personally like them. This is a good opportunity to discuss the following ideas:

- That substitutes are performing an important service
- That it is valuable to consider what it might be like to be in their shoes (just as we wish others would do for us)
- That the substitute is not necessarily trained in the subject that they're filling in for and that they might not be the ideal person to ask for help in that subject.
- That it probably is not a good idea to pass in previous work to the substitute. They may have to cover several locations that day which creates the possibility of something being misplaced. A better plan is to wait until the regular teacher is in. This is not to say that the substitute is not doing the best they can. Successful people think out a situation and look for win-win solutions for themselves and others.
- That it's important to treat the substitute as we would want to be treated. It's the right thing to do and an act of kindness. It also increases our self-esteem. Besides we never know if the substitute we have today might be the boss interviewing us tomorrow...or the parent of our new significant other!
- That students might be able to learn some valuable lessons from the substitute. Many substitutes come from outside the school environment or the 'real world' as many teachers call it. Some come from the business arena and are either between jobs or are retired; students might want to think of them as helpful resources.

(Note: Although students may want to talk about substitutes they do not like, it is important not to name names. We don't have other student's views or that of the substitutes. Remind them that one student's description is only one side of the story. Would we want to be judged that way?)

Reading Using Best Learning Styles



Give students a choice of articles to read. Articles may be shared from a variety of resources. One very interesting series of articles is titled "What I Know For Sure" by Oprah Winfrey, found monthly on the last page of her "O" magazine. A great book to

use is Who Moved My Cheese which is currently being used in the school that originated this program.

Because of the variety of student abilities in a class such as this, various methods for reading are available. Students who want to read on their own may do so. Students who are more auditory may form reading groups or the instructor may read to everyone with students following along. The best idea is to ask the students what they'd like best. Having their journal open while the reading is going on is important so they can take a few notes along the way. If the instructor is reading out loud, sentences of importance can be mentioned with students writing them in their journal.

(My story: I used Notes from a Friend by Tony Robbins as one of the reading choices that I made available. This book was chosen because although small in size, it offers many life changing strategies that can be put to use immediately. It is relatively easy to read although it may seem simple. People from all over the world have read this book and the size and simplicity are no indication of the power of the content inside.

In the first year of the course, a few copies of that book were sent to the ISS (In School Suspension) room for any Strategies students who might have been in there. Other students who were in the room also began reading the book. One student, who was in my math class at that time and who was a frequent visitor to ISS, said that it was the best book he had ever read. He read the whole thing in one day and felt that it changed his life because it allowed him to look at things differently.)

Typical Student Reactions

Many students are not thrilled about reading but they appreciate the opportunity to discover a strategy to help them in this venture.

LESSON 13

Intended Outcome

- To model the proper preparation for the day of a test or quiz
- To administer a relatively stress-free quiz
- To use music to set the tone during the quiz.
- To teach the strategy of an effective and useful interruption

Recommended Supplies

- Quiz 1 – in Appendix and on the CD

Mindset of the Instructor/Rationale for Lesson

This is the perfect opportunity to convince students not to fear taking a quiz even if they feel they don't know all the answers. Students have so many expectations placed on them while in school and few ways of handling the stress those expectations create. If they can have a series of strategies that help them when they take tests, they will eliminate one of the greatest causes of stress that teens face in school.

As with so many other lessons, the method is to stay low key and encouraging. There will be students who despite our best effort not to worry about the quiz, will obsess about their performance. This is a good time to remind them that perfection is not what we're striving for. Ask them, "Do you have to get 100 on this quiz to pass this course? To feel good about this class?"

The answers will be individual because some students do have parents who expect perfect scores. Some students expect that of themselves. Quizzes in this course are given mostly to prove to students that they can succeed by using the techniques that they're learning in this course. For those who continue to worry, remind them that there are only a few quizzes per quarter and that quizzes are only 20% of their grade. Making a few mistakes will most likely not even cause a dent in their final grade.

The **Pattern Interruption** activity is to provide a kinesthetic learning experience that will be helpful to students both in and out of school.

Sequence/Content/Instructor Directions

- Music, sign-in and high-fives
- Breathing before quiz
- Quiz 1 (with low key music playing during the quiz)
- **Pattern Interrupt** Activity
- Go over **Student Journal Page** if time

- No **Stand and Deliver** today
- **Journal** writing



Once students have signed in and high-fived, check in to see if anyone has anything else they'd like to go over before the quiz. Answer whatever questions they have, even if the questions are on the quiz itself. Do not review everything again as this will overwhelm some of the students.

Ask students to stand and lead them in three breaths using the breathing ratio. Take a few regular breaths in between and remind them that they're getting oxygen to the brain to make taking the quiz easier.

Have them sit and take Quiz 1. Allow people to stand if it helps them but with the reminder that they must not be disruptive to others. Play low key music during the quiz letting them know that research has shown that our brains perform better with classical or low key music playing. Make sure that everyone remains quiet until the quiz is over out of respect to the visual learners who have a hard time focusing when there is a lot of activity around them.

~ ~ ~ **Pattern Interruption Activity** – *(As seen at the Anthony Robbins Foundation Discovery Camp – Lake Tahoe, California, August 2001)*



When the quizzes are complete and have been collected, have students find a buddy. Decide who is 'A' and who is 'B'. Have all the A's meet on one side of the room and all the B's on the other. Ask the B's to wait a minute while you speak to the A's. Gather the A's together and huddle together so that the other team can't hear what you're saying. Whisper to them that in this activity, they are going to pair up with their buddy in a few minutes and when you say, "Go!" their job will be to tell their buddy a story. The story can be real or made up but should take a minute or two to tell. The only rule about their story is that it must be G-rated and school appropriate. Give them a minute to think of their story and head over to the other group.

Gather the B's together into a huddle and tell them that in a few minutes, they will be meeting with their buddy who will tell them a story. Their job is to interrupt that story using any method they want as long as they don't touch anyone. They can yell, make faces, walk away, hum, pretend they're asleep, do jumping jacks or anything else that is G-rated and school appropriate for content. If circumstances permit, remind them that they are in a room that is not near anyone else so it's okay if they're loud.

Have the buddies meet with each other. Say, "Go!" and let the activity begin. Let it run for a few minutes or until you can see that it's begun to fade a bit. Then have them go back to their two sides.

Talk to the B's first this time. Tell them it's their turn to come up with a story. As they now know, their buddy will try to interrupt them. To prevent the interrupting buddy to 'win', tell them that no matter what their buddy does, their job is to keep telling their

story. If their buddy walks away, follow them. Do whatever it takes to keep their story going.

Meet with the A's. They know that their buddy will tell them a story and it's their job to interrupt. Give them the same rules you gave the interrupters in Round 1 but tell them they need to be more outrageous because their buddies know they'll be interrupted.

Get the buddies together and say, "Go!" Again, let them progress for a few minutes until it gets too loud or until it winds down. Have everyone sit. The process they learned was called a '**Pattern interrupt**'.

Have them take a seat and ask if anyone had any really funny or unusual interruptions that they would like to share.

Interruptions are around us all the time. For example, the bell rings and interrupts the class. A text message comes in while we're in class. Situations like announcements, knocks on the door, the phone ringing, someone falling off their chair, and someone sneezing are perfect examples of interruptions that disrupt our pattern.

Many interruptions are annoying and divert us from what we're trying to do but some interruptions can be helpful. Many times we're on a path that is not the best for us or for others. We need to change what we're doing, but how?

If we could interrupt our own behavior, we could turn our attention in a new direction, perhaps one less stressful. Having some planned interruption on hand is a great strategy. For example, when we find ourselves worrying too much, we can change our pattern by focusing on things we're grateful for or we can think of enjoyable times in our lives. A recent article in "O Magazine" said that fear and gratitude can't co-exist in our minds so looking at what we're grateful for is a great antidote to worry. Deep breathing is another way to interrupt ourselves from a stressful situation.

If a friend is about to get into a fight or is talking about something that makes them sad, they could be interrupted. If we see someone being picked on or bullied, we can interrupt the flow of the conversation by dropping our books or yelling, "Here comes _____ (principal's name). Each situation is unique but a pattern interrupt can be just what's needed to help someone out.



Have students brainstorm a few difficult situations and how they might interrupt the pattern to change what's happening.

Typical Student Reactions

Students like the idea of breathing before the quiz and also of having music playing during the quiz. Low key music covers up the uncomfortable quiet that most classes have during tests and quizzes. Having some noise makes students feel more at ease.

They thoroughly enjoy the **Pattern Interrupt** activity. It's a good time for them to move around after sitting through a quiz which in their minds is still often a stressful event and it provides another key on the keychain of available strategies for life.

Not just part of us becomes a teacher. It engages the whole self - the woman or the man, wife or husband, mother or father, scholar, or artist in you as well as the teacher earning money.

Sylvia Ashton-Warner

LESSON 14

Intended Outcome

- To discuss strategies for working on assignments in class either on their own or with a buddy.
- To demonstrate that the only time we have is the present
- Procrastination strategies

Recommended Supplies

- A small box for every student
- Gift wrapping paper
- Tape

Mindset of the Instructor/Rationale for Lesson

This lesson is to teach and to encourage students to use class time constructively. Often when a ‘work session’ is assigned, students waste the time. Having a session where they can work at their own rate with encouragement can help set the model of classroom time usage for success in this class and others.

It’s also a good time to teach the procrastination strategy and to put it in effect. Students can have groups again or work alone. Remind them to do what they need to do while respecting everyone else’s space and learning style.

The ‘present’ is an extremely simple activity but gives the kinesthetics a chance to move around. The lesson connected with the box is also simple but very powerful.

Sequence/Content/Instructor Direction

- Music, sign-ins and high-fives
- The present
- **Procrastination Strategy**
- Work on questions listed on the **Student Journal Sheet**
- **Journal** writing

The Present



Take a few minutes to have students each wrap a small box with wrapping paper. The boxes may be small candy boxes, jewelry boxes or any other very small box that the instructor can get in sufficient quantities. The wrapped box represents ‘the present’.

Ask students to put the wrapped package where they can see it every day. The box represents two things:

1. A **gift** – they are a gift to the world and each day is a new gift ready and waiting to be unwrapped.
2. The **present** is the only thing we have a say in. The past can't be changed, only learned from and the future is yet to come. Make each moment worth remembering or at least worth living.



So many people spend the majority of their time living in the past, either wishing things had happened differently or rewriting history so only good memories remain. Others spend time worrying about what will happen next. Thinking of the past or future is not a problem in itself. We all enjoy thinking about enjoyable things that have happened to us and we certainly want to look forward to what the future holds. But spending too much time in either place robs us of the only thing we actually have – the present moment.

Ernie Zelinski in 101 Really Important Things You Already Know, But Keep Forgetting says, “Most people who spend a lot of time dwelling on the past never do get their lives in order.” He also reminds us that, “You can achieve a lot more in your life once you realize that many of the limits imposed by the past are only in your mind.”

Similarly, spending all of our time worrying about the future steals the enjoyment of the present. Surely, we need to plan for the future, set goals, dream. But constant worrying is just a waste of our time and imagination, depriving us of everything that's happening in the precious present.

The old adage says, “Yesterday is history, tomorrow is a mystery, and today is a gift; that's why it is called the present.”

Procrastination Strategy

Procrastination steals the joy from life. It replaces joy in the moment with stress of worrying over projects not completed. How can we enjoy time with our friends, a good movie, even sleeping late on a day off when we have the pile of things we haven't done nagging at us?

Procrastination is not as harmless as it seems. It robs us of our self-esteem because we don't finish or accomplish those things that would make us feel better. We have clutter everywhere because we put off cleaning, clutter that steals our sense of peace and serenity as well as our creativity. We have assignments to do that we've known about for weeks. Instead we've left ourselves stressed trying to find everything we need to complete the assignment at the last minute. We've put off working out and eating healthy and get angry when we don't have the body we want for the prom or the beach. The trouble with all these procrastinations is that the longer we wait, the worse things get.

The **Procrastination Strategy** is one that can be used when we tend to put off doing something that must be done. We all have things that we must do but would rather not do. From cleaning our room, to taking out the trash, to doing homework, our lives are filled with things that must be

completed. At a later date, a few strategies will be introduced that will help make these chores more enjoyable but the first step is to find a way to make ourselves do them.

Here's the strategy: When we have something that must be done, we can set a timer for fifteen minutes and tell ourselves that we'll do whatever it is that needs to be done for just fifteen minutes. When the timer rings, we can quit and go do something else. Most of us can handle the thought of only doing the chore for fifteen minutes. We often get bogged down when we think about doing the *whole* project so instead of feeling uncomfortable and anxious about getting it done, we put it off.

An odd thing happens when we employ the **Procrastination Strategy**. Most people will continue doing their project once the timer has gone off. They've overcome the toughest part – starting – and now they're 'on a roll'! We humans are funny. Once we start something, another principle kicks in called the 'Completion Principle' that makes us want to complete whatever it is. Even though we know what the strategy is, even though we know we can quit after fifteen minutes, most people find that the **Procrastination Strategy** works for them. What we usually lack in the beginning is momentum. The fifteen minutes gives us the momentum that carries us through.



Many of us have used this concept in a less productive way. We come home from school, tired and hungry and tell ourselves we'll just sit and relax for 15 minutes or so and then we'll do our school work. Hours later, we haven't done any work at all. In fact we're probably just waking up from a nap! Same concept – different results.

(My story: This strategy has worked for me and others in so many areas – large school projects, writing this book – especially in the editing phase – cleaning a room or garage, or tackling a list of phone calls that need to be made.)

This strategy may seem too easy or too silly to work. But like many of the strategies in this course, the ones that seem the simplest are often the most effective.

Typical Student Reactions

Students may want to put off reading the assignment and answering the questions. They may feel uncomfortable working with others around. They may want to do it later. Once the **Procrastination Strategy** is explained, most take the time to get the assignment done.

They are again comforted and supported when they realize that everything in this course is done for a reason. They have to do work sessions in most of their other courses and this activity teaches them the reasons why it's important to do the assignment in class and how to do it successfully.

Students enjoy wrapping the present and especially like the meaning attached.

LESSON 15

Intended Outcome

- To discover what beliefs we hold about ourselves, how they affect the **words** we use and what we **envision** for our life.

Recommended Supplies

- 3" x 5" index cards

Mindset of the Instructor/Rationale for Lesson

The questions from yesterday's assignment are discussed rather than answered. Because the answers to the questions may be rather personal, it's best to read their answers later rather than ask them to share them. Some may choose to share and that's fine.

A note about written work submitted by students: Since there are so many abilities in a *Strategies* classroom, the best way to grade an assignment is whether or not the student did what was asked. This way the top level student can write several paragraphs to answer a question while the learning disabled student can answer in a few words. Everyone has a chance to succeed and everyone has a chance to grow and gain self-esteem.

Yesterday's questions also open up interesting situations that students can learn from. As in many of the lessons, the questions bring awareness to what we do as humans. We can't change something if we don't realize we're doing it. Awareness gives us the opportunity to make the changes we may want in our lives.

Question 1 allows the opportunity to discuss how pride can often stand in the way of our achieving what we want out of life. We are the only ones who can decide how much we want something and whether it's worth letting pride stand in the way.

Question 2 opens the door to discussing random acts of kindness. If anyone is willing to discuss how a kindness changed their life or perhaps even just their day, it would be beneficial.

There is a story that is passed around on the internet about a student who was picked on all the time and who one day dropped his books in front of everyone. One student helped him pick up the books. That little act of kindness changed everything because that day, the student had decided that he was going to commit suicide because life was so hard for him. Instead, he was shown an act of kindness. He ended up being friends with the person who helped him and went on to become valedictorian of his class and later a successful doctor, all because someone chose to act with kindness toward him on a difficult day. Even the smallest act of kindness can have a big impact as this fable illustrates.

(My story: I often give an extra token when I cross a toll bridge to pay for the person who will go through after me. Although it befuddles the toll taker when I say “random act of kindness”, the act hopefully improves the day of the person behind me.)

Dr. Wayne Dyer says in his PBS special “The Power of Intention” that there is a measurable increase in the serotonin of a person who performs an act of kindness. Serotonin is a chemical in the brain that makes us feel better. What’s interesting is that the serotonin level also rises in the person who receives the act of kindness as well as in anyone who witnessed it. There is also a boost in the immune system of all parties involved.



What act of kindness can each student do today? In fact, part of tonight’s homework might be to ask students to perform an act of kindness that night and to record how they felt doing it. This exercise can be done several times during the course as well as today.

Question 3 is interesting because many people know of others who have settled either in a job or a relationship. This opens the possibility to talk with students about creating a plan for their lives because if they don’t, someone else or circumstances will. Ask them to think about how they would feel if they ended up with a job they hated or in a long term relationship, perhaps with children, with someone they didn’t love.

Question 5 is a great question to have students begin thinking about whether or not they really can do something or if they’re just using the ‘learned helplessness’ strategy – a behavior where we choose not to be good at something probably because we just don’t want to do it. What are they missing in life because of all that they’re claiming they can’t do?

(My story: Cooking for me has been an act of ‘learned helplessness’. I don’t have to cook for others because I had several cooking incidents in my early days – a cake with no sugar, a pie that wasn’t totally cooked, and so many others too numerous to list.



Now even though I have holiday dinners at my house, I hardly have to cook anything. Everything is brought to my house – including a totally stuffed turkey ready to put in the oven! Now that’s learned helplessness!

*But the question is how long do I want to have the label of not being a good cook attached to me? How does this label make me feel? What is it doing for my self-esteem? The good news is that I can change. Anytime I **decide** to be a good cook, I can be. I just have to decide.)*

Question 9 relates to many students. A lot of them have the belief that they can’t do something because in the past someone said they couldn’t. Or maybe they didn’t do well at something in the past so they think they can never do it. This question opens the topic that failing at something happens to all of us to some extent but that all of us can overcome that failure if we choose.

Most successful people have had times in their lives where they failed or wanted to give up. But they didn't dwell on their failures...or not for long anyway...and moved away from identifying themselves with their past failures. Most successful people embrace failure because that's when they learn and grow the most.

Sequence/Content/Instructor Directions

- Music, sign-ins and high-fives.
- Go over quote from previous day (This is the last day it will be listed as part of the sequence with the understanding that this is what starts each day.)
- Go over questions from yesterday's **Student Journal Page**
- Give students a blank 3"x 5" index card. Have them put their name on it, label the card GB#1 (for global beliefs). Have them write these out with the blank filled in with their first thought.

1. Life is _____.
2. The world is _____.
3. School is _____.
4. Money is _____.



Collect the cards and turn them into posters to be used tomorrow.

- Have students write 10 beliefs about themselves in their journal. They may be positive or negative beliefs.
- Discuss how belief is like a table
- Journal writing

This lesson investigates how the beliefs we hold about ourselves color our view of the world. A definition of belief provides a good start for the discussion. According to psychotherapist Bruce Di Marsico, "A belief is assuming something to be true, to be a fact. A belief is not caused, it is created by choice." Ernie Zelinski in 101 Really Important Things You Already Know, But Keep Forgetting says, "Gravity is not a belief. It's reality even if you can't see it. But saying gravity is bad for you is a belief."

Dr. Bruce Lipton in the Biology of Belief does an exercise with his students where he presents them with a choice of two different colored plastic filters, one red and one green. He asks them to look at a picture on the screen in front of the room and to announce what they see. Some see the phrase, 'I live in Love' while others see the phrase, 'I live in Fear'. Then they switch filters. The filters in his classroom act as beliefs. He concludes, as do others, that what we believe colors our view of the world.

Stanford University psychology professor Carol Dweck studied motivation and achievement in children for over forty years. Daniel Pink describes her research in Drive stating, "Our beliefs about ourselves and the nature of our abilities determine how we interpret our experiences and can set the boundary on what we can accomplish." Pink continues that in Dweck's study of 5th and 6th graders, "students who subscribed to the idea that brain power is fixed gave up quickly on tough problems and blamed their lack of intelligence. Students with a more expansive mindset kept working in spite of the difficulty and deployed more inventive strategies to find a solution."

They also placed no blame if they couldn't answer a problem. Helping students decide to adopt empowering beliefs is one of the goals of this lesson.

The index card that they fill in will have them begin to explore their beliefs outside themselves. Take these and make signs that list all the answers that are received from all the *Strategies* classes to begin the discussion about global beliefs. A sample list is provided on the CD and in the Appendix that was generated from previous classes which can be used if desired. It is preferable to use the beliefs of the current students so that they see their answers listed.

Now that a few global beliefs have been stated, students have an opportunity to list some personal beliefs that they have about themselves – good and/or bad. A reminder of the activity that was previously done about two students at the bus stop who get sprayed with water is helpful here. Each had a different belief about the incident and that belief influenced their day and their lives. This lesson expands that concept and helps to show how we can choose our beliefs rather than just accept the ones to which we're exposed.

The question that first arises is from where do we get our beliefs? Dr. Lipton in Biology of Belief says that children directly download the beliefs and behaviors of their parents. They take in this information as if were absolute fact including the negative statements that parents may say without realizing their impact.

Comments like, "You're stupid", "You'll never amount to anything", "Money doesn't grow on trees" or "You're a genius" have been known to come from parents who are often stressed and speak without thinking of the long term consequences of their words. But just because a parent says something is true, does not mean it is. We are all entitled to examine the beliefs we hold to see if they work for the person we are now and even more for the person we hope to become. We can use the beliefs our parents passed on to us as a starting point with our own empowering belief that they were doing the best they could at the time (blame vs. learn). From there, we can modify and add on our own beliefs until we have a set of supportive ones

The same can be said about the beliefs we've absorbed from schools. Many students feel that they aren't intelligent because they didn't score as high as others on IQ or state tests, or because former teachers compared them unfavorably to other students. Because an adult in authority passed judgment, the student believes that the words are fact when in actuality they're opinion based on that adult's belief at the time. Dr. Wayne Dyer in Excuses Begone says, "Intelligence tests only measure how well you take intelligence tests! It turns out that academic performance has nothing to do with your potential for intellectual mastery." The more important consideration in this lesson is whether the beliefs we have mesh with who we are now, who we want to become, and the goals we consciously want to create.

If the students look at the list they have written, how many of the things they believe are because of experience and how many are from the media? So many teens think they're not good looking enough. According to whom? Did someone tell them they're not? Did they compare themselves to the cover of a magazine and find themselves lacking? Do they realize that the models on the covers of those magazines don't even look like their pictures and that most have had a team of makeup artists spend several hours to make them look that good? They have also had lighting set

up to enhance their looks. And finally, they have had any final so called ‘imperfections’ airbrushed and photo-shopped away to make the final cover picture ‘perfect’. A series of pictures circulated the internet recently showing some of America’s most beautiful women without the make-up and lighting we usually see them photographed in. Most would not even be recognized. And then there’s an ad that Dove soap ran showing a billboard model before and after her image had been enhanced by a team of make-up artists and hair dressers, and an extensive transformation with Photoshop. (This ad called “Evolution” can be seen at our site for teens based on this program at this link: <http://teenstrategies.com/cantlooklikemodels.htm>). If our belief about our looks is based on what models, actors and athletes look like, we can’t help but believe that we aren’t good looking enough.

(My story: As an actress, I had professional head shots taken. These are the 8” X 10” professional photos that are sent to casting agents. The difference between what I looked like that day and how my picture came out is amazing. For example, to make my hair look very full, they parted it down the back and pinned it so it all faced the front. I had over an hour of professional make-up and lighting and the effects were wonderful. But I could never have walked out of the studio that way.)

Tony Robbins in Notes from a Friend created a very useful model for looking at our beliefs. He describes a belief as being like a table. The top of the table represents the belief itself and the legs are the references or reasons that the belief exists.

(My story: For example, I believe that I’m good at directions. That’s my table top. Here are my supporting ‘legs’ to this belief:

- *Although I’ve traveled extensively both in the US and in Europe, I’ve hardly gotten lost.*
- *When I travel I seem to instinctively know which way to go to get to my destination even though I’ve never been there before.*
- *I have a good memory of roads that I’ve taken and a good instinct about where new roads should end up.*
- *People tell me that I’m good at directions compared to them or people they know.*
- *I like maps and can figure them out easily.*
- *Even as a pilot, I never got lost.*

My table has six legs which is more than enough to support the top of the table which represents my belief that I’m good with directions.)

Students can now take the opportunity to pick one belief that they have about themselves that they feel pretty strongly about – preferably a positive one. Have them write this belief down in their journal again and under it, list the reasons that they support this belief.

At this point the door is open to examining whether we’re happy about the beliefs we have and whether they fit where we want to be right now in our lives or if they even make sense. Tony Robbins tells this story at his “Unleash the Power Within” seminar. A woman was making a ham

for a family dinner and as usual, cut both ends off before she placed the ham in the roasting pan. Her daughter asked her why she cut the ends off. She said that's the way her mother taught her to do it. Her daughter didn't see any reason to take the ends off but her mother insisted that that was the way it was done. So the daughter sought out her grandmother to ask her about why the ends of the ham were sliced off before cooking. Her grandmother said that's the way it was always done. Her mother had told her so. Traditions aside, this still seemed to be a waste of good ham so the daughter went to visit her great grandmother who was still living. "When you cooked a ham, why did you cut the ends off?" she asked. "Because the ham was too big for my pan," she said.



So many slices of ham were wasted over the years because of the belief that slicing off the ends was 'how it's done'. What are our beliefs doing to and for us? And how can knowing that our beliefs are like a table help us to support the beliefs we want and dismantle the beliefs that don't serve us?

If we want to **support** a belief, we need to add more legs. To do that, we must find more reasons that support the belief.

(My story: Although I've had a lot of cooking disasters and often describe myself as a horrible cook, all I have to do to begin to believe that I can cook as well as anyone else is to start to add reasons, legs to support my belief. That is exactly what is happening in my life right now. Here's my new belief and what I'm doing to support it.

New belief: I am beginning to be an excellent cook.

- *I have a new kitchen with equipment that will make me want to be in there – cable TV (I'm visual so it will help keep my mind busy), a dishwasher for the first time in my life and all new appliances that actually work!*
- *I have been watching the cooking shows for the past few years and I've been learning techniques that I never knew.*
- *I'm 'seeing' recipes that I could make rather than hearing people tell them to me. I'm not very auditory so the directions always went in one ear and out the other.*
- *I've had quite a few good cooking experiences in the past few years.*
- *I've learned to focus on what I do right rather than the mistakes I've made. Mistakes are to learn from and then to let go unless I want to choose to feel miserable about myself. But it's my life so why choose that?)*

We need to take the time to create new beliefs about ourselves that enable, support and empower us, to decide our own beliefs rather than take the ones that family, friends, and the media have imposed on us. Family and friends are looking out for us and their intentions are usually good but often the belief they passed on to us no longer fits who we are. With respect intended to family members, we need to decide on beliefs that are healthful and beneficial for us and begin to assemble 'legs' for those beliefs.



We can also use the idea of a belief as a table to tear down beliefs we no longer want. The way to do that is to question the reasons that we believe what we do. Suppose someone thinks they're not particularly smart. 'I'm not smart' is the table top. Why do they have this belief? The answers to that question are the legs. Poor grades in school might be a reason. The question to ask is **why** the grades are poor. Is it because the person was absent a lot? Didn't listen? Didn't use his or her best learning style to get the information or to take a test? Did they have a lot going on in their life at that time so that it was perhaps difficult to focus on school? (Make a table on the board to illustrate these points)

These are reasons, not excuses. None of them mean we're not intelligent. Asking questions kicks the legs out of the table. Without legs, the table crumbles...and so do our negative beliefs.

(My story: I questioned my ability with directions a few years ago. A friend and I had gone to Fenway Park to see the Red Sox play. We had traveled to Boston by highway but knew that the traffic coming home would be horrible. I suggested we go home the back way that I had gone when I was a kid. I started in that direction and about five miles into the ride home, went through an intersection that didn't feel right to me. "I need to turn around," I said. "This doesn't feel right." My friend said there was no sign that said to turn, so what made me think that this wasn't the way?



My belief about my ability with directions told me I was probably right so I turned around and took the turn that felt right. Again, my friend questioned me about this route. She reminded me that it had been many years since I had gone this way and that I wasn't even the driver then, but a teenager in the back seat of the car. I began to doubt that I knew where I was going. The legs of my table were starting to wobble and fall. My friend pointed out a sign for a town which should not have been on the route home. Another leg fell.

We stopped for directions, just to make sure. After all, it had been quite a while and although I believe I'm good with directions, I'm certainly not infallible. The people we asked confirmed that we were indeed on the right road and that if we had gone another mile, we would have seen a sign directing us toward Providence - home.

A few more questions and my belief might have been knocked down. Instead I got more proof and created a new leg to support what I knew.)

If we have a belief about ourselves that we're sick of having, that doesn't support who we truly want to be or that lowers our self-esteem, the first step is to question where we got this belief from; the second is to determine whether any of it is even still true anymore. The next step is to choose to act with kindness towards those who gave us the belief, assuming they were doing the best they could at the time. Another chance for a win-win situation.

This is a question again of whether to place blame and act as a victim or to use our past to help create a better life for ourselves. A lot of people, especially teens, blame their parents for many

things. Parenting is probably the toughest job on the planet and it comes with no training. Rather than placing blame on our parents for a belief we now have, we need to use our energy to make a positive change.

Special Note: *Remind students that the instructor is not here to judge them or their parents. What they learn here is in support of their lives with their parents and is not to be used in any way to negate what their parents have told them.*

Have students list a negative belief and the reasons that they believe it. Then have them  look at those reasons and question them. This can be done in the journal or as a homework assignment. Since these beliefs are very personal, their responses may be difficult to share in class. Most likely, teacher examples will be the ones most used.

Typical Student Reactions

Students are surprised when they realize that the beliefs they hold aren't necessarily ones they would pick for themselves. They find the story about the ham funny but eye-opening.

Treat people as if they were what they ought to be, and you help them to become what they are capable of being.

Johann von Goethe

LESSON 16

Intended Outcome

- To share the result of the global beliefs survey
- To review the model of a table to depict a belief
- To continue the discussion of personal belief
- To share the results of the ‘random act of kindness’ assignment

Recommended Supplies

- 3 posters from global beliefs (Life is..., School is..., The World is...)

Mindset of the Instructor/Rationale for Lesson

This lesson shares the differences in the beliefs of students in the class about basic life issues. Within the same class, students believe a variety of things from ‘money is everything’ to ‘money is not everything’. There is no ‘wrong’ to the answers the students have written

This lesson also examines the negativity around us. We are often guided in a negative direction. That negativity comes from many sources. Advertisers tell us what we’re lacking in life, news tells us what’s wrong with the world and television shows and music lyrics don’t always support our best side. We have to consciously make positive choices if we want to change our lives for the better, but like creating habits, it takes time.

Sequence/Content/Instructor Directions

- Go over top ten list from previous day
- Discuss the act of kindness assignment
- Go over the answers that students have from the global belief exercise (save the money one for the next day)
- Expand on the power of words with the story about missing keys
- Journal writing



Give students a paper. Have them label it A# __. Ask them to tell what their random act of kindness was, how it was received and how they felt.

Take a few minutes for students to share their experiences with their random act of kindness. Ask how they felt while doing the kindness. Did the experience feel good enough that it might be fun and fulfilling to continue doing this activity?

For those who didn’t yet perform a kindness, remind them that all assignments count and that they still have an opportunity to do this one.

Global Beliefs

Global beliefs are the beliefs we have about things outside ourselves. The answers to “life is...” and the other three items are as varied as the students in the class although there will be many similarities. A student who says that life is ‘a gift’ will have a totally different outlook on the day and their world in general from someone who says “life sucks’ (not the best choice of words but it will be an answer that shows up from the student responses).

As the instructor goes through the list of responses on the signs, ‘Life is...’ and ‘The world is...’ it’s interesting to note the differences and wonder aloud with students about what life might be like for someone with these beliefs. There are no wrong answers to these fill-in questions so no judgment is passed on answers. After each sign is discussed, have students write their previous response in their journal followed by a new belief that is an improvement, a step up over the previous one. Someone who thinks life is horrible is not ready to make the leap to ‘life is a joyful adventure’ or something of this nature. They usually are willing to write something like ‘life is full of unexpected but sometimes pleasant surprises’.

Author Ernie J. Zelinski in his book 101 Really Important Things You Already Know, But Keep Forgetting says that successful people expect life to be difficult and then plan accordingly. He also reminds readers that life is not ever easy for anyone including the celebrities that teens often admire. Well known psychologist Carl Jung says, “Man needs difficulties. They are necessary for health.”

Successful people have the tools to cope with the difficult times which is what *Strategies for Success* is all about. This course is about developing inner strength and growing out of our comfort zone which enables us to grow bigger than our problems. As nice as it is to be comfortable and have things go our way, those times do not prepare us for the tough times. Living through difficult times makes us stronger and more capable. Zelinski also mentions what he calls a law of life. His ‘Easy Law of Life’ (which many others also quote) says, “When we do the easy and comfortable, life turns out to be difficult and uncomfortable. When we do the difficult and uncomfortable, however, life turns out to be easy and comfortable.”

Two stories help to illustrate the power of belief. One is about Roger Bannister who made history by setting a record running. Up until him, no one had ever broken the 4 minute mile. The prevailing belief was that it was impossible for humans to go faster than that. Then Roger Bannister ran that distance in less than 4 minutes. After he did, others did as well because there was now a new belief about what humans were capable of in terms of running.



Think of other records that have been broken or inventions created because someone took on a new belief. If someone hadn’t first believed it was possible to fly, thousands wouldn’t be traveling to Disney. If someone hadn’t believed that a phone could be made small enough to fit in a pocket, we wouldn’t have cell phones. The belief comes first. Someone decides what they’re going to believe and then they make that belief truth. Every product we have started with a belief someone had first.

Another amazing story is about Stu Middleman who changed another belief about runners. When asked, most students do not believe it is possible for someone to run across the entire country. Stu Middleman did just that. He tested out his procedure first by running 1000 miles in 11 days. He then ran across the country in 56 days. How did he do it? He drank a special energy drink that sustained him while he ran 21 hours a day and slept three. He created a belief for himself and then made others believers as well.

Negative Beliefs

What we believe influences everything we do. As previously stated, one of the goals of this program is to become aware of the things we believe so that we can see if those beliefs work for us. Another is to challenge the negativity around us so that we can decide for ourselves if we want it to be part of our lives. We get to choose what negativity we listen to in the media because we have the power to change the channel, switch web pages, or turn the technology off altogether. We decide how much time we want to spend around negative friends and family or at least get the chance to find some positive people, books, and websites to balance things off. We have the most control over how negative we choose to be and how long we want to focus on the negative issues in our own lives.



(My story: In the years prior to designing course, I worked in a very negative department. I was learning the material contained within this book and sharing it with my students. Some of the people I worked with were more concerned with listing everything they didn't like about the administration and their students. I refused to join those conversations...politely. I knew that the negativity they were espousing was not making their job or their lives any easier but I couldn't let it influence my time in school. They knew I didn't join in to the negativity. One colleague even said jokingly (I think), "We're all negative and we're going to get you too!"

I left the department the next year for the Strategies for Success program. Several months later, one of my former department members came up to me and said how much they missed having my positive attitude around. Teaching is challenging enough without being subjected to constant demoralizing conversations about all the problems that exist.)

We need to seek out positive friends to counteract those that choose to blacken our moods. It's difficult to be successful when we're surrounded by people who don't believe in much of anything. Looking for balance is important because negative people can undermine our optimism and begin to change the way we look at the world. Just because they look for what's wrong with everything doesn't mean there are only horrible things occurring. That's what the so-called news does. It doesn't report what's new. It gathers the list of terrible things that have happened since the last time they tried to scare us. It's a big deal when they have a positive story. They make that story sound like a random occurrence rather than an event that happens most of the time around the world. Many times they also apologize for being 'goody-two-shoes' or 'touchy-feely' as if being optimistic is a crime and pessimism and negativity are virtues.

Power of Words in Beliefs

Words make up the personal and global beliefs that have been discussed the past two days. As we spoke about previously, there is great power in the words we choose. Here are some words that many of us use without even thinking. They, like the beliefs we hold, are taking power away from us every day.

- I can't
- I blank out on tests
- I can't remember anything
- I can't find

When we say these words, we send a message to our brain that we're taking on a new or repeated belief. Our brains are amazing. They do what we tell them to do. If we say we can't do something, we can't. If we say we can't see something, we can't. Our brain does not like to make liars of us so it goes along with whatever we say.

 Here's an example of how our brains work that can be acted out with a few students or described if the class members are too shy. The scenario is as follows:

Your mother sends you to find her keys but you're busy doing something else and you'd rather not go. She keeps insisting that you go and get her keys. You get up but you're not happy about looking for the keys.



The whole time there, you're saying things like, "I can't find the keys...I don't know why you're sending me...I don't know where they are....your keys are not here!!!" Your mother comes over to where you are, reaches in front of you, picks up the keys and says, "What are these???"

The question is, "Did you see the keys?" The answer is no. The bigger question is why.

Ask students if something similar to this has ever happened to them. To help them understand what happened, ask them if they can see the instructor right now. If they can see the instructor, they should have been able to see the keys (or whatever it is they were looking for).

What happened? We told our brain that we couldn't see the keys so our brain, which doesn't want to make us a liar, created a blind spot so we couldn't see the keys.

If this happens to us when we're looking for something, what's happening when we say we **can't** remember for a test or we **can't** get up on time or we can't be what we want in life. Is this really something we should be saying to ourselves?

Another example of the power of words and beliefs comes with a great strategy that could be used to wake up in the morning. Did you ever notice that you often wake up just before the alarm

goes off? How does your brain know? We don't have the answer to that but most people have had this experience.

(My story: The first time I realized that I was able to wake up on time without an alarm clock was after a hurricane knocked out power on my street for a week. I had gone to a seminar with a motivational speaker and I mentioned that I was worried about getting up for work the next day. He told me to tell myself what time I wanted to wake up and I would wake up at exactly that time.



I was very skeptical to say the least, but I told myself 6:00 am and sure enough, at 6:00 am, my eyes popped open. I've used this strategy many times. What's even more amazing is that it works when I travel and find myself in another time zone. I still don't know exactly how my brain knows the time even with a time change, but it does.)

Any time that we want to wake up at a specific time, all we have to do is tell our brains the time and our brains will take care of the rest. The tricky part for those that are not morning people is *staying* awake once our internal alarm wakes us! If our brain is capable of waking us up on time, what else can it do? Are we using our brains effectively or wasting its incredible ability focusing on negativity?

Another similar strategy using the power of words can be used when we're trying to remember something. Usually when we forget something, we say something negative to ourselves such as: "I always go blank on tests" or "I can never remember names". When we make statements like these, we shut the door on our brains and create a block just as we did when we couldn't find the keys.

We can use words to create positive changes but it takes a bit of practice. For example, when we begin to go blank on a test or quiz, when we're asked a question in class or when we can't think of someone's name, instead of saying something negative, we can replace it with "I'll think of it in a minute (or second)". As simple as this phrase may seem, it has incredible power.

 Have students write "I'll think of it in a minute" in very large letters in their journal. Suggest that they practice saying that as often as possible.

Have the whole class repeat it back and continue to do so on a regular basis until it becomes a belief and a habit.

When this phrase is used, it opens the door to the knowledge stored in the brain. What was blocked from knowing is now available. It works consistently although perhaps not immediately. Elderly people often feel that they can't remember anything but if we listen to any elderly (or not so elderly) in our lives, we'll find that they often say, "I can't remember things" on a regular basis.

(My story: I used this statement consistently in my classes and teens have had great success with it. It's also been highly effective with older relatives and with

a friend who is convinced he has early Alzheimer's. But the most amazing result came from a college freshman I taught this course to in the summer of 2010. I never knew she had any challenges until she sent me this Facebook message the day after the class ended. Here is her story in her own words.

"The end of April I got into a really bad car accident. I couldn't function right for three weeks; I could barely walk and eating was a huge task. The doctors said that I have permanent brain injuries due to the accident - memory loss, stuttering and lack of focus can occur. I still suffer from this. I trip over myself sometimes when I walk, I forget what I'm talking about mid-sentence, and I constantly forget things.

When you told us to say "I'll think of it in a minute", I didn't believe it would work because of the car accident. (Now) whenever I forget what I am talking about, or forget what I am doing...I just say that in my head, or out loud, and I remember. It truly does work, and I can't be more thankful that you helped me with something the doctors thought that I would suffer from forever.")

When someone around us forgets something, interrupt their negative comment just as we did in the **Pattern Interrupt** game and tell them to say that they'll remember whatever it is in a minute. They'll be surprised and pleased when they find out that they indeed do remember.

Typical Student Reactions

Students are pretty surprised to see the different beliefs held by the people in the class. They also like to see their answers listed on the poster. Many are somewhat surprised with the number of negative responses.

They enjoy the demonstration about the missing keys and can easily identify with it. They are a little surprised that merely saying, "I'll think of it in a minute" might actually work – that is until the first time it works for them. Then they're convinced.

LESSON 17

Intended Outcome

- To begin the discussion of financial success with attention to the role that beliefs play in that success
- To give students an individual progress report on how they are doing in the class

Recommended Supplies

- Money belief chart from student list
- Money quote posters
- Print-out for each student that lists their grade and assignments missing

Mindset of the Instructor/Rationale for Lesson

When students were asked on the first day of class what they thought was the meaning of success, many wrote ‘having a lot of money’. What most of them don’t know is how to bring that money into their lives and how to keep the money they earn. They’ve all heard of celebrities who are rich and they’ve heard of those who have lost all their money.



How do people lose the money they have? Many sources report that many of the people who win the huge jackpots in lotteries end up bankrupt within a few years. Some people who inherit money fritter it all away. How can this be? Perhaps it’s because they never established powerful beliefs about money. T. Harv Eker, author of Secrets of the Millionaire Mind says that we all have a set blueprint about money (and perhaps other issues as well). If we don’t change our beliefs, if we don’t regularly put our new beliefs into practice, then we have a strong tendency to revert back to our old ways. He created his “Millionaire Mind Intensive” seminars to teach people to become aware of what their current beliefs are so that they can realign themselves with more empowering ones. Attendees leave with new, more empowering beliefs about money.

In the audio course, You Can Choose to be Rich by Robert Kiyosaki, the first chapter/tapes are devoted to finding out our money attitudes. He states, “If you harbor the hope of financial freedom, self-awareness is critical.” One of the reasons Kiyosaki wrote his books was that he believed that financial literacy was never taught in school. He had never been exposed to it in his education nor did he know of others who had been and that certainly may be the case in most schools. Jean Chatzky in The Difference said that “the top-of-the-class students who take the ‘calculus’ track rather than ‘basic math’ one are less likely to get a financial education as part of their curriculum.”

(My story: I know this to be true both in my own education and in the years that I taught math. No one ever taught me financial literacy and it was never a part of the curriculum for the college bound kids. There was always some component

of it in the basic math classes but it was merely touching the surface and was not presented in a way that was conducive to learning.)

This lesson is the beginning of financial literacy for many students. Not all will choose to be rich but the prospect of being able to have the life they want without money worries may be appealing. As T. Harv Eker said in his “Millionaire Mind Intensive” audio series, “When you don’t have your money handled, it seems all you can think about is money.”

If asked if they know someone who has had to struggle all his or her life because of money worries, most will know someone who has. Some may even live with someone although it might be better not to ask.

The world has changed dramatically since the advent of the internet. We’ve gone from the industrial age to the information age. Many people have careers that they thought would provide financial security but are now finding out that not only are their jobs gone but the retirement benefits are as well. We all must become financially knowledgeable both in our beliefs and the more practical areas of money so that we can create financial security and abundance for ourselves and for those we care about.

The progress report – At this point in the course, it’s useful to have students find out where they are numerically in the course to make sure there are no discrepancies in grades. It is also an opportunity to discuss strategies of how to deal with other teachers as they receive their grades throughout the year.

This is the rationale used:

- People do the best they can with what they have available at the time. Students have done their best to turn in their work and teachers have done their best to record everything.
- With all that, things happen. Students forget to turn papers in or forget to get the assignments they missed when they were absent. Teachers might have misplaced a paper or have not yet entered all grades.
- The purpose of sharing the grades is to fix whatever needs to be fixed with no blame on either side. Of course, it is up to the instructor if he or she will allow students to pass in papers at a later date.

(My story: I chose to allow late work because this course is about helping students create strategies for school and life, to have a plan to recover from mistakes they have made. I used every situation as a vehicle to create and/or implement a success strategy.)

As the semester progresses, students get better and better at getting work in, their self-esteem rises, and they use what they’re learning to create better school habits.

- This is an opportunity to address how students should courteously request help from teachers.

Sequence/Content/Instructor Directions

- Collect and go over homework from the day before
- **The Money Game**
- Beliefs about money (From the answers students had completed. Money is....)
- First grade check prior to mid term grades

Money Beliefs

Teens on the whole have pretty varied beliefs about money. To help them begin to discover their beliefs in action, play the **Money Game**. This game was used at “Wealth Mastery”, a seminar presented by the Anthony Robbins Company which featured speakers who were leaders in the field of finances.



Have the students take out a small amount of money. If they don't have any money they can borrow from the money can. In their journal, have them write the amount they're playing with. Assure them that they will end up with the same amount of money at the end of the game.

Have the students get up with their money and split into two groups. One group is along one wall and the other group is along the opposite wall. The directions are as follows:

Tell the students that when the instructor says, “Go” they will cross to the other side of the room, criss-crossing with the other students and interacting with them. The word ‘interact’ is intentionally vague.



Once they cross for the first time, notice if anyone exchanged any money along the way. If not, before they cross again, mention that money can change hands the next time they cross. Don't say much more than this even though students are craving more directions. Have them cross again. It is hoped that money begins to be exchanged in some manner. Have them cross a few more times with no further directions.

Have students go back to their seats and write how much money they now have in their journal.

Ask:

- How many have more money than when they started?
- How many have less?
- How many have exactly the same amount?

Have everyone settle up the money so that they have the same amount they started with. Begin a discussion with these questions:

- What are the reasons that they had the same amount? (*Didn't want to lose it, didn't know they could give it away, etc.*)
- Why did some people not trade at all? (*Didn't understand, didn't want to let it go, etc.*)
- How did the people who ended up with more money get it? (*Took it, someone gave it to them, etc.*)
- How did the people who ended up with less money lose it? (*It was taken; they gave it freely, etc.*)
- What might have been the beliefs of each of the three categories of people?



Post the list of beliefs about money from the day before.

Beliefs about money color how we treat it, how we relate to others about money and what kind of job we get. Although money is a simple enough concept, it is often mired in the baggage of our beliefs.

(My story: I usually found that the list generated by my students included items like 'money is everything' soon followed by 'money is not everything'.)

As the instructor goes through the list of student beliefs about money, he or she should occasionally ask how a person with such a belief might go through life financially. For example, a person who says, "Money is pointless" may spend their lives pushing money away. Now most people respond to that comment thinking, "Who would push money away???" But we humans often do things in subtle ways. We may not take the job that provides a decent wage. We may close ourselves from opportunities that we appear to like because money will be involved.

(My story: I had several students in one class who had a difficult time discussing financial success because they believed that one shouldn't strive for money but instead work for noble causes. Their belief was so strong that they will most likely have financial struggles while they are performing wonderful charitable acts throughout their lives.

These students might instead have adopted the belief that money has its purpose in life because even charitable work needs financial resources. Both the people who work for the charity and the organization itself need to be financially supported.)

Money beliefs play a vital role in a marriage. One of the most common reasons for divorce is financial differences. Most couples go into a marriage without really thinking about how they'll handle their finances together. One person might have the belief that it's very important to save as much as possible for security, for retirement, for things that they buy. The other person might believe that it's best to live for the moment, that it's okay to charge whatever they can't afford, and there's no point in worrying about retirement because it's far away and will take care of itself. Although these two people may fall in love and get married, unless they have a discussion about their money beliefs, they may be headed for trouble. But how many couples actually have this discussion before the wedding? How many enter the marriage already in debt from college loans



and the wedding itself perhaps? How can they enjoy life when they're fighting about money?



As we continue to talk about the beliefs that students in the class hold, discuss having them create a new belief about money for themselves. As with the other beliefs, they do not have to jump from hating money to loving it. Suggest that they take it up a step from say “money is the root of all evil” to “money is just a way of keeping track of things in my life and it’s neither good nor bad”. Or “money is not the answer to all problems but it gives me more choices and more freedom”. (One concept that is not advocated here is to make the money belief into something that money is the end all and be all. Just help them create a healthy enough belief that keeps money as the tool that it is.) Let them know that the next few days are about supporting positive financial beliefs and finding the tools needed to have financial success be a part of their lives.

Many books have been written about how beliefs affect money management. Suze Orman who has written many financial books including ([The Nine Steps to Financial Freedom](#); [The Money Book for the Young, Fabulous & Broke](#)) and who is often seen on PBS and on her own show on CNBC, was one of the first to publicly express the idea that how we feel about money affects how much of it we have. In the [Rich Dad, Poor Dad](#) series of books and tapes by Robert Kiyosaki, he speaks about how his poor dad (his actual father) believed the only way to make it in the world was to have a college education and a secure job. Although those are wonderful goals, his rich dad (his best friend’s father and his mentor) believed the opposite – that we need to invest our money and that there is no such thing as having a secure job. Two men who were in his life on a regular basis – two completely different beliefs about money.

(My story: I grew up with a dad who was very concerned with money. He used to say, “You can’t control how much you make so you’d better control how much you spend.” With that belief, he shopped the sales, clipped coupons and saved. That phrase became part of me, although on the conscious level I challenged it. “What do you mean I can’t control how much I make?” I thought.

But in reality, I chose a career that didn’t allow me to control how much I made. Teachers make the amount of money that matches how long they’ve been employed. If you’re a terrible teacher you get the same amount of money as someone who excels in teaching. I had no control over my income other than to get a totally different career. Most teachers are in a similar situation no matter what school district they’re in. Even though I created this course, even though I was ‘Teacher of the Year’, even though I worked so many extra hours, I got the same exact paycheck as other people who had also taught ten years.

No regrets here, though. It was my choice to stay twenty-eight years. But I wonder if my belief that I couldn’t control how much I made pushed me into finding and staying in this career?

How could I control what I make? Buy real estate. Invest in stocks, mutual funds, bonds. Create a small business part time or on the internet. Find a job that pays me what I’m worth or where I can have a say in what I make. There

*are many options. What direction would my life have taken if my beliefs were that I **could** control the amount of money I make?)*

This is also the time to begin the discussion of how they feel about learning about money. Many students get uncomfortable talking about the details of money because of math phobia, feelings of inadequacy and being overwhelmed. Here is a good chance to create a belief about what's coming up – investing, credit card use, and financial security.



Have them come up with a belief for the next section and write it down in their journals, something like, “I believe that it’s important to learn about financial success and I can learn it as well as anyone else.” Or “Learning about money is fun and it will set me apart from those who are too lazy or bored to do it”.

Remind them that successful people do what others are too afraid, lazy or bored to do. Pick one of the statements and say it out loud. Have the students say it back. Do this several times emphasizing different words each time (an acting exercise used to truly understand a statement). Have a poster already made with a few empowering statements on it.

Grades check

The process for having students evaluate their status is on their **Student Journal Page**. This is a good time to discuss with students the proper way to approach other teachers about their grades. So many students expect teachers to be walking grade books and constantly ask what their grade is. It’s a good time for students to realize that teachers do not carry that information all the time nor should they.

Another idea that students might want to consider is that the optimal time to ask teachers for grades is at the end of the period or after school. Asking teachers at the beginning of class or during class is not the best time because teachers are responsible for the entire class at that time. The whole point is that successful people try to find what is best for the other person while they’re getting their own needs met.

Typical Student Reactions

Students are very cautious and confused the first time you ask them to cross the room with their money. They get more assured every time they cross. They are also secure in knowing that they will get their money back.

Students are used to overreacting when they see their actual grade. It takes time to get them to believe that the number is just a number that will increase or decrease based on what they choose to do. This is a good time to remind them to be aware of the words they’re using. If they are being allowed to make up missing work (I highly recommend this), then they need to be looking at their numerical average as just a message. They don’t need to spend a minute being miserable or calling themselves a failure. Do as business people do. A low rating just tells them that they need to get some things done. Then they do them.

LESSON 18 (2 DAYS)

Intended Outcome

- To have students understand the basic concept of credit cards
- To learn and understand credit ratings
- To learn the importance of creating responsible money management skills

Recommended Supplies

Bring in several credit card offers that have been received in the mail with your name deleted. Pass them around so students can see them. Show a few credit card commercials to the class.

Mindset of Instructor/Rationale for the lesson

Included in the **Content** section

Sequence/Content/Instructor Directions

- Review money beliefs from the day before
- Discuss the concept of credit and credit card use
- Play **Trust Car** game

Credit Cards

The idea of credit goes back a long way. In the fifties, credit cards were designed for customers to charge their purchases and to pay them off at the end of the month. They were designed for convenience. Today, people use credit cards for everything. Ultimately we may no longer use money as we know it with all transactions being processed electronically.

Many students lack knowledge of how credit cards work, often because they haven't asked their parents about them. They see their parents charge purchases but they often don't realize the other end of the transaction – paying the credit card company back for what they bought. They don't realize that additional fees may be involved and that there are very specific rules that the credit card holder must live by.

Several years ago on an Oprah Winfrey show with guest Suze Orman, a group of college students were featured who had received credit card applications when they were freshmen. At the time of the show, they were juniors and seniors who were in serious debt. One senior owed close to \$50,000 and didn't think it would be a big deal to pay it off! She just said she would get hired after college and would pay it off quickly with her \$50,000 a year job!

She didn't realize that:

- 1) She might not get hired right away.
- 2) She might not start at \$50,000 a year because not everyone does, not even college grads.
- 3) Even if her salary were \$50,000 a year, she wouldn't receive the whole salary but somewhere between 67% and 75% of it. The rest goes to pay taxes.
- 4) She would also have to pay her regular living expenses with her salary.
- 5) She was in desperate need of financial knowledge so that she wouldn't get into that situation again.

She was told that if she paid the minimum amount that was asked for each month on her charge card it would take her over 20 years to pay it off and that was only if she never charged anything else again.

The number of people who are in deep credit card debt in our country is staggering. Many sign up for credit cards without really knowing how to use them properly. Basic knowledge of credit card use is essential to financial success.

There are many credit card companies. As consumers, we need to choose carefully. We don't have to select a credit card just because an invitation to sign up comes to our house. Credit card offers are written to make us think that they're the best around. We need to shop for the best one for us just as we would for a new outfit or a new car. Luckily, there are many sites on the internet that offer information that allows us to compare the features of various credit cards. One site is bankrate.com which lists a variety of cards along with their features.

These are the important numbers to know when picking out a credit card:

- What is the **interest rate** that we will be charged for borrowing money from the credit card company?
- What is the **annual fee** charged? Some credit cards don't charge one at all while others charge quite a bit. Find one with no annual fee, if possible.
- How long do we have to pay it back (which is known as the 'grace period') before a finance fee is charged?

We must make sure that we read the fine print because the rules of the game can change at any time. The credit card company must inform us of changes but the changes usually are shown in smallest print with the most legal sounding language with the hopes that most consumers won't read it.

The best strategy for credit cards is to use them for the right reasons and with the promise to ourselves that we'll pay off what we owe each month before a fee is imposed.

(My story: I learned about credit use the hard way – by experience and by paying the credit card companies way too much of my hard earned money. As a young adult I never read the fine print, never checked out the annual fee or the rate and just charged what I felt like charging. I didn't always pay the amount I owed at the end of the month and often let it build up quite a bit thinking that I wouldn't charge anything else. But I usually did. Because of this casual attitude

about credit, I did not develop good money habits until many years later. I have many stories of how I learned about credit the hard way. Here's one:



As someone who liked flying I thought it would be a good idea to get an airline credit card to charge my flying lessons. I had to pay for them anyway so why not get a charge card that gave me frequent flier miles for every dollar I spent? Sounded like a good plan but I never read past the offer of free miles.

At the end of the first year that I had the card, I noticed a charge for \$125 for the annual fee. Thinking it was a mistake since at the time most credit cards charged between \$10 and \$25 a year, I called the credit card company. They told me that \$125 was indeed what they charged! When I heard that I cancelled the card immediately. They told me that would be fine but since I had just entered the second year of the card, I would be charged \$125 for the next year as well!! Not reading the fine print cost me \$250!! I could have found a much better way to spend that money than give it to the credit card company.

One of the lessons that the students need to realize here is that credit card companies are businesses and one of the main reasons a business exists is to make money. Businesses are not particularly interested in our situations or mistakes. In my case, they informed me about the annual fee and I didn't read it. My fault...they get the money. I felt manipulated by the airline credit card company but in actuality it was my own fault and my responsibility. The truth was that I was too busy, too lazy, or too uninterested to read the fine print.)

The lesson here is to keep reading the fine print every month whether it's boring or not. Credit card companies can change the rules anytime they want as long as they let us know. Luckily, legislation has changed and now credit card companies must tell us not only what we will ultimately have to pay back if we just pay the minimum but also how long it will take. No longer can we 'pretend' that it will all take care of itself.

What we don't know can cost us dearly, and rather than complaining about the cost, we can choose a belief that says that we are fully capable and responsible about choosing financial success for ourselves. We shouldn't waste a second being angry at the cell phone company if we didn't know the plan or at a credit card company if we didn't know the fees. If we take responsibility, we can take control of our financial life. We can also build good habits for ourselves which we'll need for our entire lifetime. By doing so, we can increase our self-esteem because we learned what others didn't feel like learning.

Why are so many of us in this day and age charging our purchases anyway? Why aren't we buying only what we can afford? If we go back to the days of the mid to late twentieth century, we see people who saved to buy what they wanted. Because of that strategy, many are retired now with second homes and the ability to travel and do what they want. The same results are not necessarily happening in the later generations. Many will be working long past the age that their

parents did and will not have the same opportunities because they charged things they thought they ‘needed’ but in actuality only ‘wanted.’ They’ll be working longer just to pay off purchases they no longer have or even remember.

Imagine, for example, charging an outfit or an Xbox or video game. Suppose we did this on a regular basis and only paid the minimum balance that the credit card company wanted us to pay. Many years later we’d still be paying for an outfit that wasn’t in style anymore and that we probably gave away (if it wasn’t stuck in the back of the closet) or for a ‘Game Boy/Xbox’ that was obsolete. People who pay only the minimum on the bill will be paying for those things with interest for a very, very long time.

Another part of the credit card discussion is whether we should have one at all. When students are asked this question, many say no. They fear they will get into trouble with credit. Rather than conquer the fear and learn what they need to learn, they want to avoid credit cards altogether. In reality, credit cards can make our lives easier by their convenience and safety. And they allow us to build a credit history.

Our credit history allows lenders to decide whether to trust people who want to buy costly items such as new cars or homes. Why would someone trust us to borrow hundreds of thousands of dollars without knowing something about us?



Our financial history along with a few other financial facts is our life report card. Like the report card we have in school, our credit report is our life report card. Every time we charge something and pay it on time, we get a good ‘grade’ on our credit report. Every time we skip a payment or charge too much, we get a bad ‘grade’. Our credit report shows everything we’ve done financially in our lives with a final score that determines how much financial institutions will charge us to borrow money. The better our grade, the less they charge us, assuming our grade is high enough for them to let us borrow at all.

Most students have seen or heard their share of credit card ads. One factor they don’t usually mention is what to do if the card is lost or stolen. Most students do not realize that unless they have the right card or the right policy, they are responsible for anything that is charged when the card is lost or stolen. The fine print will give the details. Some cards are marketed as ‘no hassle’. In other words it won’t cost us if anything is charged on our lost or stolen card. With some cards, card holders only have to pay a small amount – if they let the company know within 24 hours. Otherwise they have to pay everything!! It’s our responsibility to know the policy.

The bottom line with credit cards:

- Credit cards should be used for:
 - True emergencies
 - To build credit
 - To rent a car when traveling
 - To stay in hotels while traveling
 - To buy online or on the phone
- To use the credit card responsibly:
 - Pay off the balance at the end of the month

- Make sure you sign it when you get it or write ‘please check photo ID’ on the back
- Write the number down somewhere at home along with the phone number you must call if it’s lost or stolen
- Read the fine print when you get each bill

Other strategies for buying with or without credit cards:

- For the most part, buy what you truly **need** not everything you want
- If you want something big, save up for it
- Don’t let advertisers or anyone else talk you into buying something. Buying decisions should not be made based on emotion but on logic and planning. This method may not be as much fun but it’s good for a solid credit rating and one of the steps toward financial security.
- Before you buy, ask yourself if you really need the item or if it will end up on the closet floor a month later.

~ ~ ~ Activity ~ Trust Cars

Objective

Working in pairs, one person ‘drives’ (guides) another person (the car) around an enclosed area.

- It is a great break from the serious business of finances
- It’s a good connection to the idea of how tough it is to trust and how we have to build trust before someone lets us borrow money
- It’s a great pattern interrupt!

Set-up/Preparation

1. Create a playing area, usually the front of the classroom. If you have a particularly energetic (rambunctious) group, make the playing area smaller which will slow the players down.
2. Have everyone choose a buddy. If there are an odd number of people, one person can buddy with the instructor.
3. Have each buddy pair determine who will be the car and who will be the driver. Drivers stand behind the cars and place their hands lightly on the car’s shoulders. (Instructor should ask permission to put his/her hands on a student’s shoulders). Cars put their ‘bumpers’ up (hands up) for safety.
4. Have all students repeat back that the first rule of all activities is safety. For this exercise, only walking will be allowed (no running) and no accidents are permitted (collisions with other ‘cars’ or inanimate objects – cite the high cost of insurance for teen drivers).
5. When the signal is given, drivers can drive their cars wherever they want inside the playing area.
6. Allow the drivers and cars to experience working together for about a minute or two. Then tell them they’re ready for the next level – for the cars to close their eyes.
7. Give them a minute or two in this new scenario. Then ask them to switch: cars become drivers and drivers become cars.

8. Do a run through with open eyes and then with closed eyes

Comments

This is a simple yet surprisingly effective activity to explore trust. Some students will feel uncomfortable closing their eyes. Others may choose to peek at times. Both of these behaviors are acceptable and should not be discouraged or diminished in any way as many students are not ready for that level of trust. The creator of this activity tells participants that those people are choosing the level of challenge they are up to. We are where we are in the process of trust. Our job is to create an environment where the participants feel safe enough to challenge *themselves*.

Debrief

- What is 'trust'? Define this term in relationship to this activity
- What are the attributes of a good driver (leader)?
- What are the attributes of a good car?
- Which did you prefer: to be the car or the driver? Why?
- Who or what is guiding (driving) your life? What is your relationship to this force?

Note: The above teambuilding game description was provided by the International Association of Teamwork Facilitators (<http://www.IATFconnect.com>).

The IATF has members in 34 countries and represents a dynamic community of supervisors, managers, coaches, trainers, facilitators, and educators who are actively working to grow and leverage the most important energy source of our time - the power of inspired teamwork.

The IATF provides free teambuilding games, free and engaging leadership development TeleSeminars, free and interactive interviews with team development thought leaders, webinars, group and one-on-one coaching, workshops, presentations, books, and multimedia training materials.

We love what the IATF is doing and we urge you to visit the site and access all their great resources. Here's the link: <http://www.IATFconnect.com>

Typical Student Reaction

Much of the credit card discussion is a surprise to students. Some are very grateful to be exposed to this information because they weren't sure where or when they were going to learn it.

The Trust Car game is fun, surprising and enlightening. Some students do not feel comfortable enough to close their eyes and that is acceptable.

LESSON 19 (3 DAYS)

Intended Outcome

- To introduce the idea of saving and investing with the Rule of 72

Recommended Supplies

- Large quantity of candy bars (at least 150, which may be borrowed from the school store)

Mindset of the Instructor/Rationale for the lesson

Although students have created a belief about money and about learning financial success, they are still not totally comfortable with working with numbers. They may need reminders every now and then that they need to establish the belief that they are more than capable of handling this math. All they need to do is be patient and open to learning the content.

Sequence/Content/Instructor Directions

- Go over yesterday's homework and ATM safety
- Discuss why it's important to save for the present and the future
- Rule of 72
- Rule of 72 demonstration
- Rule of 72 data sheet

Students wonder why they should bother investing. They can usually understand saving for a car or a yearbook or a prom but can't comprehend why they will need money later in life. Some think the government or someone else will take care of them. Many believe that when people retire, they won't want to do any of the things that they, as teens, like to do now. They also don't believe that getting old will really happen to them or that time will pass as quickly as it does.



Ask them how quickly time passed last school year. Or didn't school just start (or the semester) and now it's October (or whatever month it is)? Years pass just as quickly. If we don't have a plan for our lives, how will we be ready when the inevitable events of life show up?

The reason students have the clothes they wear, the house they live in and the food they eat is because their parents planned. The reason they have this course is that someone saw a need, studied and planned. They must do the same for themselves and the families they will have.

Students may believe that jobs and companies last forever. They may not have heard of companies that have gone under in the past few years with former employees who can't count on having money when they retire.

(My story: I have many friends in the aviation business who make very good salaries and planned on having good retirements. Their futures changed on September 11 when people didn't fly as much as they did previously. Some airlines folded and pilots were lucky to have jobs at all. A friend of mine who flew for TWA with a lot of seniority and a good retirement is now with American Airlines, lucky to have a job but with all his retirement years at TWA gone. He thought he had planned enough. He hadn't.)

We all need to have several ways to plan for our future because we can't count on any one thing 100%. We live a lot longer, are healthier and have many adventures still ahead of us.

Rule of 72

Most have some money in a bank but have no idea how it increases. The **Rule of 72** is a way of showing students how their money grows. Here's how the rule works: drop the percent sign; then divide the rate of the investment into 72. The answer is how long it will take for the money invested to double. It's a crude method but it's a good indicator that students will understand.



Say, for example, a person has \$1000 in a bank. Suppose the bank is paying 2% interest. 72 divided by 2 is 36. If no other money is put in that account, he/she will have \$2000 (\$1000 doubled is \$2000) in it in 36 years!! Not much of an increase for that long a time.

If someone invested in a money market that paid 4%, it would take 18 years to double (72 divided by 4 = 18). If it were in a stock or money market that paid 8% it would take 9 years (72 divided by 8 = 9) to double and back in the late 90's when stocks were paying huge percentages, someone who invested at 18%, which was not uncommon, doubled their money in 4 years (72 divided by 18 = 4).

The first step in having students work on this process is to have them practice dividing their percentage into 72. Use numbers that easily go into 72: 2, 3, 4, 6, 8, 9, 12, 18, 24. When they get comfortable with that, show them an example where someone has a certain amount of money and then it doubles by the Rule of 72.

Here's a sample situation:

Rule of 72 Investing



At 6%

72 divided by 6 (from percent) is 12 years. Add 12 years to each age in column one. Multiply the money by 2 in column II because that's what it means for money to double.

| <u>Age</u> | <u>Money</u> |
|------------|------------------|
| 15 | \$1000 |
| <i>add</i> | |
| 12 | x 2 |
| 27 | \$2000 |
| 39 | \$4000 |
| 51 | \$8000 |
| 63 | \$16,000 |
| 75 | \$32,000 |
| 87 | \$64,000 |
| 99 | \$128,000 |

At 8%

72 divided by 8 is 9 years so 9 is added to each year. The money is still multiplied by 2 because it doubles.

| <u>Age</u> | <u>Money</u> |
|--------------|------------------|
| 15 | \$1000 |
| <i>add 9</i> | |
| 24 | x 2 |
| 24 | \$2000 |
| 33 | \$4000 |
| 42 | \$8000 |
| 51 | \$16,000 |
| 60 | \$32,000 |
| 69 | \$64,000 |
| 78 | \$128,000 |
| 87 | \$256,000 |
| 96 | \$512,000 |

At 12%

72 divided by 12 is 6 so 6 is added to each year. The money is still multiplied by 2.

| <u>Age</u> | <u>Money</u> |
|------------|---------------------|
| 15 | \$1000 |
| <i>add</i> | |
| 6 | x 2 |
| 21 | \$2000 |
| 27 | \$4000 |
| 33 | \$8000 |
| 39 | \$16,000 |
| 45 | \$32,000 |
| 51 | \$64,000 |
| 57 | \$128,000 |
| 63 | \$256,000 |
| 69 | \$512,000 |
| 75 | \$1,024,000 |
| 81 | \$2,048,000 |
| 87 | \$4,096,000 |
| 93 | \$8,192,000 |
| 99 | \$16,384,000 |

In the three examples above which can be used as board examples or placed on a handout (see CD), the final amount in bold shows the difference in how much money a teenager of 15 would have in his/her nineties if they put \$1000 away now and never invested an extra penny.

At 6%, they would have \$128,000 which is more than a one year salary is for some now. Obviously, someone couldn't live on that forever. If they had found a way instead to invest it at 12% instead, they would have had over \$16 million!! Imagine how much would be there if additional money was added!

The key to all of this is the fact that the original amount was invested at a very young age. The younger someone invests, the more time there is to double. Ninety-nine years old seems incredibly distant but with all the advances in medicine and cosmetic surgery, who can way what life will be like then?



To truly show what the Rule of 72 means to students who are number challenged, choose two students to represent two scenarios. Have them both come to the front of the room. One will represent leaving their money in the bank at a rate of 2% and one will represent investing money at 12%. Give them each a sign saying what they represent (for the visual learners). Pick two students to be your employees (a great job for kinesthetic). Have your 'employees' prepare to give out candy bars to the two volunteers as you direct.

Have a few signs made for the visual students that say '6 years', '12 years', '18 years', '24 years', '30 years', '36 years' and '42 years'. Another student can hold the signs.

The situation begins when each volunteer at the front of the room is given one candy bar to show their starting account (each candy bar represents \$1000). As time passes in 6 year increments, have your 'employees' give out more candy.

Here's how it goes:

The Candy Bar Rule Of 72 Demonstration



| <u>Time</u> | <u>The Bank (2%)</u> | <u>The Investor (12%)</u> |
|----------------|--|--|
| Open with: | 1 candy bar (Which stands for \$1000) | 1 candy bar (Which stands for \$1000) |
| After 6 years | | Give 1, they have 2 |
| After 12 years | | Give 2, they have 4 |
| After 18 years | | Give 4, they have 8 |
| After 24 years | | Give 8, they have 16 |
| After 30 years | | Give 16, they have 32 |
| After 36 years | Give 1, they have 2 | Give 32, they have 64 |

After 42 years

Give them 64, they have 128

2 candy bars - \$2000

128 candy bars - \$128,000

This means that someone could have \$128,000 without ever adding another penny!

You may not choose to go as far as giving out 128 candy bars but even if you run out, the message is quite clear to students who may not have been able to understand the numbers. Piles of candy bars make the point that having a better percentage rate brings a much greater return. (There is a second similar type example in the appendix showing the benefits of investing early in life.)

This is an idealized version of what really happens because in actuality, the person saving at the bank will be earning pennies along the way. (Using a candy bar sized bag of M&M's as one of the candies allows giving the bank investor a couple of individual M&M's along the way. The extras can be passed around later.)

The question that arises is where to get 12% or better. This is a great question because it opens up the need to get knowledgeable about finances. There are businesses, web sites, and advisors to help us learn which methods of investing are best. This lesson introduces the value of seeking financial knowledge but it's only the beginning and illustrates the value of increasing their financial education.

Below is one final sheet about the Rule of 72 to share with students. There are several scenarios which show different situations. This chart evolved when a senior wondered what he should do with the \$3000 he had. Other scenarios show other possible situations.

Bottom line is the sooner someone invests the better. Those who invest as teens have a great opportunity to create financial abundance for themselves without interfering with their daily lives. Saving \$100 a month may seem like a lot but it comes out to only \$3 a day which many teens already spend on a fancy daily coffee. It's less than the cost of a pack of cigarettes!

How Compounding and the Rule of 72 work to multiply your savings

\$1000 placed in an account at age 15, no money ever added

| age | 3.00% | 6.00% | 9.00% | 12.00% |
|-----|--------------|--------------|--------------|---------------------|
| 50 | \$63,865.00 | \$112,035.00 | \$204,840.00 | 385,526.00 |
| 60 | \$99,775.00 | \$216,886.00 | 503,898.00 | 1,219,577.00 |
| 65 | \$122,123.00 | \$297,190.00 | 782,783.00 | 2,157,346.00 |

\$100 a month, \$1000 down, starting at 18 years old (\$3.33 a day)

| age | 3.00% | 6.00% | 9.00% | 12.00% |
|-----|------------|------------|------------|---------------------|
| 50 | 66,640.00 | 118,489.00 | 220,601.00 | 423,107.00 |
| 60 | 103,324.00 | 228,442.00 | 541,215.00 | 1,336,300.00 |
| 65 | 126,135.00 | 312,656.00 | 840,199.00 | 2,363,051.00 |

Per Request - \$3000 down at 18, nothing ever added again

| age | 3.00% | 6.00% | 9.00% | 12.00% |
|-----|-----------|-----------|------------|-------------------|
| 50 | 7,775.00 | 19,360.00 | 47,290.00 | 112,745.00 |
| 60 | 10,382.00 | 34,671.00 | 199,952.00 | 350,169.00 |
| 65 | 12,035.00 | 46,397.00 | 172,252.00 | 617,118.00 |

\$3000 down at 18, \$100 a month, starting at 18 years old

| age | 3.00% | 6.00% | 9.00% | 12.00% |
|-----|------------|------------|------------|---------------------|
| 50 | 71,775.00 | 131,395.00 | 252,157.00 | 498,270.00 |
| 60 | 110,156.00 | 251,557.00 | 615,850.00 | 1,569,746.00 |
| 65 | 134,159.00 | 343,788.00 | 955,035.00 | 2,774,263.00 |

Typical Student Reaction

They are totally entertained and enlightened by the example with the candy bars. The more fun that the instructor has with it, the more involved they will be in the lesson.

There will rarely be genuine and healthy laughter in a classroom unless
the teacher can laugh at a number of things in general
and at himself in particular.

Anonymous

LESSON 20

Intended Outcome

- Memorization strategies
- To have students change their seats by sitting in alphabetical order so that they can begin the process of remembering each other's **Stand and Deliver** information in a visual format.
- To review for upcoming quiz on financial matters and to continue work on financial beliefs
- To play a game to show leadership.

Recommended Supplies

- Blank seating charts for class

Mindset of the Instructor/Rationale for the lesson

This lesson allows students to begin to process their 100 or so pieces of **Stand and Deliver** information in a visual manner. Having them sit alphabetically and writing the information on a seating chart will make it easier when they take the quiz. That way they can figure out who's missing because they know the person will be in the space alphabetically.

The game is played to continue to discover what makes a leader. Some students may have emerged as leaders in the assigning of seats. If no one did, it might bring up the thought that it would have been easier to get the room arranged if someone had taken the leadership role.

Sequence/Content/Instructor Directions

- Memorization strategies
- Have students change their seats into an alphabetical order with the person whose last name begins with 'A' closest to the front either far left or far right
- Pass out blank seating charts
- 'Zip, Zap, Boing'

Memorization Strategies

We all have information that we want to remember – people's names, information for tests, how to process the procedures of a new job, how to work the latest technology. Because of the overflow of information that we all experience, it's often challenging to focus enough to memorize what we need to learn. But there are strategies to help the process. Here are a few:

- Use your best learning style when trying to absorb new material

- If you're musical and auditory, set what you're trying to learn to music, a rap or a rhyme. This technique is used in many fields as people learn the material they need to do a job.

(My story: When I was learning to fly, there was a lot of information to memorize. This information could mean life or death so anything that could be done to aid in the memorization was very valuable.

One lesson that comes to mind was the phrase we used that explained what we should see as we come in to land at a major airport. Lights are arranged on the side of the runway that let the pilot know if he or she is approaching at the correct angle to land successfully. Here is what all pilots learn:

- *Red over red, you're dead.*
It means you're too low so you need to add a little power to land successfully
- *White over white, fly all night.*
It means you're too high and you'll never get the plane on the ground at the rate, speed, and angle you're currently at
- *Red over white, you're all right*
It means your angle of approach is perfect for landing on the runway)
- Visualize what you need to learn. Since our brains tend to absorb pictures more easily than words, creating a picture of what we want to learn in our minds is helpful.
- Say what you need to memorize out loud repeatedly.
- Minimize distractions when you're trying to memorize. It's hard to add information to your brain when it's being assaulted by text messages, music, internet, TV and people talking.
- Keep a memory notebook for things you want to remember like passwords (might want to abbreviate them to help keep the privacy of the account), phone numbers, combinations, addresses or any other information you need to access regularly
- Recency, frequency and vividness are keys to memorization.
 - Things that we've talked about, heard or seen recently tend to stay in our minds
 - To keep those items that we want to remember in our minds, we should visit them frequently which makes them recent.
 - We tend to remember things that are vivid. Everyone remembers where they were September 11, the death of President Kennedy, and the day Pearl Harbor was attacked. If we choose to make our memories vivid, they will be easier to access. How? By adding color, sound, taste and texture to the image as you store it in your memory.

Stand and Deliver Memorization

This lesson is the next step in having students memorize the information about each other. They have been reciting each other's information for **Stand and Deliver** for a few weeks now and the auditory students may know most of the information. But there has not been much of a chance for the visual learner other than on the first days when they wrote the information in their journal.

By having students sit alphabetically for a couple of weeks and having them write the information on a blank seating chart several times, the visual student will be better prepared.

 Have students arrange themselves alphabetically on their own, working as a team. Often leaders arise to help organize the process.

Remind them that they must leave spaces for the students who are absent. Usually someone figures out that they can use the daily sign-in sheet to accommodate everyone.

Double check to make sure everyone is accounted for and then pass out a blank seating chart. Have them fill in the information that they remember. Tell them not to worry if they don't remember it all. Remind them that the auditory will probably remember the most but to not be surprised if they remember more than they thought they did. When this is done,  have them take out their notes and fill in the rest. Count this as an assignment as always but give the seating chart back to them fairly quickly so that they can use it as a study guide. The quiz is about three weeks away. They will fill out the blank form two more times before the quiz and the quiz will be the blank form itself.

Continue over the next three weeks to do an occasional **Stand and Deliver** so that the auditory students continue to employ their best studying mode. There are variations to the way the information can be processed. One way suggested by a student was to have someone stand up. Have everyone else say that student's information out loud. Most students will be surprised again by how much they know.

 After students have had a chance to get their seating chart done, do the activity below.

~ ~ ~ Activity - *Zip, Zap, Boing*

Have all students form a circle around you. (This circle can be formed in an empty area of the classroom or the desks can be arranged in a circle with the students sitting on the desk tops facing in.)

Choose someone to start. They say, "Zip". The person to their right also says, "Zip". This continues around the circle until someone chooses to say, "Boing". Then the game switches directions and the next person says, "Zap". This continues in the new direction until someone chooses to say, "Boing". Then it's back to "Zip" again.

The game may be stopped and started a few times so that everyone has had a chance to say something. When this is done, ask the following questions:

1. Who had control of the game? (*Whoever said, "Boing"*)
2. Who could have controlled the game? (*Anyone*)

At any moment, any of us can step up into a leadership position. We don't have to have an office as president of student council or senior or captain of the team. We are all

leaders any time we choose to be and we can lead in a simple but effective way. Just as someone in the class may have led the class in finding new seats, we can all step up any time the need arises or the spirit moves us.



Have students return back to their new seats. This provides an immediate opportunity for students to remember the location of their new seats. Take a few minutes to review the financial success items that have been taught to date by going over the homework from the previous **Student Journal Page**.

Continue with money beliefs by having them write in their journals the responses to the fill-in questions on today's **Student Journal Page**.

Typical Student Reaction

Students are not overly thrilled to be changing their seats but do understand when the reason is explained to them. They are comforted by the fact that the seats are temporary and that they may go back to the seats they have chosen for themselves once they have taken the quiz in three weeks.

They usually enjoy playing the game as simple as it is. At some point, there is usually the situation where a student is trapped between two people saying “Boing”, but this is usually funny and helps make the point that anyone can step up and be a leader at any moment in time.

The classroom and teacher occupy the most important part, the most important position of the human fabric...in the schoolhouse we have the heart of the whole society.

Henry Golden

LESSON 21 (2 DAYS)

Intended Outcome

- To continue discussing various financial books and strategies from the book The Richest Man in Babylon by George Clason

Recommended Supplies

- Student copy of the The Richest Man in Babylon notes with or without additional italicized notes which can be found on the CD and in the Appendix.

Mindset of the Instructor/Rationale for the lesson

The purpose is to let students know that there are a multitude of books and strategies that address the management of personal finance. Several lessons are shared here from a few sources. Instructors may choose as many of these as they'd like based on the need and interest of the students involved. Some classes clamor for more money information while others are burdened with the math aspect of it. Others still can't quite grasp the fact that money management is even something worth consideration because they think it will take care of itself or that someone else will do it for them.

(My story: I used all these lessons but I interspersed them with activities to add variety. I also repeated a few of them at a later date as a refresher.)

Sequence/Content/Instructor Directions

- Go over beliefs from the previous day
- Have students go back and upgrade the negative beliefs
- Discuss content given from The Richest Man in Babylon

Money Beliefs

In discussing the beliefs that we hold about money, students are again reminded that although the people in the classroom come from the same geographical area and somewhat similar backgrounds, their beliefs about money are quite varied. Students are asked for their answers up and down the rows so that they can hear the variety of answers. Students as always are given the option of 'passing' if they're not comfortable with their answers with no negative ramifications for not having an answer.

Each question offers quite a bit of room for discussion. The amount the instructor chooses to use is again based on the class makeup and interest. It is hoped that the responses are a bit more positive than they might have been when the financial discussion was first started.

(My story: I have interviewed students who have taken this course and who are now in the work world or college. They tell me this financial literacy section was one of the most important lessons they learned in Strategies class.)

Richest Man in Babylon

The following notes in bold were taken from reading the book The Richest Man in Babylon and then relating it to modern teens. It begins with the introduction that appears in the book. It might be helpful to have this section printed out to give out to students – available on the CD and in the Appendix. They can read along or can be selected to read portions to the class.

Introduction: “What can a book written in the 1920’s tell modern investors about their finances? A whole lot if it is George Clason’s delightful set of parables that explain the basics of money. This a great gift for a graduate or anyone who seems baffled by the world of finance and a wonderful, refreshing read for even the most experienced investor.” *Los Angeles Times*

“Ahead of you stretches your future, like a road leading into the distance. Along that road are ambitions you want to accomplish. To bring your ambitions and desires to fulfillment you must be successful with money. Use the financial principles made clear in the pages that follow. Let them guide you away from the stringency of a lean purse to a fuller, happier life a full purse makes possible.

“Like the law of gravity, these laws of money are universal and unchanging. May they prove to be for you, as they have proven to be for so many others, a sure key to a fat purse, larger bank balances and gratifying financial progress.”

The 7 cures for a lean purse (or how to create wealth when you have little)

1. Start thy purse to fattening

- **For every ten dollars you make, save one**
(This is one saving strategy – others are forthcoming)
- **You’ll start to feel good as your savings grow, even if it’s in the bank**
(Self-esteem)
- **Don’t make fun of it because it sounds simple. Truth is always simple. This is how rich people started toward wealth.**
(Think of some of the simple things that we really enjoy doing or that really work such as being with a favorite pet or listening to music)
- **Funny thing is you’ll get used to living on less money**
(It’s like building a habit. When we do something enough times, it becomes what we’re used to. It works the other way too. When most people make more money, they often increase their spending rather than saving more).

(My story: When I went from an acting job to a teaching job, more money was deducted from my teaching pay than I made as an actor. I thought I would save a

lot of money because I was making so much more. But I didn't know money strategies then, so instead of creating the habit of putting the extra money away I allowed myself to get used to the extra money and spent it as I got it. If I had saved that money back then by using what I now know about the Rule of 72, I would have saved quite a bit of money.)

2. Control thy expense

- **That which we call 'necessary' will always grow to meet our incomes unless we stop it.**

(Just as we can get used to an increased salary, we can also get used to things and services we add to our lives. Only a few short years ago, only the very rich had cell phones which were quite big in size at the time. Now we all have one and can't imagine what it's like not to have one. But it's an added expense that we didn't have a few years ago.)

How many students have cell phone bills that are difficult to pay for? Think about what we're paying for – words that have disappeared in thin air. How did we use the phone? Was it for important conversations or did we waste the money? We all have choices of how we spend our money. Only we can decide what is necessary for us.)

(My story: Another situation that didn't exist even ten years ago is having artificial nails done. I now spend \$25 every two weeks because I 'need' to get my nails done. This was never in my life before and now I've made it a 'necessity'. If I truly needed money, this would become a luxury and not a necessity.



I got a new car recently. The salesman tried to get me to install an automatic starter. I had never had one before and didn't want to 'need' it so I declined. I want to choose what I 'need' and not let salesmen or advertisers try to decide for me.)

- **Don't confuse 'needs' with 'wants'. We all have more desires than our earnings can pay for no matter how much we make.**

(This goes back to the nail situation. Having nails done is a 'want' not a 'need'. People survive just fine without having acrylic nails. Same with cable TV – although we love having it – same with the internet unless we use it for school or business. Same with a second car or a boat or even a plane.)

The truly wealthy support their 'wants' by making sure that all their needs are taken care of especially investing for their futures. How many of us put off saving because we just have to have something. Often it's something we no longer want a month later – like a certain sweater, video game, or trinket we bought at the mall.)

- **Even rich people have limits to what they can have in life – not enough time, strength, health, true friends, etc**

(Everyone has limits. We often think that rich people can have everything they want but even they have limits on their money. How many famous rich people have you

heard about that became totally broke? Rapper MC Hammer was a multi-millionaire and lost it all. Most people who win huge jackpots in lotteries are broke and bankrupt within seven years. They receive more money than most of us will ever dream of having and they not only lose it all but go into debt because they don't realize their limits. They often have beliefs about money that don't support the lives they want for themselves and they don't make a plan for handling their new wealth. Besides, money is not everything. There are wealthy people who have poor health, few friends and no time. We all have limits.)

- **Make a budget for yourself. Think of your budget not as a restriction, but as the way to create wealth for yourself so that you don't waste money on things you don't truly need. Be sure to budget for things you enjoy as well as long as you don't use the money you are saving in #1 for it.**
(How many of the same thing do we own? Do we have to go out and buy something because we couldn't find it or we forgot we had it?)

There is the story about a woman who kept buying a black sweater because she thought she needed one. When she got around to cleaning out her closet, she found that she had five of them almost identical to each other. Think of the money she could have saved if she had known she had a black sweater already. Of course, if it's something we really like, it might be financially logical to buy more than one of whatever it is.)

3. Make thy gold multiply

- **Find a place to invest that 10% mentioned in number one**
(There is a whole world of investing out there. This course is not designed to give specific investment advice but to open up the possibilities available if we promise ourselves to learn what those who have been financially successful know. The internet is a valuable source of research about investing but it is important to consult with a trusted financial advisor, or a knowledgeable friend or family member before buying.)
- **Don't let fear or lack of knowledge or boredom keep you from learning about how to invest your money.**
(So many people think learning about finances is boring or that they don't know enough about it so they stay away from learning more. We get to choose our beliefs, what we envision for ourselves and our choice of words. Wouldn't it be smarter to choose beliefs such as: "Even though I don't know a lot about money, I can learn just as well as anyone else" or "Some people think finances are boring but anything that might improve my life is definitely interesting.")

4. Guard thy treasures from loss

- **Be careful who you invest with**
(As mentioned previously, we need to get knowledgeable about investing. We have to be sure not to invest our hard earned money with people who might not be trustworthy. The news is filled with people who have lost their money by not fully investigating with whom their money is invested. The best way to be successful is to

see what other successful people have done and model them. We should promise ourselves that we'll keep learning and act carefully.)

- **Be careful to whom you loan money**

(Loaning money is a delicate situation. It can ruin many a relationship with a family member, friend or significant other. Sometimes we loan money to a family member who never gets around to paying us back.

An episode of the popular television show “Everybody Loves Raymond” showed Raymond and his wife loaning Ray’s brother Robert a thousand dollars because he was out of work and only had bologna and orange juice in his refrigerator. They felt good about the loan until they found out that Robert was taking the money to go to Las Vegas.

The show revolved around the two brothers’ beliefs about what a loan meant – something they hadn’t discussed before the loan. Raymond thought it should be used for food and other necessities. Robert felt that because it was now his money, he could do whatever he wanted with it. In the show, everything worked out within the allotted half hour.

In real life, sometimes family relationships may never mend. Loaning money can end a friendship in a similar way while borrowing from a significant other can be truly uncomfortable. Although the money may be offered with good intentions, consider what would happen if the relationship broke up with one person still owing the money to the other!)

- **Get your knowledge from people who have successfully done what you want to do** *(See above)*

5. Make of thy dwelling a profitable investment

- **Own your own house or condo as soon as logically possible**

(If we rent, we give money to someone else. If we own, the money we pay every month goes towards ownership. Because we own we get tax benefits every year and eventually the house/condo will be totally ours.



There are alternate theories about his matter as espoused by well known financial author Robert Kiyosaki and others who believe that owning rental properties is more important than owning a home in terms of investing.)

6. Insure a future income

- **Everyone eventually becomes old - even you - so best to prepare while young** *(Everyone who is older than you thought they’d never get old. That includes your teacher, your parents and your grandparents. Every single one of them was a teenager at one time. The ones that have money now are the ones who began planning and saving while they were young. The ones that don’t have much money in their adult life had scenarios such as these:*

- *They didn't believe they would be old so they didn't plan for it*
 - *They figured they could always do it later*
 - *They spent most of their money for what they wanted at the moment rather than thinking that they'd want things later*
 - *They saved and planned but they started late.)*
- **You will want to be able to provide for your spouse and children**
(Most people get married and have children. Don't we want to be able to have money for the people we bring into our life? Aren't we glad our parents did for us? Also, research shows that most financially secure people stay married)

7. Increase thy ability to earn

- **Get more training in what you do for a living.**
(Jobs are very competitive today. The better the job, the more people want that job. The better we are at the job, the better the chance we'll get hired and the better the chance we'll keep the job.)

(My story: I think one of the reasons I was successful as a math teacher was because of all the outside experiences I had in my various careers and activities. Students always wondered where certain math lessons would ever be used. Because I had so many different experiences, I could tell them where I had seen various school subjects used from personal experience which made the lesson more valuable to them.)

- **Learn to do more things so you will be of value to those who may want to hire you.**
(The more we know how to do, the more valuable we are. We are worth more to our employers if we can do more than the job requires. In times when there are more people who need jobs than there are jobs, an employer would rather have someone who can 'wear many hats' rather than someone who can only do one task.

Suppose we're hired to stock shelves in a grocery store. As we work and see problems arise, we offer good suggestions and we're pleasant to be around. Because we've taken the initiative to offer help, the manager might suggest that we take on more responsibility and might upgrade us to be a cashier.)

(My story: I was a cashier when I was eighteen and in college. Because I demonstrated an ability to work well with people and was good at math, they offered me the courtesy desk where I was responsible for cashing checks for people. I eventually got to manage the entire front end of the market at the age of 20. If the market had to let someone in the front go, I had a much better chance of staying because I knew more procedures than anyone else. I also did not call in sick unless I was very sick so they knew that they could count on me. Every additional skill we have or positive trait we display makes us more valuable.)



- **Don't let yourself be left behind because you didn't want to keep up with what's new**

(Many people feel that they know enough so why bother to learn more. Keeping up with technology and/or current events makes us more valuable to an employer.)

(My story: When I owned a flight school, I had many employees. I had one woman I hired as my office manager. Although she was older than I was and not proficient on the computer, she had great heart and willingness to learn. Technology was not in her comfort zone but she was willing to learn and told me her best way to learn. She took on the task of learning the computer technology I needed her to know and did an exceptional job. She exemplified the idea of keeping up with what's new because she knew it would make her more valuable to the company.)

Typical Student Reaction

Students are grateful that someone is taking the time to explain money issues to them. Some of what is discussed is totally new to students.

Their greatest problem when discussing retirement is believing that they will still feel vital and alive past thirty, will still want to do fun things, and will want to have the money to do them. The challenge is to convince them that we as adults still feel as alive and excited about life as they do and we most certainly want the money to be able to do what we enjoy.

*Don't try to fix the students, fix ourselves first. The good teacher makes the poor student good and the good student superior.
When our students fail, we, as teachers, too, have failed.*

Marva Collins

LESSON 22

Intended Outcome

- To begin to track expenses and to begin to create a savings/investing plan using resources from two sources – Robert Kiyosaki’s You Can Choose to Be Rich tape series and David Bach’s book The Automatic Millionaire.

Recommended Supplies

- Envelopes
- ‘The Latte Factor’ worksheet (5 per student)
- Koosh

Mindset of the Instructor/Rationale for Lesson

This is a good time to remind students about the upcoming quiz but without creating a negative connection to it. Remind them that a quiz is just a way of checking what we know for sure at a particular moment in time – at least in this class – and is to be looked at as a way of putting the newly learned memory strategies into effect.

This lesson is designed to get students to begin to take action to provide for financial security and/or abundance in their lives using some practical hints from some of the most successful people in the world. Much of what students learn in school is from books published years ago. The material being shared is from books and programs that have been published in the very recent past. Having a copy of one of the Rich Dad, Poor Dad books and David Bach’s book handy is a good idea so that students can see how current and relevant the material is.

Sequence/Content/Instructor Directions

- Saving strategies
- Rich Dad, Poor Dad style savings strategies
- Millionaire Mind Intensive savings strategies
- Automatic Millionaire strategies
- Quiz 2 is day after tomorrow – Koosh review

Savings Strategies

Everyone who saves has a strategy that works for them. Here are a few:

- Pay for everything with a bill and save the change. Even if the amount spent comes to something like \$10.02, pay \$11.00. At the end of the month, count up what is saved and invest it or put it into a savings account. Most people

can save at least \$30 a month with this method, usually quite a bit more depending how often cash purchases are made.

- Have money taken out of a paycheck without ever seeing it.
- Save at least half of any money received as a gift

‘Kiyasaki 3’ Savings Method

In the tape series, You Can Choose to Be Rich, Robert Kiyosaki suggests that we create three containers labeled ‘**Savings**’, ‘**Investing**’ and ‘**Charity**’. Every day at the same time if possible, put the same amount of money in each container. If we can afford a dollar a day per container, then put a dollar in each one. If we can’t afford a dollar, put a quarter in each. If we can’t afford a quarter, put whatever we can put. The key is consistency. When we can afford more, we can raise the amount. We can do this every day. We can build the habit just the same way every other habit was created in this course.

‘Eker 6’ Savings Method

T. Harv Eker in his “Millionaire Mind Intensive” seminars suggests a series of jars or containers that we divide our money into every time we receive some.

Here’s how he labels his money jars and how we can split up our money:

- **Financial Freedom** – put in 10% of our money to use to build our savings and to invest. All loose change should also find its way into this jar. Money should not be taken out of this jar except to invest.
- **Necessities** – put in 50% of our money here for all the things we must pay for every month both in our life at home with our parents and later as we create our own life in college or in our apartment/home. For now, it might include clothes, make-up, car payments, insurance, cell phone and whatever else we need to pay for. Later it will include rent/mortgage, electricity, heat, water, insurance, car payment and whatever other necessities exist.
- **Education** – 10% of our money should be spent on self-improvement which includes going to seminars, buying motivational books/CD’s, learning new skills, taking extra courses in college or at other learning centers
- **Long term saving for spending** – 10% goes towards making the big purchases of our lives – a car, a home, furniture
- **Charity** – 10% of our money goes to help others
- **Play** – 10% of our money should be put aside for things that are fun. We should spend it every month or every other month on something we feel is extravagant, fun and not part of our necessities. Whatever we spend this money on should be enjoyable and should make us happy. This trains our brain to be financially abundant because there is money available to reward ourselves. We inherently want to continue activities that bring us pleasure, so knowing we get to ‘play’ with 10% of our money makes us enjoy earning it.

As the money grows in each of the ‘jars’, it becomes important to put it in a place where it won’t be lost or stolen. Online accounts can be set up for all but the necessities and charity fund which should be easy to access in a checking account. One such site is <http://www.INGDirect.com> which allows us to set up no fee accounts easily.

This may be a better system for students because it helps them develop the mindset for saving for various reasons/causes. Having a plan for their money will help them start off their financial lives on the right foot. Teaching both systems to students helps them realize that there are many ways to establish financial success. The secret is to choose a plan...and then follow it. If that plan doesn’t feel right, find another and follow that one. The other secret is to not procrastinate. Any plan is better than no plan and the sooner one starts, the better.



Allow students to choose which system they want to begin – the one with **Kiyosaki’s 3** categories or **Eker’s 6**. Suggest that they choose the one that seems the most logical for their lives, not necessarily the easiest to do.

Whatever system they choose, have enough envelopes for them available to take one for each category. Have them label the appropriate categories and begin the process. Make markers available to decorate the envelope so it’s enticing to look at each day.

Have them put some money in them right immediately. If they’re using the **Kiyosaki 3** envelope system, they need to always put the same amount in each envelope. If they’re using the **Eker 6** envelope system, they need to put the same amount in each envelope with the exception of the **Necessities** envelope. They need to put 5 times as much in that one. (Model a few examples for them to be sure they understand this concept. \$2 in all other envelopes, 5 x 2 or \$10 in the **Necessities** envelope)

For today, have pennies available that they can trade in for their own change to begin the process. They may put in whatever small amount they want today and then take the envelopes home to be used daily.

In their journal, have them write where they can keep the envelopes so they’ll see them every morning for the 28 days it will take to build this new habit. Also have them write how much they think they can comfortably add each day. Check in at a later date to find out how much they have saved to date.

At the end of the month, they should donate the money in the **charity** envelope to a favorite organization (with parental permission). By doing so, they are teaching themselves to give. Some say that those who open their hands to give will also receive – a part of a belief that ‘what goes around comes around’. In other words, to receive money we must have open hands. If our hands are hanging onto all our money, they can’t be open to receiving money. If for no other reason, donating to those in need makes us feel good about ourselves and raises our self-esteem.

They should put the money they **saved** in the bank or in an online fund, whichever system they decided to use.

They should put the money they saved for **investing** in whatever they've decided is a good investment for themselves (with their parent's permission, of course). This could be a CD (a certificate of deposit, not a music one), a money market fund, a mutual fund or a stock.

Some may feel they are too young to begin investing but nothing could be further from the truth as our work with the Rule of 72 described. An 18 year-old teen who was on the "Oprah Winfrey Show" was projected to be a millionaire by the time she would be 21. She had started investing when she was ten by buying stock with the money she got for her birthdays. With her parent's help, she would invest in stocks from companies she knew about. Her first stock purchase was McDonald's.



Every time she got money, she would buy more stock. She got a job early and continued to invest. She didn't deprive herself but when she and her friends went to the mall, instead of buying two sweaters at The Gap as her friends did, she would buy one sweater and use the rest of her money to buy some Gap stock. She began the habit of investing at a young age and it is already reaping the benefits for her.

In David Bach's [The Automatic Millionaire](#), he says that the best way to take care of your financial life is to do it automatically just as the government does. Once upon time, the government would send us a tax bill at the end of the year. So many people didn't have the money to pay their taxes that the government created a law that takes taxes out of our pay long before we get the money we earn. The government recognizes that we're not great savers. Instead of collecting what's owed to them at the end of the year, they created a strategy to receive the money earlier.

It's true that not all of us are great savers. Have you ever promised to save for something but it didn't work out? One way to help ourselves keep our financial promises is to save automatically. Say we have a job, a checking account and a car payment. We could write a check to pay the car bill every month or we could have the amount automatically taken out of our checking account. The reason the second way works best, according to Bach, is that as long as we have money in the checking account, our bill will be paid on time. People have good intentions about paying but often get overwhelmed by daily life and forget. When we miss a payment or several payments, our credit rating suffers. This means if we want to get a loan later for a car or a house, we'll be charged a higher rate than other people, if we qualify a loan at all.

The same is true for saving. We want to save. We plan to save. But we forget to save. Why not do it automatically? If at all possible, we can ask our employer to deduct some of our paycheck and put it into a local bank or credit union for us or we might ask our parents to put aside a certain amount of money for us from each paycheck while we still live at home. It's amazing how fast it grows. Then the decision can be made whether to keep the money in the bank or whether to invest it as discussed in the **Rule of 72**.

Many people have trouble figuring out where they're going to get the money to save. When we talked about the **Rule of 72**, one line on the chart was what would happen if a teenager began saving \$100 a month at the age of 15. According to that chart, someone who did that would be a

millionaire by the time they were ready to retire. Or they could retire at a very young age compared to their friends who didn't save.

Most teens think they can't do without their daily coffee or some of the other so-called 'necessities' of daily life. But for the most part, they don't really know where their money is going. Bach recommends tracking our spending and finding out what he calls our 'Latte Factor'. The 'Latte Factor' is the average amount we spend a day on non-necessities as figured out over a month. He uses the word 'Latte' because many of us spend \$3 to \$5 dollars a day on a fancy coffee.



To do this, students will begin tracking the money they spend each day. There is a worksheet in the Appendix and on the CD for students to track their expenses. Since students often don't spend money daily for the most part, use one sheet any day that they spent money several times. Have them do a total of 5 days between now and two weeks from this date. Have students complete a practice 'Latte Factor' worksheet in class. Have them pick 4 more days over the next two weeks when they spend money to fill in the other 4 sheets. The bottom of the sheets will be finished at a later date.

Koosh review

Form a circle and throw the Koosh (underhand) to someone. Whoever gets the Koosh, answers the next question. If someone doesn't know, they can pass it someone else. The goal is to get everyone to have had the Koosh passed to them and to have a kinesthetic experience for studying.

Typical Student Reaction

Students find this information beneficial as it is relatively simple and practical. At this point, some can't conceive of giving up a daily coffee but at least the discussion is open about where we spend our money and whether or not the spending is for a necessity or a want. Some students don't spend much money on a regular basis but may have 4 days in the next two weeks in which they do.

*The mere imparting of information is not education. Above all things,
the effort must result in making a man think and do for himself.*

Carter G. Woodson

LESSON 23

Intended Outcome

- To do a final check on financial success by touching base on items from the financial quiz
- To learn two new strategies for succeeding on tests

Recommended Supplies

None

Mindset of the Instructor/Rationale for Lesson

This lesson is a chance to use any strategy deemed appropriate for the final review of financial items. Students can answer questions posed by students or by the instructor. At this point, everyone may know enough to eliminate this review but usually there are a few who are unsure, especially for this quiz. Remind them that they only have to study what they don't know rather than focusing on what they do know.

Since the quiz on finances is tomorrow, this is a good time to check in with students one final time to see what they're weakest in. The repetition is to make sure this material stays with them. Again, it's important to remind them not to stress over the quiz. Quizzes in this course are one small facet of their grade. They are taking quizzes primarily because schools need grades. Also, taking them in this course gives students practice in using the strategies on how to be successful test takers. They do not have to be perfect. They should take a few minutes the night before (if they even need to at this point) to go over the material in their best learning style.

Research in human behavior sheds insight into many techniques for improving our memory. The purpose of this lesson is to share two more test taking strategies to help access our memories when needed.

Sequence/Content/Instructor Directions

- Remind students to keep track of their expenses for 4 days in the next two weeks
- Review items on the financial quiz
- Introduce two strategies to improve test taking

There are two strategies to be shared at this time to help students test better. The first is finding where one's own personal memory is stored.

(My story: I learned the following technique as an actor and later found it in the research for learning strategies. When we access our memories, our eyes usually turn to a different direction. Many people's eyes move up and to the left when they're asked something that they need to try to remember.

As an actor, when I needed to show someone remembering, I had my eyes go up and to the left. It didn't really matter if I was actually remembering something at that time as long as I appeared to do so convincingly for the audience. In reality, I now know that if I forget something, I can send my eyes up in that direction and have a better chance of remembering whatever it is because that's where my own personal memory is stored.)



To have students find where their memory is stored, have them pick a buddy. The two buddies sit facing each other. Have them decide who is 'A' and who is 'B'. Tell A that you're going to ask him or her a question and all they have to do is think of the answer. They don't actually have to say the answer. Tell B that their job is to watch A's eyes and see where they go. Then once everyone is set with the directions, ask the A's a memory questions such as: "What did you have for supper last night?" and "Who was your English teacher last year?" At that point, B will tell A how their eyes moved.



There are no wrong answers here because we are all different in this area as we are in so many physical and mental traits. Some people look down, some have eyes that roll around, some don't move at all, although this is most definitely in the minority.

At this point, have them switch roles. Now the B's will think of the answer to the question posed and the A's will watch their eyes. Use a different question otherwise the B person won't be going into his/her memory. When this is complete, have the A's tell the B's how their eyes moved.

When they go back to their seats (if they've moved), have them write in their journals: "When I try to remember something, my eyes go _____." Suggest that they use this strategy any time they forget something. Remind them that this does not give them license to look at someone else's paper for an answer. Copying from others is not a memory strategy and could get them into trouble as well as damage their own self-esteem. (More on the matter of cheating and self-esteem in a later lesson.)

The second test taking strategy goes back to the **W** in **StarPOWER**. Lots of students have experienced the feeling of going blank on a test or forgetting someone's name. At that point, they usually say something negative to themselves such as, "I can't remember anything" or "I always go blank". When we tell ourselves something, either positive or negative, our brain follows through with that thought. If we tell ourselves we won't remember something, then we most likely won't be able to access that particular memory if needed at that moment.

The perfect example is when we're looking for our keys as was demonstrated previously. While looking for them, we tell ourselves we're never going to find them. As we struggle to find them, someone else comes over and picks them up from right in front of us. Because we've told our brain – and anyone else in range – that we can't find the keys, our brain blocks our vision of them. We obviously can see because we see the keys when someone shows them to us but we blocked that vision for a few minutes. If that happens to us with our keys because we told

ourselves we couldn't see them, imagine what's happening for all the other times we're saying negative words to ourselves, especially during tests.

When students begin to doubt their memory, remind them of the "I'll think of it in a minute" strategy. This works, of course, only if the knowledge is already there. The learning and studying must come first.

Remind them also to try this phrase with parents and grandparents who are worried about forgetting as they grow older. Most likely they don't know this technique.

(My story: I have a very good friend who at the age of 55 is worried about Alzheimer's disease because he can't remember things. He always prefaces what he says by saying, "I don't remember anything" or "my memory is shot" or something similar. He recently went through 8 hours of intensive medical testing to see if he had any precursors to Alzheimer's. The findings seem to indicate great intelligence and no evidence of disease. When he tried this technique, he remembered what he wanted within seconds, where previously he would be agonizing over possible infirmities.)

Typical Student Reactions

Students really enjoy finding out about the direction their eyes go for their memory. This type of knowledge is very different from what they've experienced in school.

Students can easily identify with losing something that is found right in front of them. When they discover that they themselves created the block that prevented them from seeing, they begin to question the power of the words they use.

Most of us end up with no more than five or six people who remember us.
Teachers have thousands of people who remember them
for the rest of their lives.
Andy Rooney

LESSON 24

Intended Outcome

- To administer Quiz 2 on financial success.
- To give students a second chance to fill in a blank seating chart with **Stand and Deliver** information.

Recommended Supplies

- Quiz 2
- Blank seating charts

Mindset of the Instructor/Rationale for Lesson

It's important to set the tone again for taking this quiz because many students fear the math aspect of it. So many students are stressed when they take a test or quiz. In this course, it's just another lesson with a number attached, a number that is not worth any more than the participation and homework.



This is a good time to build up confidence in them because they have done this review so many times; it is almost a part of them. Even if they do not do as well as they hope, the lesson is a) we're all a work-in-progress b) that this is just another step forward and c) we shouldn't give up. It's beneficial to remind them of the many stories of winning teams who everyone thought were out of the running and then came from behind to win it all.

As stated previously, it is very beneficial to play soft music while taking the quiz. Low key movie themes, music like Enya or classical pieces are excellent because this type of music has been shown to enhance brain activity.

Sequence/Content/Instructor Directions

- Review for quiz by allowing student questions
- Do breathing exercises
- Remind them of their two test taking strategies from the day before
- Quiz 2
- Second seating chart.

The purpose of the quiz is again to have students use the memory enhancing techniques they've been learning as well as have them know the financial material well enough to remember to use it in their lives. Before they begin the quiz, give them one more chance to ask a question.

Remind them that they don't have to be perfect. They just need to do the best they can, to not give up or succumb to fear. Remind them also that they now have several strategies to use when they forget. They now know:

1. How to breathe to calm down if they find they're getting stressed.
2. Where to look when they need to access their memory.
3. What to tell themselves if they go blank.



Administer Quiz 2. When all students have passed in the quiz, ask students individually up and down the rows where they are in terms of knowing everyone's **Stand and Deliver** information. Give them a chance to say one of the following:

- A quarter of it
- Half of it
- Most of it
- All of it

There are no wrong answers – just a check to see where they are in the process.

Then pass out another blank seating chart and have them do the same as they did before. Step one is to fill in as much of the information as they can from memory. Then they can either work with a buddy (although they should stay in their seats so others can be looking at them as they write their information down) or they can look up the information.

Typical Student Reactions

Students are still a bit nervous about taking this quiz. Once assured, they settle down and tackle the quiz. They enjoy the breathing before the quiz and the fact that there is minimal stress associated with the event. As before, they also like to have the music playing while they take the quiz as it is soothing and hides the stark silence that is present in a classroom during testing.

When it comes to filling in the seating chart again, they are surprised by how much they know.

LESSON 25

Intended Outcome

- To go over any question on yesterday's quiz
- To remind students to keep tracking their expenses
- To continue working on the words we use by examining the power of asking a question vs. making a statement

Recommended Supplies

- Poster boards or index cards
- Markers

Mindset of the Instructor/Rationale for Lesson

The primary purpose of this lesson is to open up students' minds to the possibility of looking at situations in a different way. Many of life's difficulties are created by our own way of deciding what is meant by a given situation. This lesson gives students ownership of how to handle some of life's stresses.

Sequence

- To go over any questions from yesterday's quiz
- To remind them to keep tracking expenses for four days so that they have the required amount of days completed by the date chosen by the instructor
- To discuss the power of questions particularly "What else could it mean?"

Content/Instructor Directions

Many people spend a good part of their time complaining about the things that are not going right in their lives. Because of that, they experience a great deal of stress and don't seem to get anywhere or at least not where they'd like to go. They can be heard making statements such as, "Nothing ever goes right for me" or "I hate this school" or "I don't like Day 3" or "I don't have enough money to buy a car".

Statements vs. Questions

Statements are dead ends. They say what they say offering few options. If the statement can be followed or even replaced by a question, the result is dramatically different. Why? Because our brain will answer whatever question we ask it.

So instead of:



- “Nothing ever goes right for me” ask, “What has gone right for me?” or “What could I do to change things for myself?”
- “I hate this school” ask, “What’s good about this school?”
- “I don’t like Day 3” ask, “What’s good about Day 3?” (if you have a rotating schedule)
- “I don’t have enough money to buy a car” ask, “What can I do to earn some money to buy a car?”
- “Why am I not...?” ask, “How can I ...?” do whatever it is.

This is a simple change in words but as we learned in **StarPOWER**, words have incredible power. The order in which we say them can change everything and going from a statement to a question does just that.



Have students write three statements in their journal about their life as they see it right now. See if some will share a few when everyone’s done. If not, have a few ready of your own.

One might be something like, “I have too much clutter in my room and my parents are always on my case to clean it.” Then have them come up with replacements for those statements but make sure they’re in the form of a question (sort of like Jeopardy!). It could be something like, “What can I do to get rid of rid of the clutter and keep my parents happy?” Have them come up with at least two answers to their new questions. You may have them work with a buddy on this or they can work on their own.

What Else Could It Mean?

One particular question is worth focusing special attention on – “**What else could it mean?**” This is a very powerful question for teens or actually for all of us. Most stress, most fights, most disappointments in life come from the fact that we have put a meaning on a situation that really might not be true. We didn’t see it the way it really was or we jumped to a conclusion without enough information.

There was an example earlier in the course of two people being almost hit by a car and being splashed with water. Like them, we are constantly deciding how to look at a situation. In fact, we **always** get to decide the meaning in a situation, a meaning based on our beliefs, beliefs which may no longer work for us. But we can change how we see things. With awareness and a powerful question at our disposal, we can decrease the drama in our lives by asking ourselves, “What else could it mean?” before jumping to stress-filled, often mistaken conclusions.



To illustrate, have the students write what they think is going on in the following situations. Or have several students act out these scenarios stopping occasionally to allow the rest of the class to come up with possible answers to what else could be happening.

- *You send a text to a friend. The friend doesn’t answer. Why?*

Typical answers might include:

- They might be busy
- They might not have the sound of their phone on loud enough to hear the message come in
- They might be driving
- They might be involved in something that can't be interrupted
- Their phone is dead and they can't find the charger
- The most common one is that the person you sent it to is mad at you. Many teens (and adults) jump to a negative conclusion before thinking out the possibilities



- **They're walking down the hall and someone gives them a dirty look. Why?**

Typical answers might include:

- They didn't see you
- They were thinking of something negative
- They weren't feeling well
- They weren't even looking at you but at someone else
- They are mad at you. Again, this one often starts fights in school when in reality, the person wasn't even thinking of the other person who got upset.

- **The teacher asks you to stay after school. Why?**

Typical answers might include:

- You're in trouble
- You have been doing well and the teacher wants to compliment you without singling you out in class
- The teacher might have some information about a special program for you or college information
- The teacher might think you're a good candidate for whatever team they coach or activity they advise



Have students write **“What else could it mean?”** in very large letters on one page of their journals. It might also help to have a big sign in the classroom that stays up for the rest of the semester to help remind everyone that there are many ways to see a situation and that we always get to choose how or what we see.

At this point, have the students brainstorm other situations that might be misinterpreted. Here are two ways that this might be done:

1. Give each student 5 index cards and have them pair up with a buddy. Have them write a total of ten scenarios. Use a few of the student-generated cards today. Save the rest for use tomorrow and for any days over the remainder of the semester when time allows.

2. Put several situations on large poster boards around the room. Students pick a buddy and go up and write a meaning they come up with on several poster boards.

Here is a list of some of the situations that were brainstormed by previous students should additional ones be needed to fill out the responses received:

“What else could it mean?” cards:

- Someone doesn't answer your text
- Someone doesn't answer your email
- You see the word 'senior' spray painted on a window
- There's a man standing on the edge of the bridge
- The school sign is in pieces on the ground
- There is a tree in the road in front of the school
- An ambulance is in front of your house
- A backboard on the basketball court is in pieces
- Your best friend chooses to spend time with her boyfriend (or girlfriend) over you
- Your bank account is empty
- You keep trying to get together with a friend but he/she keeps blowing you off
- A teacher starts picking on you a lot more in class
- Your mom seems mad at you
- Someone always wears a black trench coat to school
- A person you don't like starts being really nice to you
- Someone is sitting in class not talking to anyone
- You're not smiling and your friend thinks you're mad at them
- You hang out with someone and they're not talking to you as they normally do
- A teacher comes into class and has an attitude towards the whole class
- Someone is reading in class and suddenly you hear someone laughing
- A teacher is saying who's bad and who's not and she/he looks at you as she/he says it
- You're walking down the hall and you see someone with a friend looking at you and laughing
- You hear a rumor about you
- Your coach makes you run more than usual
- You're walking down the street and you hear someone beep the horn
- A friend seems angry at you
- A teacher tells you to stay after school
- Someone cuts you off while driving
- Someone calls you a name
- Someone walks out of school
- Someone does push-ups in the middle of the hall
- Someone falls asleep in class
- You're walking down the hall and you hear someone talking about you
- Your boss tells you he doesn't want you to work one night
- You see your boyfriend hugging another girl

- You're a great player but you've been asked to take a night off
- Your boyfriend/girlfriend says they can't come over for your birthday
- Someone blames you for something you didn't do
- Someone pushes you while playing a sport
- You parents won't let you go to your friend's birthday party
- You hear someone down the hall yell, "Hey stupid!"
- You see someone with a black eye
- You see someone in the dean's office
- You're walking down the hall and get hit

Typical Student Reactions

Students enjoy coming up with situations that can be misinterpreted. They are very interested in finding a possible solution to some of the petty fights and disagreements that often plague their lives. "What else could it mean?" becomes part of the vernacular.

It is also one that the instructor should model on a regular basis. When a situation comes up in school that causes stress – administrative decisions that the students don't like (wearing ID's, changing the time school starts, not canceling school on a snow day), a rumor going around about a student, world events – asking this question helps refocus students to the fact that there are other ways to see the event besides the obvious one.

A teacher's day is one-half bureaucracy, one-half crisis, one-half monotony, and one-eightieth epiphany. Never mind the arithmetic.

Susan Ohanian

LESSON 26 (2 TO 4 DAYS)

Intended Outcome

- To continue looking at how questions open up possibilities in our minds.
- To introduce the four **Power Questions**
- To discuss bullying
- To have students seek out positive qualities in the staff members of the school and each other
- To have students seek out the positive qualities of their fellow classmates

Recommended Supplies

For teacher commentary activity:

- Large quantity of 3” x 5” index cards for teacher comments (each student needs about six to ten cards)
- One envelope for every staff person in the school (including you)
- A 6” by 9” clasp envelope for every student

For student commentary activity:

- Large quantity of 3” by 5” index cards (the number of students multiplied by the number of students – for example a class of 25 would need 25x25 cards or 625 cards)

Mindset of the Instructor/Rationale for Lesson

This is a very valuable lesson in terms of offering students a new way to look at life situations. By asking questions instead of making statements or complaining, teens can take ownership of their lives. Questions provide a strategy that can be employed any time teens are involved in something that normally would not make them happy. Asking questions gives them a new way to look at school, at interpersonal relationships with family and friends and at life in general.

Although the **Power Questions** seem simple, students will find themselves using them over and over again. This is another example of a strategy that should be modeled continuously by the instructor especially as situations arise in the school that impact the lives of students.

The cards that the students write for each educator during this lesson can be given out at an appropriate time in the school year. They make wonderful surprises in the mailbox for the holidays in the fall or in May for Teacher Appreciation Day. All cards must be read prior to delivery just in case any student sneaked in a negative comment.

The cards that students write about each other are similar to those done for the staff and should be done on a different day from the staff cards. Encourage students to write a pleasant characteristic about fellow classmates rather than the perfunctory ‘he/she is nice’ or ‘he/she has a nice car’.

Again, it is important to read each and every card that students write to guarantee that no negative comments slip through. This is a very time consuming process but well worth the effort. The packets may be returned to the students at any appropriate time several weeks later, although they will want to read them immediately – a good lesson in delayed gratification.

Sequence/Content/Instructor Directions

As stated in the previous lesson, asking ourselves a question brings answers while making a statement doesn't. What's remarkable is that every time we ask ourselves a question, our brain answers it. Unfortunately, we're usually asking ourselves questions that have poor answers – answers that make us feel sad, unworthy or suggest other negative feelings. If we're seeking to make changes in our lives, the best way is to ask ourselves great questions. And it's within our power to do that any time we decide.

The Power Questions

Today focuses on questions that Tony Robbins calls 'The Power Questions' in his book Notes from a Friend. These questions bring power into our lives, the exact opposite of the effect of negative statements.

The Four Power Questions are:

- 1. What's good about this?**
(This is a very beneficial question because it opens our mind to a positive outlook instead of a complaint.)
- 2. What could be good about this?**
(This question is for all the times when the answer to number one is 'nothing'.)
- 3. What can I do to make it good?**
(This is the most powerful of all the questions because instead of taking our power away and making us victims, it gives us control over a situation. The operative word is 'I' because with this question we begin to take responsibility for our own happiness rather than placing blame. As previously stated, blame makes a person feel like a victim.)
- 4. What can I do to make it fun?**
(If we have to do something anyway, why not make it fun? One way to look at life situations is the more boring and unlikable the job, the more we need to try to make it fun.)



When someone is in a situation that is not particularly pleasant, they can choose to complain and bemoan the situation or they can look for the good in it. Most situations have some good in them if we choose to look. A journey through the **Power Questions** will help turn our attention to a new direction and can literally turn a situation around.

For example, suppose someone is stuck in traffic. People usually become very stressed in traffic often because they didn't leave early enough to get to where they're going. Traffic is extra frustrating when we're late as well as stuck. But let's say we're just not happy being in the traffic. Ask the **Power Questions**.

1. **What's good about this?**

Often the answer to this is, "Nothing!" When that is the answer, proceed to question two.

2. **What could be good about this?**

Well, I've got a few minutes to just breathe which will help me de-stress. It's better than focusing on all the crazy drivers.

3. **What can I do to make it good?**

I could find something to do while I'm waiting.

4. **What can I do to make it fun?**

I could call or text a friend on my cell phone since I'm completely stopped anyway or maybe read a magazine that's in the car.

(My story: I used this strategy on a regular basis in the years when I was teaching high school and owned a flight school. It was over 30 miles from the school to the airport with a major city in between. The timing was such that I got stuck on the highway in the city almost every day. I used to stress over this as I had already worked a full day and still had another full day of work ahead of me between overseeing my business and doing the school work for the following day. But luckily I was learning this material during that time and began to apply what I learned.

Here's how I handled the inevitable traffic. First, I made sure I had a snack and drink in the car. Second, I always had something with me that I enjoyed reading. I used the time in really long traffic jams to call my office manager. My day at the flight school usually began with a half hour conversation with my office manager who would fill me in on all that had happened that day while I had been in school. If I was stopped in traffic, we did that conversation on the phone so that when I arrived, I could get right to my office to begin my own paperwork. It was a much more efficient way to use the time stuck in traffic and I found that I was much less stressed.

*Here's another situation where I used the **Power Questions** instinctively. When I was theatre director for my high school, there was one job that I really didn't enjoy – taking down the set after the play was over. All the excitement of show time was over and everyone was pretty sad that they no longer had rehearsals or a show to look forward to. So I made the set strike (as it's called in theatre) an event. We called it the Set Strike Party and made sure we had plenty of music – usually from the show we just did. And we had the parents come in with a potluck supper at about the half way point. It was another chance to get together*

which everyone seemed to need and a great way to make an unpleasant chore fun.)

Here's how the **Power Questions** are applied:

1. **What's good about taking down the set?**
Not much but it leaves a clean stage ready for the next show.
2. **What could be good about it?**
It could be a chance for everyone to get together again as a group one last time which is very welcome after spending months putting a show together.
3. **What can I do to make it good?**
Have food delivered that everyone likes
4. **What can I do to make it fun?**
Bring lots of music preferably from the show we just did

Bullying

A portion of the power questions can even be applied to the difficult situations in our lives. For example, many students are picked on or even bullied at some point in their school lives. There is no excuse for someone being mean or hurtful to someone else, no reason to single someone out for being different when in reality, each of us is unique. Bullying is certainly not the behavior of people who want to be successful, respected or happy. But the immaturity and low self-esteem of some may put them in the situation where they find themselves picking on others.

We must first of all do our best not to put ourselves in a position where we are deliberately hurting others. If we're trying to improve our own self-esteem – and what teen isn't – we must not fall prey to the act of passing along a negative text about someone or spreading gossip or physically hurting someone. We must also overcome that urge to be part of a group that chooses to belittle others. If we truly want to do the right thing, we can elevate ourselves and those around us by convincing others that it's wrong to do the hurtful things they're doing.

If we know someone is involved in hurting someone else, we also must find a way to let someone in authority know – a teacher, advisor, principal, parent. There have been too many situations where someone was being bullied without anyone coming to their rescue. Since bullying often happens away from teachers and administrators, it's important for students to find a way to let someone know before the person being bullied resorts to taking serious harmful action either to themselves or others. Some schools/states have web sites that allow students to report bullying anonymously.

(My story: This program was written after the events of Columbine and after a young man I had in class for three years took his own life. He had been in and out of the hospital all through high school. He was picked on, we later found out, because he was absent all the time and was behind in so many things. He chose to take his life the night of the senior class banquet which he didn't attend because he wasn't going to graduate with his class. He didn't realize that he had

so many people who cared for him who could help him cope with the events that were transpiring in his life and no one knew enough about what was going on to prevent him for taking the action he did.)

How can the person on the receiving end cope? What tools do they have to either stop the bully in their tracks or at least walk away knowing that the comments and events had nothing to do with them and everything to do with the bully?

The power questions provide an answer as does the Pattern Interrupt strategy. If someone is harassing you or others, we can try to interrupt their pattern in some way. If we can change the subject and get the perpetrator to focus on something else, we can begin to turn their attention away from the problem they're creating. This is a very valuable tool for the bystander who can create some sort of diversion to bring the situation to an alternative conclusion. Something as simple as, "The principal's coming down the hall" (even if they're not) or dropping their books and giving the put-upon student a chance to leave the area are all simple solutions to a minor harassment situation.

The power questions provide tools to cope as well. Although it seems like an odd question, what's good about being bullied? Or better yet, what could be good, because there is nothing inherently good about being bullied. What could be good is how we could choose to use the bullying event to grow stronger. Many famous people have talked about how they were bullied as children and young adults. Some chose to use the words, the insults leveled against them as motivation to succeed. Comedian Chris Rock talks about how he was bullied incessantly as a kid. He even created a successful TV series based on how everyone picked on him called "Everybody Hates Chris". He says that the bullying propelled him to do better, to be stronger and to overcome odds. He believes that Americans have an innate ability to rise when pushed, that most of our greatest discoveries have come as a result of people overcoming adversity in their youth.

Rock's view is certainly an interesting and empowering outlook to being bullied but one that answers the third question of what can we do to make it good. We can choose to use it to rise above. We can choose to not let others define who we are or make us a victim. We can choose life and strength over blame and weakness. As in most great stories, the hero is such because they overcame the villain. The bigger the villain, the tougher the challenge, the more the hero of the story (or in life) has to change and grow. If we choose to see the person who bullies us as someone giving us a chance to grow, someone who has been placed in front of us to make us stronger, smarter and more capable, then we truly have learned how to see the good in an otherwise terrible situation.

What's good about school?

When students start to ask questions – good questions – they begin to change the way they see the world. If someone asks, "What's wrong with this school?" there are many students who will jump to answer that question. Unfortunately, the answer to that question makes everyone sad, angry, depressed or some other negative emotion.

Most high schools are a mix of pluses and minuses. If we ask instead, “What’s good about this school?”, then our brain begins to search out answers again – answers that collectively will begin to surprise and please us. What’s great about your school? Ask yourself as well as your students.

(My story: Here are a few about my school: we have built and sold a house every year for the past 30+ years, we allowed this untraditional but ultimately highly successful “Strategies for Success” program to run, we have a very talented staff, we have an award winning band, we have an air-conditioned cafeteria, we have a new auditorium and music area, we won the state championship in basketball two years ago, we run a gourmet restaurant once a year and the list goes on...)

Today students will begin to look at their school another way. Most high schools these days have schedules that rotate over a series of days.

Have students open their journals and write the answer to:



What’s good about ‘A’ Day? (Or whatever you call the first day of the cycle). This might include:

- They skip a certain subject that they’re not particularly fond of
- They have a favorite subject during the long lunch period
- They have class with a certain friend
- They don’t have to go far to their locker

Have them take the time to put the answer to what’s good about each day of the cycle in their journals as the instructor goes through the days of the cycle one by one. Some may choose to say out loud what they like.

Ask that they not say anything negative about any teachers in the process as those teachers are not there to defend themselves. They can say that they’re glad that there is no math on a certain day because not everyone likes math and that’s absolutely fine. The goal of this lesson is to seek out what’s good in a situation. Remind them that this is not the opportunity to speak negatively about specific teachers so while they may say that they’re happy math isn’t meeting on a special day, saying that they don’t have Mrs. Douglas that day is not the point of this lesson.

(My story: When students began to name a teacher’s name in this activity, I mentioned not only that it wasn’t an appropriate use of the strategy but that it was unfair to speak of someone who was not present to defend him or herself. My belief: a class designed to create positive life strategies should not be the vehicle for complaining but instead for seeking solutions. This outlook also modeled that gossiping about others when they aren’t present to defend themselves is not only non-productive but hurtful and is often the cause of bullying.)

Some students may find that there is nothing good about some days in the cycle and that's fine. Teachers also have days like that. The strategy for those days is to schedule something special.

(My story: The first semester that I used this lesson, I wasn't crazy about 'B' day so I tried to do something fun with my best friend after school. The bottom line with this activity is that instead of waking up and saying, "Ugh, it's B day today." I could now say enthusiastically, "It's B day today!!")

Just knowing we have something to look forward to makes getting up for school or any day easier. And what about making life fun? So many of us are stressed because we take everything so seriously. Why not have fun doing the things we have to do anyway? Jane Marla Robbins, acting coach says, "Despite the fast, fun world of advertising, a lot of people come to me complaining that there is not enough fun in their lives. It seems that in America, the notion of having fun is still, in certain circles, in disrepute." Why does it seem that the only people having fun are the ones in the soda and potato chip commercials? Let's lighten up and enjoy this journey. Just because so many people (many of them in schools, unfortunately) around us are cranky, doesn't mean we have to be.

What could we do to improve our lives, make them happier and, yes, more fun? Sometimes it's good to create something worth looking forward to. There are so many ways to do this

(My story: I used this concept years ago when I was sick of getting mail comprised of only bills, credit card applications and junk mail. To create a bit more balance, I mailed my pictures away to be developed (before digital cameras delivered instant images). I made sure that I sent cards and letters to people so they'd send some back (this was well into the email era) and shopped online when it make sense. By doing this, I built anticipation and excitement waiting for the mail.)

What's Good About My Teachers?



Have students today think of what's good about all their teachers. Give them 3" x 5" index cards, one for each subject teacher they have as well as homeroom and study hall teachers. Have them also take a card for the principal, vice principal, the dean (whatever administrative staff your school has), and any members of the custodial or clerical staff with which students have contact.

They are to put the teacher's name on the top of the card and then write three positive things about them. They must not put their own name on it. For some of them it will be challenging to find three complimentary things to say but they should really search their brains and perhaps discuss some possible good qualities with a buddy.

Again, this is not the time to say anything negative about someone. We're looking for the good in people and if we try hard enough, we should be able to find something even if only something superficial like 'has a nice smile' or 'dresses nicely'. Refrain from comments about possessions such as 'has a nice car' which is not really a quality of the person.

When they are done, have them show you the cards for credit (although you won't read them at this time). Have students put the cards in the appropriate envelope for the teacher. Envelopes with teachers' names are lined up along the ledge of the chalk/white board or distributed around the classroom. It is helpful to have envelopes pre-made with all the names of the people on staff or students can create an envelope for any teacher who doesn't have one yet.

The student cards will be done in a similar manner perhaps on the following day.

What's Good About My Fellow Students?



Give each student a 6" by 9" clasp envelope. Ask them to use a marker to write their name in large letters on the envelope on the side that has the fastener (It's easier to put the cards into that side). Have them place the envelopes along the ledge of the chalkboard or any convenient place where all the envelopes can be seen at one time.

Provide a large quantity of 3" by 5" index cards. Students are to take a card for every student in the class. They are to write a complimentary comment for every classmate. Ask that they write full sentences rather than single words and guide them away from simplistic words like 'nice.' At this point in the course, they should know everyone's name from **Stand and Deliver**, but should they forget, they may use the daily sign-in sheet for reference.

When they have completed a card for everyone, they must show the stack of cards to the instructor for credit and then must distribute them to the appropriate envelope.

Typical Student Reactions

Students enjoy going through their schedule to see what's good about it. It really gives them a better outlook on their school day.

They are somewhat challenged to find something complimentary to say about some of their teachers and especially the members of the administration. But it is a good lesson for students because they will often work with people they're not crazy about and seeking out what's good about those people may be what gets them through a day's work.

Students thoroughly enjoy writing about their fellow students. They may have difficulty writing specific compliments about students they don't know well. The instructor can suggest that they write about some quality they've noticed since the course began such as 'really does a good job with the high-fives every day' or 'has a great smile'.

Students will want to look at the contents of their own envelope immediately but they are reminded that the instructor has to read them first to guarantee appropriateness and content. This is a good example of delayed gratification – that none of us can have everything we want at the moment we want it and also that waiting makes receiving the packet later more exciting.

LESSON 27

Intended Outcome

- To continue using questions to create strategies for handling life's challenges

Recommended Supplies

- 4 colored 3" x 5" index cards per student

Mindset of the Instructor/Rationale for Lesson

This lesson continues using the power of questions to help students realize that there are many people and events in their lives that they enjoy and for which they can be grateful. They will create four cards based on questions that will ultimately provide practical hands-on tools for dealing with stress in their daily lives.

Students are reminded again in this lesson that questions are the answer. They help us seek out solutions for creating a happier mindset, a more pleasant day and a more personally rewarding life.

Sequence/Content/Instructor Directions

The **Four Cards** are tools that help remind us of ways that we have at our fingertips to handle stress.



Give students four 3" x 5" index cards preferably in different colors. Title the first card **'The Four Power Questions'** and have them write in the four questions from the previous day without looking at their notes, if possible. If they don't remember them, they can look them up.

Pick another card preferably a brightly colored one. On the top of the card write, **'What makes me laugh out loud?'** Then have the students number the card from one to ten. Tell them a story that would be a good example of something that would create spontaneous laughter upon telling, preferably one that makes you laugh out loud.

(My story: 'Dunkin' Donuts' is what I have written on the top line of my card. A few years ago, my Mom needed a ride to New Hampshire to visit my brother. My best friend Annie came along for the ride as well. Since it was late fall and chilly we decided to stop at a Dunkin' Donuts along the way to get something warm to drink. As we pulled into the drive thru, my Mom told me that she wanted tea with milk. My friend Annie who was in the back seat of my convertible told me she wanted, " a half decaf, half hazel nut, extra, extra light with skim milk and sweetened with Sweet 'n Low".

I pulled up to the speaker and to the best of my ability gave the order. Not being particularly auditory, I knew I was lucky to have remembered what Annie said. I turned to the two of them and said, “Whew! I’m glad I don’t have to say that again!” No sooner had I finished saying that then the voice from the speaker said, “Whut??” (Spelling here is intentional). Because of the incongruity of the two statements, I started to laugh. Not only laugh, but lose my ability to speak because I couldn’t stop laughing. My friend was leaning out my window yelling her order into the speaker. All we heard back was “Whut? Whut???” We finally pulled up and she told the girl what we wanted. I unfortunately was still too useless to talk because I was still laughing. Three adult women. All unable to stop laughing.



A year later my mother needed to go to New Hampshire again. Annie again came along for the ride. We stopped at the same Dunkin’ Donuts. I suppose we each had been thinking of the silly visit from the year before but no one said anything. We pulled up to the speaker and again I began trying to relay that complicated order from the back seat. “WHAT???” came back at me and off I was again laughing. Same place...different employee...same situation.

Now you would think we’d stay out of Dunkin’ Donuts. But we didn’t. At the end of every school year, Annie and I always jumped in my convertible and headed out somewhere for several days. That year we were heading south towards Delaware and decided to get a Dunkin’ Donuts iced coffee for the beginning of the trip. We pulled into the parking lot. As I turned to Annie to tell her not to even think of laughing, I noticed she had turned away from me and that her shoulders were already shaking, the inevitable sign of a laughing fit in progress. I had just pulled up to the speaker and started laughing when I saw her. This time I couldn’t even place the order. The voice from the speaker was a man’s voice. “Can I help you?... Stop laughing!...I mean it!...Drive up.”

One final chapter to this story. Final because it became obvious that Annie and I could not go through the drive thru of Dunkin’ Donuts without laughing ourselves silly. We had gone shopping and thought about getting an iced coffee, convinced that we had conquered this inability to order from the drive-thru. We pulled in and she offered to pay. As we drove up to the speaker, I reached over with the \$5 bill not realizing that the window was still up. As my hand hit the window, I started to laugh. I drove past the speaker and out of the parking lot, never to go through a drive-through with her again!

That’s why Dunkin’ Donuts is the first thing on my list of what makes me laugh out loud. All I have to do is think of Dunkin’ Donuts and I begin to smile, even though my dear friend was lost to cancer several years ago.

The second thing on my list is Gettysburg.

I went to Gettysburg as a young newlywed with another couple. Because I am not a history buff and was rather bored by all the statues, my husband and friends suggested going into the exhibit where there was a re-enactment of the Battle of Gettysburg. The hall had seats all around a very large 3D map on the floor and was filled with students from elementary and middle schools.

As the room filled, the man at the microphone told the audience that the show was about to begin. He said in a hushed, reverent, awe-filled voice that the next voice we would hear would be the one of the man who invented this amazing map and show we were about to see. As soon as he finished, a loud strident voice yelled, “Do you want to shut the door in the back!”

It was so loud, so strange and so contrary to what I expected that I began to laugh. I laughed silently for the entire hour of that presentation as did my husband and two friends. Sad to say, we were embarrassed, especially in front of all the well-behaved school children. To this day when I hear or see the word, ‘Gettysburg’, a smile comes to my face.)

The list should contain those things that make us laugh out loud. We’ve all had those experiences. Now’s the chance to list them. The process itself is fun because we get to relive those experiences in our mind as we write them.

The third card is titled, **‘What makes me feel better and is good for me?’**



Again, have students number from one to ten. Have them list things that make them feel good and are good for them. Here is the author’s partial list:

1. Go to the ocean
2. Read something for fun, not work
3. Listen to peaceful music like the theme of the movie, “Practical Magic”
4. Drive to someplace new
5. Talk to my best friend
6. Play an online game

Remind students that we often seek what is not good for us when we’re stressed. Situations like overeating, smoking, using drugs, or alcohol can seem to make us less stressed for the moment but they can negatively affect our health or cause more problems for us. These are not the activities or substances we are listing here.

The fourth card is titled, **“What am I grateful for?”**

Gratitude is probably the number one concept shared by the successful people in the world. Being grateful for even the little things we have is one of the true measures of happiness. Tony Robbins says that gratitude is the antidote to fear and anger.

Psychologists have reported that you can’t feel fear and gratitude at the same time. Changing our focus – from people who annoy us, problems that plague us and life’s challenges – to gratitude, changes everything.

A viable cure for stress is to interrupt our negative pattern of thinking. The plan then is to allow ourselves to see that, in reality, there is much to be grateful for in life and many things that we take for granted that we would feel horribly lost without. We can even be grateful for our own problems. We often wish we had someone else's life but when given a list of everyone's problems, most of us realize that given a choice, we'd rather have our own.



Once again, have students number one to ten. Have them list the things for which they are grateful. Some students have a hard time with this list particularly if they are at a rather low time in their lives. Suggest some common items that they can universally be grateful for – food, water, clean air, technology, friends, and family. If they can't think of anything, ask them if they have to grow their own food or make their own clothes. Even the least fortunate of us in the North America has so much to be grateful for that the list would be enormous. Guide them with questions until they can come up with a list.

Ernie Zelinski in 101 Really Simple Things You Already Know, But Keep Forgetting suggest we focus on gratitude for the things that are already in our lives. "Just think how happy you would be if you lost everything you have right now, and then got it back," an unknown wise person declared.

Give the students time to finish the cards and show them for credit. The purpose of the cards is to keep them handy so that they're available when a stressful time comes up. They can be on their desk at home, in their purse or book bag, their car or any place they can get their hands on them quickly.

Typical Student Reactions

They very much enjoy the stories and they have a good time coming up with their list of answers for their own cards.

LESSON 28 (3 DAYS)

Intended Outcome

- To do final review each day for the Seating Chart Quiz
- To show the movie ‘Remember the Titans’

Recommended Supplies

- Questions from ‘Remember the Titans’ – on the CD and in the Appendix
- Movie ‘Remember the Titans’

Mindset of the Instructor/Rationale for Lesson

At this point, students have had several weeks to **Stand and Deliver** their information. They have also had several opportunities to write out the information on the seating chart. They should be feeling fairly confident in the material but this lesson offers several additional chances to reinforce the information. Again, they are to be reminded that they don’t have to worry about being perfect and knowing everything.

(My story: One of the pieces of information that you might share with your students is that in the twenty classes and the many students who took this quiz, almost everyone got a grade of 80 or higher.)

There are not many movies that illustrate successful teens and are appropriate to show in school. ‘Remember the Titans’ is a wonderful movie about teens in Virginia who had to overcome all the issues involved with newly enacted integration laws both in school and in their quest to win the state championship in football.



There are many lessons in this movie that relate to what has been learned to date. Questions are provided to guide the students and help them to focus on the movie as it progresses. The movie usually takes three days to show in entirety without any additional activities happening in class. With the review for the quiz also taking place, four days may be needed to show the full movie.

(My story: As an experienced teacher, I know that there are days that students are not always at their best in terms of coming to school being ready to learn. Those days are scattered throughout the year due to events in their personal life, the school, the community or the world. The days before holidays and vacations often fall into this category. With that in mind, I often saved showing this movie to just before Thanksgiving or Christmas if the class ran in the fall. In the spring semester, I would show the movie prior to our spring vacation.)

Sequence/Content/Instructor Directions



For a final review for the quiz on one of the days, have students line up in two lines facing each other. (Use an even number of people for this. If there is an odd number of students in school that day, let the instructor be included in the activity). Designate one line as 'A' and one line as 'B'. Have them reach out and shake the person's hand in front of them and as they shake, the A's will tell the B's everything about them such as, "You're Annie Douglas, you're in the 10th grade and you want a house by the beach". Then the B's will tell the A's their information. Once this is done, the A line will stay in place while the B line shifts down one person. The person who is bumped out at the end of the line goes to the head of the line to match up with the A person who has no one to shake with at that moment. This continues until all A's have spoken to all B's. Obviously with this method, the A's never speak to each other. Nor do the B's. This can be done several days mixing everyone up or just used once as a kinesthetic refresher.



Typical Student Reactions

They really enjoy the movie even if they've seen it before although they would prefer not to have to answer questions. They also enjoy the hand shaking game to help them review.

*"If you treat an individual as if he were what he ought to be and could be,
he will become what he ought to be and could be."
Johann Wolfgang von Goethe*

LESSON 29 (2 DAYS)

Intended Outcome

- To administer Quiz 3 – the Seating Chart Quiz
- To discuss the movie ‘Remember the Titans’
- To have students take a few minutes of their time to write a letter of appreciation to a member of the Armed Services
- To have students pick out two of their favorite quotes and make a poster of them

Recommended Supplies

- Quiz 3
- Writing paper
- Construction Paper
- Markers

Mindset of the Instructor/Rationale for Lesson

As in the past two quizzes, remind students of the following:

1. They don’t have to be perfect on this quiz
2. If they forget something, remember that everyone is seated in alphabetical order
3. If they forget something, rather than saying something negative that will block the door to their memory, say, “I’ll think of it in a minute”.
4. Remember where their memory is stored
5. To breathe when stressed

As in previous quizzes, have everyone breathe deeply several times before the quiz. Play soft music during the quiz. When all the quizzes are passed in, a short discussion on how they felt they did is beneficial especially since it may be the first time they had such success with so many pieces of information. Mention that if they once had a belief about themselves that they wouldn’t be able to remember large quantities of information, then this quiz proves otherwise, even if they don’t score 100. Reinforce this one more time when the quizzes are passed back.

Sequence/Content/Instructor Directions

Since students need a varied amount of time to complete a quiz such as this one, there are two activities that can be started. Providing students with writing paper so that they can write a letter to a soldier provides them with quiet work that will allow the visual people the silence they need to perform well on the quiz.

Even though students may not personally know a soldier, it is a good exercise to thank someone who is giving up all that we are enjoying every day to help keep us safe and free. If they are

unsure of what to write after thanking them, have them share what life is like where they live. Be sure to remind them not to put any personal contact information other than that they are students in your class at your school. Find a place to send these letters so students know that this is more than just a class exercise. Check out web sites that offer ways to support soldiers such as:

- <http://anysoldier.com/>
- <http://www.lettersfromhomeprogram.org/>
- <http://www.letterstosoldiers.org/>
- <http://uso.org/>.

When all quizzes are in, the letters can be finished and students can begin making two posters. Students will pick two favorite quotes and display each of these on a poster. Making the posters allows students to work together and to express their creative side.

This assignment gives students a chance to search out the quotes from class that have been the most meaningful. Hanging the quote posters creates a new wallscape for the classroom and that helps to create a positive environment

After students have completed watching ‘Remember the Titans’, it’s important to take some time to go over the questions and lessons provided for the movie. The lessons derived from the movie vary with classes and students. Some topics that could be used that relate to this course are:

- **The power of team**

(My story: The idea of interviewing each other came to me after watching this movie. I added it to the course because I realized at the end of the quarter that students didn’t really know each other by name. I felt that to truly build a team, students needed to know more about each other and they needed to connect. So I incorporated the interview process that Coach Boone enacted during the first week of school to build each class into a team. I believe this was one of the most important additions to the class with positive ramifications throughout the entire school. This one change broke barriers and boundaries and allowed students to get initial conversations started.)

- **StarPOWER** was high for members of the football team when they were winning. Different characters in the movie could be analyzed as to how they handled different situations in terms of their **StarPOWER**. For example Gary Bertier changed considerably in the course of the movie and his **StarPOWER** was different at various times.
- **‘What else could it mean?’** – There were many situations where people jumped to conclusions without knowing all the facts. The fact that the white and black students had such strong opinions about each other prior to getting to know each other is a great example of this strategy as well as the power of beliefs.

Typical Student Reactions

Students may still be nervous taking this quiz but they calm down considerably when they realize that they now have the tools they need to do well. They also relax when they realize how easy the quiz really is now that using repetition, their preferred learning style and strategies have made the information easy to retain.

Once they have something to write about to the soldiers they take great pride in writing the letters.

Most enjoy making the quote posters because they have a chance to be creative. For the few who are stressed by making a poster, a good plan is to buddy with someone who is more artistic so that they can share the work load.

Teach by doing whenever you can, and only fall back upon words when doing is out of the question.

Rousseau

LESSON 30

Intended Outcome

- To have students pay attention to how much they spend on a regular basis so that they can begin to realize where their money goes.
- To revisit financial success so that the importance of financial literacy stays with the students.

Recommended Supplies

- Computer access
- Calculators

Mindset of the Instructor/Rationale for Lesson

For a variety of reasons, many students have not had the opportunity to learn finances from their parents. For some, their parents have not considered teaching them financial ideas. For others, their parents don't know much about creating financial success themselves. For still others, the parents are willing to share the knowledge but the teen might not be interested in learning. Whatever the reason, it is important that students continue to be aware of how important it is to plan financially for their lives and to develop a plan to take care of themselves and the families they will be part of.

The figures in this lesson were from an article in 2008. The lesson can be used as is or scaled to match the statistics in the year the class was taught. The message of the lesson is still practical and useful even if the figures don't exactly match current times.

Sequence/Content/Instructor Directions

In an article several years ago in the *Providence Journal*, Rhode Island's primary newspaper, the author stated that the poverty level for a family of four was \$48,000. If students were to hear that number, they would probably think it is a great deal of money. But with housing, heating and gas prices rising, this amount does not cover very much. By taking a few minutes to look at what that would truly pay for, students begin to get the idea that \$48,000 is not as much as they would think.

Income of \$48,000 in reality gives about \$36,000 of spending money after taxes (depending on the tax bracket).



Have students brainstorm the various categories of expenses as well as what they think each of these might cost.

Estimated expenses:

- House (mortgage/rent of \$900/month) - \$10,800



- Heat (assuming \$100/month) - \$1200
- Electric (assuming \$80/ month) - \$960
- Water (assuming \$30/month) - \$360
- Food (assuming \$200/week) - \$10,400
- Gas for the car (assuming one car \$30/week) - \$1560
- Phone bill (one line basic service with no extras assuming \$25/month) - \$300
- Clothes (assuming \$200/month) - \$2400
- Insurance for the house and car - \$1500 (although probably much higher with teen driver)
- Miscellaneous items that are not food including medicines (\$100/month) - \$1200

This leaves \$5320 or \$443/month for 4 people's needs.

This does not include the following which many feel are essential items:

- Cable TV
- Internet
- Credit card payments
- Savings
- Investing
- Movies or other entertainment
- Car repairs
- Car payments
- Gifts for holidays
- Newspapers or magazines
- Cigarettes
- No extra services on the home phone, if they have one – call waiting, caller ID, long distance
- Cell phone
- Taxes on cars and house

So what strategies are available to handle having this small an amount of money and so many needs and wants? Or better yet, to prevent this scenario from becoming a reality?

- Awareness
- Planning
- Using the financial knowledge that is available
 - Rule of 72
 - Richest Man in Babylon lessons
 - Using savings envelopes
- Having strong empowering beliefs about money

- Using the internet, television and books for research and learning rather than just entertainment.

We can promise ourselves that we'll create a plan for our finances just as we create a plan to get our license, go to the prom, or whatever else we really want in life.

David Bach's Automatic Millionaire talks about the 'Latte Factor' or what he calls the amount we spend each day on things we don't need but want. As stated previously, he uses 'Latte' because many people start their day with a fancy coffee that they buy at a local coffee place rather than making the coffee at home.



Students have been filling out sheets with their expenses.

 Have them select the day where they spent the most money. Have them place a check mark to indicate purchases that they really needed to make (versus those they just wanted to make).

Have them complete the sheet and calculate how much money they would have spent on things they didn't need over 30 days, one year and ten years. Then have them go on the internet to www.finishrich.com and calculate how much they would have if that money were invested instead of spent on things that weren't needed.

| | | |
|---|---------------------|---|
| The Latte Factor Challenge | | Name _____ |
| Day _____ | | Date _____ |
| Item I bought | What it cost | Did I really need this? (Put check for no) |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| Total cost of checked items (Latte Factor) | | |
| | | |
| Multiply the Latte Factor x 30 Put Monthly Latte Factor here → | | |

| | | |
|--|--|--|
| Multiply the Latte Factor x 365 Put Yearly Latte Factor here → | | |
| Multiply the Latte Factor x 3650 Put 10 Year Latte Factor here → | | |
| Use this website http://finishrich.com/lattefactor/ to calculate the numbers below. | | |
| If I invested my latte factor for 10 years, it would be worth: \$ _____ | | |
| If I invested my latte factor for 20 years, it would be worth : \$ _____ | | |
| If I invested my latte factor for 30 years, it would be worth: \$ _____ | | |
| If I invested my latte factor for 40 years, it would be worth: \$ _____ | | |

Typical Student Reactions

Some students may not have spent anything on things they didn't need for a variety of reasons – couldn't afford it, parents pay for everything. For some classes, it might be beneficial to have students partner up for this activity or to divide the class into groups. Most students are pretty surprised when they see what things really cost, how much money they 'waste' and how much they could have if they invest.

Education is learning what you didn't even know you didn't know.

Daniel J. Boorstin

LESSON 31

Intended Outcome

- To discuss beliefs about successful people
- To begin preparation for the ‘Successful Person’ Project

Recommended Supplies

- Rubric for **Successful Person Project** (In Appendix and on the CD)
- Detail Sheet for **Successful Person Project**
- *O Magazine’s* interview with rapper Jay-Z (It’s a great example of the kind of information suggested by this project. It may be found at:
<http://strategiesforsuccesscurriculum.com/oprahinterviewsjayz.htm>.
A link to a printable version can be found there as well as the link to the magazine itself.

Mindset of the Instructor/Rationale for Lesson

By the time students have progressed in high school to this course, they most likely have had to do research papers and presentations. The ‘Successful Person Project’ is a chance to work on strategies to help students with this type of assignment in this class and others.

The goals for this project are as follows:

- To teach students how to set a time line to prepare for a project whether in or out of school
- To teach students strategies for interpreting an assignment and taking it to completion
- To teach a variety of strategies that will help students overcome their fear of public speaking
- To model successful oral, visual and written presentations
- To have students learn what makes a variety of people successful so that they can see that success has many components to it.
- To work on procrastination strategies

The word ‘project’ scares quite a few students. Many have negative connections to projects because either they had difficulties working on them or failed them. Share with students that if they had challenges with projects before, it was most likely because they did not know enough strategies to get the job done successfully and that this is a relatively easy project.

For some classes, we changed the name to something less intimidating. After all, as they learned in **StarPOWER**, words have specific connections in our brains so choosing a more comfortable word is a strategy worth pursuing. Some classes called it the Successful Person ‘thing’. As silly as that sounds, it made the whole process easier for many of the students.

Today's main focus is to describe what is expected and present a timeline for each phase of the presentation. It is also time to begin to defuse the stress associated with doing a project of any sort. Because it counts for 20% of their grade (refer back to Day One), it is best to have this project due near the beginning of the quarter so that they will have plenty of time to catch up should they not receive a passing grade, since the point of this assignment is not just to give them a grade but also to teach them how to handle a project. The two main goals for the instructor are to check in frequently to see how they're progressing and to offer support and encouragement.

Some students ultimately don't present but may get credit for all the other parts of the rubric. It's best not to make it obvious that someone could pass this assignment without presenting.

The other part of the lesson is to discuss beliefs students hold about successful people. The goal is to see if students have an empowering belief about successful people in general. If they have a negative belief about successful people, it can impede their own success because they will most likely find a way to sabotage their own progress.

Sequence/Content/Instructor Directions

Beliefs about successful people

Time may be spent collecting their individual responses as in the previous lesson on global beliefs (By completing the phrase: Successful people are _____) or there can be a general discussion in the classroom. As before, a variety of answers will emerge.

T. Harv Eker in his Secrets of the Millionaire Mind card series says, "Rich people admire other successful people; poor people resent them. If you view wealthy people as bad in any way, you can never be rich, because how can you be something you don't like?" The word 'rich' can be interchanged with the word 'successful' or 'happy' or 'positive'. How can we ever take on those traits if we don't admire them in the first place? Yet our society focuses on taking down those we envy instead of wishing them well. Ernie Zelinski in 101 Really Important Things You Already Know, But Keep Forgetting says, "If you resent successful people, chances are you will never be successful yourself. How could you? You would have to become someone you resent. Thus, you will always set yourself up, consciously or unconsciously, so that you don't succeed."



After the discussion concludes, have students complete these sentences in a positive, empowering manner, one that they could see themselves embracing. For those that had truly negative responses prior to this discussion, have them set their new responses at least a couple of notches higher.

- Successful people are _____
- Rich people are _____
- Happy people are _____
- Positive people are _____

Add other traits if you feel that they would also apply at this time.

Successful Person Project

The following information is what is passed out to the students.

For this project, you will research a person whom you feel has been successful in his/her life. You will present the information about your successful person beginning _____ (choose a date 4 weeks away).

For your presentation, you will need the following:

- A poster (for the visual learner) which contains
 - Pictures of your person large enough for the whole class to see
 - At least one quote from the successful person that you find memorable
- A prop that connects with your person (for the kinesthetic learner)
- A short prepared verbal presentation (for the auditory learner)
- A typed paper listing the required information (for the teacher to read)

So what do you need to tell about your person?

- Why you chose them
- What makes them successful in your eyes
- How they became successful.
Most people aren't instantly successful. In fact, most of the actors, musicians, and athletes that we admire have had to practice for many hours a day for many years to achieve the level of success that they now have. Ernie Zelinski says in 101 Really Important Things You Already Know, But Keep Forgetting that there is a misperception in North America about how quickly you can go from unknown to incredible celebrity success. He also says that the media tells so many rags to riches stories that it makes it look like everyone well-known has had overnight success.
- Approximate age right now
- What kind of education they had past high school
- What they gave back to the world if this category applies to them

Timeline:

- Give me the name of your person no later than one week from today. Only one person in the class per successful person. (The first person in a class to claim a person gets to present that person.)
- Bring your completed poster in the Friday before the presentation date

Resources:

- Internet (Beware of Wikipedia as a resource because there is no guarantee of its reliability)
- Newspapers

- Magazines
- The Biography Channel or Biography videos
- Biographies
- Autobiographies

Presentation Day:

- We will do these presentations for three days
- On the first scheduled day of presentations, names will be drawn from a box to see who will present and in which order
- Everyone must be ready on the first day.
- If your name is chosen and you are not ready, you will be the first to present the next day and will not be able to get a grade higher than 90%.
- Your grade will continue to drop 10 points for each day you are not ready.
- You may store your props and posters so that they will be available when it's your turn to present.

The main idea for them to consider today is what person they would like to study further. Many students pick celebrities. Others choose relatives or local people. Be ready to accept names from them today. So as not to have the same successful person presented twice in the same class, mention that whoever gives the instructor a name first will be allowed to present that person.

One line in the rubric mentions a cutoff date of one week from now as the date that a name must be supplied. The reason for having this in the rubric is to model accountability for meeting a deadline. This opens up a great opportunity to discuss the importance of being on time.



Ask students:

- To describe in their journals situations where being on time is important. Answers such as school, work, dates, picking up a friend to go somewhere emerge.
- To respond to the question, "Why should we be on time?" either orally or in the journal. This can open up the discussion of how important it is to keep our word and to honor the value of others
- How they feel when someone they counted on didn't show up for them either physically or emotionally
- What happens to their self-esteem when they let someone down or when they know they didn't do their best

Turning the name of their person in on time is a chance for them to honor a time deadline. This gives them ten points in their final grade, an extremely easy ten points.

The same is true for having their work ready at the time it is due. Having a plan to complete a project whether it's for school or any other aspect of life is extremely important. Have students brainstorm non-school projects that people plan for. The list might include:

- Buying a car

- Getting a driver's license
- Planning a wedding
- Buying a house
- Taking a major trip
- Fixing up a house
- Trying a variety of job situations such as marketing a product, creating a band, selling a book, etc.



Go over the **Procrastination Strategy** (in Lesson 14) again with them. Ask how many of them procrastinate. It's probably all of them. (If you procrastinate, share that with them as well if you're comfortably doing so.) Ask them if they have to be perfect for this project.

Just as in quizzes, perfection is not the goal. Progress and accomplishment are.

Typical Student Reactions

Students are not thrilled to have a project to do mostly because they have had negative experiences with doing projects. Many are afraid to get up in front of the class. Even though they are guided and reminded throughout the four weeks that they have to complete the project, some may still choose not to do the presentation part of the assignment. They may still turn in the poster board, paper and prop and should be encouraged to do so to help with their grade on this project.

We cannot always build the future for our youth, but we can build our youth for the future.

Franklin D. Roosevelt

LESSON 32

Intended Outcome

- To offer students a change of pace with a leadership game.
- To share a time management strategy
- To provide a second opportunity for reading in class

Recommended Supplies

- Each team needs 2 sheets of 8 ½ “ x 11” paper, a penny, and some scotch tape
- Articles to read

Mindset of the Instructor/Rationale for Lesson

Allow students to work together as two teams to solve the challenge presented. A reward is usually beneficial although certainly not necessary. Team members are encouraged to plan out their process and to find a good way to work together.

This is also a good lesson in which to acquaint students with the process of planning for obstacles prior to beginning a process. Most challenges, whether in school, business, or life, come with problems, many that may be anticipated. If you know in advance that something is going to be stressful, brainstorming potential problems and their solutions will make the process go much smoother.

(My story: At the request of my students, I created a sequel to this program. In Strategies for Success II, the students took an online challenge which was 45 days long. Most of the program was done at home but to familiarize the students with how the program works, the first two weeks were spent in a school computer lab. In my school, some labs had internet connections that were notoriously slow especially when an entire class was online. To prepare for the inevitable student frustration, we planned out a list of things that each person could do while waiting for the internet to do its thing.)

Sequence/Content/Instructor Directions

Paper Tower Activity



Use the game ‘Paper Tower’ (check the end of the lesson for directions). Be sure to debrief the game when it is over so that students can find a meaning to the game. Also take the time to connect the game to the course. Here are some possible lessons that relate:

- Working as a team

- Handling stress when things didn't go as expected or when difficulties arise between team members
- Planning
- "What else could it mean?"

Time Management

Noted business motivator Brian Tracy on his Nightingale/Conant audio series Breaking the Success Barrier, mentions a time management technique. He suggests that we start each day with a list of things that we need to do that day. Label with the letter 'A' anything that must be done that day, no questions asked. If there are several things that must get done, call them 'A1', 'A2' and so on. The things that we should do are 'B's', the things that we'd like to do, such as watch a favorite TV show are 'C's'. The strategy is to never to do a B item when there is an A left to do. Never do a C item when there is a B left to do.

 Have students make a list of what they have to do that day and also what they want to do that day. Have them categorize the list. Now they have a plan for the day. If they do the A's as soon as they have the chance to do them, they will have more productive lives and certainly less stress.

Steve Chandler, author of the book One Hundred Ways to Motivate Yourself talks about a businessman who never has a 'To Do' list because as soon as he realizes he has something to do, he does it. He's extremely successful and doesn't have a pile of work waiting for him at the office or at home.

Reading

 Use the remainder of the period for students to read and work on their journals. Have them note today in their journal what they're reading.

Remind them that if they have trouble reading, the point of this class is to come up with a strategy either on their own or with anyone else. The class is a team and we are all there to help each other out. The one thing they should not do is to ignore the assignment. Create a phrase for reading such as, "We'll find a way" or whatever works. Saying something like that when we're frustrated and feel like we can't do something gives us power over the situation. Saying something negative takes our power away and makes us feel lousy in the process.

~ ~ ~ Activity - Paper Tower

Objective

To use teamwork to construct a tower out of a piece of paper, scotch tape and a penny.

Directions

Have the class split into two teams, one on each side of the room. Have them select a leader who will get the directions and supplies and make the final determination about when the team has completed the project.

Have the leaders meet you for the supplies and directions. Each team receives an 8 ½” by 11” piece of paper, a penny, a roll of scotch tape and a pair of scissors. They are to create the tallest possible self-supporting structure they can using only the paper and the penny. They are to begin at the stated time and to let their leader know when they believe they are done so that the teacher might measure the height to determine which team has won the challenge.

Rules:

The work must be done by entire team. The winning team can win whatever prize the teacher feels is worthy and appropriate.

Debrief

Ask students to brainstorm situations in which a project must be completed by a team. Then open the discussion as to what strategies could be used to make this or any other team project more successful. Here are some questions to guide the discussion if needed:

- Should everyone have a specific job or would it be better if the process just evolved?
- How could they do a better job than they did, even if their team won?
- Would a plan have helped or was it better to just experiment?
- Did they use any of the strategies learned in this course to accomplish this task? If yes, which ones? If not, which could have been helpful?
- If the other team’s tower was visible, should they have looked at it? Was that an ethical way to proceed or was it part of ‘doing business’? How would they feel if the other team had looked at their tower?
- Do you want to lead or be part of a business that copies others? A company like BASF was known for taking what already exists and improving on it. Is this the same kind of situation?

Note: The above teambuilding game description was provided by the International Association of Teamwork Facilitators (<http://www.IATFconnect.com>).

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Typical Student Reactions

They very much enjoy the activity. Some excellent solutions will arise. A few of the less problem solving oriented students may become frustrated. Perhaps having the team get together and plan out a strategy for frustration might be a good idea.

In fact, they could do the Paper Tower activity followed by a team meeting. After the team meeting, they could play a similar game, the Shoe Tower*. In this game, students use the shoes of the team members to create the tallest tower. Playing a second game with the same team allows them to implement any changes they discovered in their team meeting. Having the meeting and then an immediate opportunity to put their new ideas into practice also models how planning and communication can be used to prevent stress.

* The Shoe Tower game may not feel appropriate for a specific class or school. Students may be self-conscious about removing their shoes in class. If you choose to do this activity, you might want to let students know the day before that they will be taking their shoes off so that they might prepare appropriately. If you do the activity, create two piles of shoes – one for right shoes, and one for left. In this way, both teams have exactly the same sized shoes to work with.

Teachers are expected to reach unattainable goals with inadequate tools.

The miracle is that at times they accomplish this impossible task.

Haim G. Ginot

LESSON 33 (3 DAYS)

Intended Outcome

- To begin the process of goal setting
- Activity called ‘M&M Arm Wrestling’



Recommended Supplies

- Lined paper
- Business envelopes
- Large packet of M&M's

Mindset of the Instructor/Rationale for Lesson

The instructor is like a travel guide taking the students on a journey to their future. The goal is to gently suggest possibilities for students whose thinking may be limited to only what has been experienced to date.

Sequence/Content/Instructor Directions

To begin the process of goal setting, it's important to see where we came from and where we are now. To do this, we begin with a self assessment.

Have the students write the following in their journals:



1. Relationships with family
2. Relationships with friends
3. Relationships with significant other
4. Looks
5. Eating habits
6. Strength
7. Health
8. Finances
9. Home/environment
10. Job
11. Handling emotions
12. Frustration management
13. Handling anger
14. Schoolwork



Have them draw two vertical lines after this list to form two columns. In the first column, have them write at the top ‘3 Years Ago’. Then have them evaluate where they were in their lives three years ago, with a score of 0 to 10 in each category, with 10

representing doing great and not needing improvement. Zero would represent not doing well at all. If something doesn't apply to them, they are to write 'n/a'. Help guide them back to 3 years ago reminding them of what grade they would be in – seniors would be freshmen; everyone else would be in middle school. Tell them they do not have to go crazy rating themselves. All they need is their initial gut reaction score.

After they finish, have them title the next column 'Today'. Have them go back and evaluate themselves in each category for where they are today using the same scoring as the previous evaluation.

At the conclusion, ask how many had improved in most categories from three years ago. Most will have improved. Ask how many realized that their life had improved before they did this activity. Most will be surprised because they never realized that positive changes had indeed occurred in their lives.

The first step to goal setting is awareness of where we were and where we are. It gives us a chance to take the time and think about how far we've come and to honor what we've accomplished. We spend so much time regretting things in our past and worrying about the future that we don't realize all the amazing things we have done and are still doing.

The next step is to begin to think about what we really want in our lives. Most of us have only vague ideas of what we want and that vagueness prevents the goals from being realized. Ernie Zelinski in 101 Really Important Things You Already Know, But Keep Forgetting quotes American labor and political leader Eugene V. Debs who says, "The American people can have anything they want; the trouble is they don't know what they want."

Here are a few interesting examples of how the simple process of goal setting can have extraordinary results:

- The owners of the Boston Red Sox were interviewed in the months following the historic World Series win in 2004. They mentioned that when they bought the club, they sat down and set goals for each of the following years. One of the goals was to clean up Fenway Park and make it more fan-friendly. They did this in 2002 and 2003. One of their main goals was to win the World Series within 3 years and that goal was met even though the team hadn't won in 86 years!!
- Brian Tracy mentions on Breaking the Success Barrier that in the 1950's, a class of college graduates were asked to write their goals for the future. Only 3% did so. Twenty years later, these same graduates were interviewed. The 3% who had written their goals had more money than the other 97% combined. Other factors of success are harder to measure so for this reason, money was the factor that was reported.
- Jack Canfield, co-author of *Chicken Soup for the Soul* and many other books, said that in general, only 10% of the population actually set goals and that 3 to 10% of the people in the world control 90% of the world's resources. Two statements of interest from Mr. Canfield deserve note. "People who don't have goals get used by other people who have them" and "People without goals work for people who do."

How do we begin? First of all, we must clearly decide what it is we want. Then we must turn our direct focus on those wants. When we focus on what we want, a section of our brain allows us to notice the opportunities around us to achieve what we want. Did you ever get a new car and then all of sudden notice that everyone seems to have that car? Were those cars there the day before you got the car? Of course they were. We just didn't notice them because they had no significance to us.



The same happens with our goals. Until we focus on them, write them down and come up with some sort of plan to work towards them, our brain will not help us seek out ways to make them happen. There is a reason for this. Our brains receive millions of signals each day from all our senses. We can only consciously focus on a few at a time. We need the help of our subconscious mind to help draw our attention to those things that matter most at that given moment. Knowing our specific goals and focusing on them will bring out to the front of our brain all the things we truly want and hope to happen in our lives.

As we begin the goal setting process, it's interesting to at least look at whether fame or extreme wealth are right for us. Many people have high financial goals or wish to be famous. Achieving these specific goals doesn't always bring the satisfaction that is anticipated.

Several graduating classes from the University of Rochester were studied in terms of goal setting. They were surveyed before graduation and after one and two years in the so called 'real world'. Those who had what Daniel Pink in his book Drive called 'profit goals' – desires for wealth or fame – were not any happier achieving these than they had been as students. Pink says, "...graduates with profit goals showed *increases* in anxiety, depression, and other negative indicators..." Those who had purpose goals – to help others, to learn and grow – 'reported higher levels of satisfaction and subjective well-being...and quite low levels of anxiety and depression'. It helps explain why people of great wealth often get involved in charitable projects.

Ernie Zelinski in 101 Really Important Things You Already Know, But Keep Forgetting warns us to be careful of goals that focus strictly on making lots of money or buying too many things. "Don't make your life goal be making the most money that you can. Instead, make your life goal making the most out of the life you can – regardless of how much money you have or earn...Spending money will get you trapped into thinking you are having a good time when all you are doing is spending a lot of money." He and many others all agree that's it not *how much* you have; it's how much *you appreciate* what you have.

 The following goal setting activity was demonstrated by Tony Robbins at his "Date with Destiny" seminar. Have the students open up a blank page in their journals. Ask them to pick up their pencils/pens to get ready to write but not to write until you tell them to start. When you do tell them to start, they're going to write all the objects, personal qualities, and people they want in their future in a list, one line at a time. It doesn't matter how many lines they use. This is the brainstorming part of the goal setting process. It is not the time to edit their dreams.

Put on some music during the process – inspiring soundtrack music is perfect for this – and tell them to begin writing. Guide them along as they write and encourage them to keep writing.

Here are some questions that you might ask (using a low-toned inspirational voice if possible):

- Do you want to graduate from your school?
- Do you want to date more?
- Do you want to get along better with your teachers? Your parents? Your significant other? Your friends?
- Do you want to get a job?
- Do you want to get your license? A car? What kind?
- Do you want to not have to worry about money in your life?
- Do you want to begin investing?
- Do you want to go to college or a trade school? Where?
- What careers would you like?
- Do you want to get married?
- Do you want children? How many?
- Do you want to get a house? What would it be like?
- Where would you like to live?
- Who is in your life?
- Are you close to your family members?
- Are you close to your current friends?
- Would you like to meet new friends?
- Who do you want to be?
 - Someone who gives back to others
 - Someone who has financial abundance
 - Someone who is kind
 - Someone who treats people well
 - Someone who handles frustration and anger
 - Someone who gives people a chance to shine
- What do you want to look like?
- What's your health like?
- What parts of the world would you like to see?
- What musical instruments would you like to play?
- Would you like to play a sport? Which one? What position?
- Would you like to take singing lessons, act, learn to build, fix a car?
- Want to fly a plane? Sail a boat? Start a business?
- How can you help humanity?
- How can you make the world a better place?
- Would you like to invent something?
- Would you like to work in politics?



When it appears that people have stopped writing, give them one more minute to write anything else they can think of. Then have everyone put a number next to each item to represent how many years they think will pass before that goal might be achieved.

- 1 – for one year
- 3 – for three years
- 5 – for five years
- 10 – for ten years
- 20 – for twenty years

Have them circle the items that have a ‘1’ next to them. These are their one year goals. Have them write those down in their journal. This will begin the process of bringing those to the forefront of the brain.

SMART Goals

Now that the brainstorming process is done, it’s time to put the goals into the right format for them to happen and to look at them to see if they really make sense for us. Many people write goals but not everyone makes those goals a reality. Why do some people achieve their goals while others do not? Are there some specific strategies that can help?

There are indeed some basic tools that help us format our goals so that they become achievable, methods that mesh with brain science and human behavior. Since we already know the power of words, it’s important to be sure the goals have the proper words in them.



To demonstrate an important quality of a good goal, tell the students that you’re going to give them a direction and they are to do it as soon as you are done saying it. Tell them, “Don’t stay seated.” Most will sit for a minute while their brain processes this information. Then someone will get up; then they all will. Have them sit back down. Then tell them, “Get up”. Most will rise immediately.

Why is this? What happens is that our brains have difficulty processing negativity. Our brain tends to ignore the negative word ‘don’t’ in the first command and we only hear the ‘stay seated’ part. This was an audience demonstration by Dr. Phil McGraw on the “Oprah Winfrey Show” a few years ago.

Having negative words in our goals can direct our brains to do just the opposite of what we ask. ‘Quit smoking’ is heard by our brains as ‘smoking!!’ No wonder it’s hard to quit. ‘Losing weight’ is something our brain doesn’t want. It doesn’t want to lose anything. Who does? How do we get around this challenge? We have to choose better ways of phrasing what we want. Therefore, the first rule of effective goal setting is to state the goal in the positive. Instead of “I want to quit smoking”, say, “I want to be smoke free”.



The rest of the goal setting strategy is delineated with the model: **SMART**

- **S – Specific.** You must have detail in your goal. If you tell your parents that you want more clothes and they give you a sock, will you be happy? It would be better if

you stated that you wanted or needed a new coat and a sweater and even better still if you told what kind of sweater you wanted and in what color.

- **M – Measurable.** Many students say they want to do well in school. What does that mean? Does it mean no grade lower than a 70? Does it mean all A's? It's different for everyone but you need to be able to measure your results or you won't know if or when you get there.

(My story: One of the greatest strategies I've found in walking for exercise is the use of the pedometer. Somehow knowing how many steps I've taken gives me the desire to take more and to beat the amount I did the day before. Strange when you think about it, but if that's the way the human mind works, then why not use it to my benefit?)

- **A – Actionable.** For a goal to have any meaning for you, you must have the power to make it happen. For example, if your goal is to have school start later than it does, unless you plan on starting a campaign within the school with students, faculty, administration, school board and parents, this goal is outside your ability to make happen. Just sitting there tired in class wishing school started later is not going to make the school time change.
- **R – Realistic.** If your goal is to be one million dollars richer tomorrow, that's not realistic unless you are the lottery winner or a relative just left you a fortune. Some things are not physically or emotionally possible in some time frames. They may need more time or maybe they're just not possible at all.

(My story: I have a student who's been trying to get me to do a cartwheel for two years. Unless I do some massive flexibility training and get some gymnastic coaching, it is not realistic for me at this moment to get my feet over my head.)

- **T – Timely.** Goals need time deadlines. If you've set a goal and it's never come true, it's probably because it was too vague and had no set time for it to happen.

As humans, we need to know that we only have so much time to do something. Having limited time helps spur us into action. We go into scarcity mode (the less we have of something, the more we tend to want it) when time or anything else is short. That time becomes more valuable and we somehow kick in and make things happen. Same with goals. Say you want to do whatever it is by a given date. Setting a deadline will help give you the drive to get your goal done.

One final piece of advice in goal writing is that we need to keep our goals where we can see them regularly. We can put them near the screen of our computer, carry a card with them in our wallets, or put them on our cell phones or wherever new technology permits. As we learned from the seating chart quiz, doing something over and over makes it part of who we are. If we want to make these goals happen, we need to put them in front of our faces. Our brains will keep those images on the front burner and we'll see opportunities to make these goals become a reality because they're in the forefront of our brain.

M&M Arm Wrestling



Take a few minutes to play ‘M& M arm wrestling’ (Check the end of the lesson for directions). It’s a great opportunity to take a break from the lecturing and give the more kinesthetic students a chance to move around.



Goal Setting (continued)



Return (or if it’s the next day, begin) assessing the goals that the students have written. Get a few volunteers to tell one of their goals and go through the steps of SMART goal setting with the class.

For example, if someone writes as a goal ‘I want to graduate this year’, ask:

- Did they state the goal in the positive?
- Did they mention where they wanted to graduate from? (specific)
- Can we tell when someone has graduated? (yes, it’s measurable because they wear those funny hats and walk across the stage to ‘Pomp and Circumstance’)
- Is it in the power of the student to graduate this year? (actionable)
- Is the person a senior with enough credits to graduate? (realistic)
- Does it say when they want to graduate? (timely)



Revise the goal to say something like, “I want to graduate from _____ School with my class in June 20__.”

*(My story: I made the mistake of saying I wanted to retire from my teaching job at my school – so I could write this book and share this course – in 2004. What I didn’t say was **when** in 2004. I should not have been surprised when my retirement account was miscalculated and I didn’t actually get to retire until November of 2004 instead of June.)*

Demonstrate this process with a few more student goals and then have students work on some of their own goals. When everyone is done revising the goals in their journals, give them a blank piece of lined paper. Have them write their name on the top and then list the top ten one year goals they developed from the previous exercise. They must be sure that their goals are stated properly – in the positive and SMART. Have them circle the goal that they most want to happen.

Business coach Brain Tracy states on his tape series that most people don’t take the time to write down their goals. By writing them down, the students join the small group of people who have done so and have become extremely successful, just as the members of that graduating class did so long ago. Tracy recommends putting the paper away for a year. Most would be amazed how many one year goals had come true. He has employed this technique with thousands of people over the years in the various seminars he gives. Most of those people not only had most of their goals happen, they wished they had written more!

(My story: I personally did a similar exercise at a conference where I wrote down 17 goals, one of which I listed how much money I would personally make by selling my flight school after the sudden death of my business partner. I found that list two years later and although circumstances with the flight school ended up quite different from what I imagined, I made the amount I had blindly listed two years prior almost to the penny. I also had achieved 15 of the 17 goals I had written.)



Have them go back to their journals and write:

My top goal for the year is: _____

To help make my goal come true I will do these 3 things: _____

What I can do immediately to make this goal happen is: _____

Give them a business sized envelope. Have them address it to themselves with the school address as the return address. (You may need to model this on the board as many students have not sent letters and do not realize the proper format to do so). They are to put their goal sheet into the envelope and turn it in without sealing the envelope. They will get it back sometime within the next year when they least expect it. The instructor will give them credit for having done this assignment but will tuck these away for 6 to 12 months. At that time, they will be sent to the student from the school, if possible (my school mailed them and paid postage) with the following letter inside.

Dear Former Strategies Student,

Several months ago, you wrote your goals and put them in an envelope. Here they are, many months later. Hopefully, some of these goals are now a reality.

Some of your goals may have changed. Some probably weren't 'SMART' enough to happen (Remember SMART??). Some might need a little tweaking. I wish you the best in making those come true.



Remember that if you want your goals to happen, you should keep them where you can see them daily. You can either use this list, your treasure map [in next lesson] or create a new set of goals for yourself.

Take care and may all your goals come true!

The final step in goal setting is to check in with our goals on a regular basis and do something small each day toward making that goal happen. If it's a goal that requires will power to achieve, make that your main goal. According to an op-ed article by Sandra Aamodt and Sam Wang for the New York Times ('Tighten Your Belt, Strengthen Your Brain'), "the brain has a limited capacity for self-regulation so exerting will power in one area often leads to back-sliding in others." They also said that practice improves our will power capacity which is comforting to know as we humans struggle with so many distracting temptations.

Taking a small step each day towards making goals a reality is a great strategy on many levels. Self-esteem rises because we're doing something positive, productive and important. A sense of confidence develops as we accomplish each step and see the job getting done and the goal getting closer. Author Jack Canfield ([Chicken Soup for the Soul](#) series with Mark Victor Hansen) says that when you "take care of the little things, you break the habit of settling."

~ ~ ~ Activity – M&M Arm Wrestling

Objective

To gain as many M&M's as possible

Directions

Students are asked to choose a buddy. If seated at a movable desk, they are asked to turn their desk so that it faces their buddy's desk forming one surface. Buddies are asked to 'assume the arm-wrestling position'. Remind them of the safety directions that apply to all activities and let them know that they are to remain seated at all times during this activity.

Say to the students, "Begin when I say, 'Go!' You will receive an M&M every time your arm touches the desk. Does everyone understand? Ok, go!"

Most students will begin arm wrestling, although at no point did you tell them to do so. You asked them to assume the arm-wrestling position and they assumed they would arm wrestle. In actuality, all they had to do was go back and forth with their arms in the arm-wrestling position, alternating whose hand would touch the desk. In this way, they could accumulate many M&M's instead of the one a so-called winner of arm wrestling would have received.

After the debriefing session, be sure to have enough M&M's to share with the class.

Debrief

If no student pair has discovered the method of accumulating multiple M&M's, stop the activity and ask them if you ever asked them to actually arm wrestle. Repeat the directions again slowly until at least one group has figured out the strategy.

- Ask the students what they thought the purpose of the activity was (other than getting free food!) Some will talk about making assumptions, others the importance of following directions. Some may feel tricked by the activity which opens the question of trust.
- Ask if anyone knew that it wasn't arm wrestling but did it anyway because everyone else did. What questions does that behavior open? Perhaps following the crowd even though what they're doing isn't what's right for you and doesn't lead to the solution and reward.

Note: The above teambuilding game description was provided by the International Association of Teamwork Facilitators (<http://www.IATFconnect.com>).

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We love what the IATF is doing and we urge you to visit the site and access all their great resources. Here's the link:
<http://www.IATFconnect.com>

Typical Student Reactions

Students are surprised to see how much they've improved as they begin assessing where they were in their lives and where they are now. They also enjoy the brainstorming process and the M&M Arm Wrestling activity.

*Good teaching is one fourth preparation and three fourths theatre.
Gail Godwin*

LESSON 34

Intended Outcome

- To expand briefly on the goal setting process
- To teach the process of visualization so that students may use it correctly to achieve the goals they have set for themselves.
- To help students access their imaginations to create the success that they want.
- To learn how to use our imaginations to improve our quality of life instead of using them to create stress.

Recommended Supplies

None

Mindset of the Instructor/Rationale for Lesson

As in previous lessons, the instructor acts as a guide as students experience a journey into their imaginations. Students are encouraged to use visualization to help their imagination practice skills they want to improve.

Sequence/Content/Instructor Directions

The previous lesson acquainted students with the process of setting meaningful goals for themselves. There is another valuable component to the goal setting process that deserves attention. Daniel Pink in [Drive: The Surprising Truth About What Motivates Us](#) says that “goals narrow our focus.” That’s fine in terms of achieving the goal. What we must be careful of is the acquisition of the goal at all costs. There are many stories of companies who achieved their goals but chose unethical and unsafe methods to arrive there. As an example, Pink quotes researchers who talk about how Sears employees were given a sales quota on auto repairs and reached it by overcharging customers or doing unnecessary work. When we’re going for our goals, we must keep in mind that how we get there is as important as the journey and the goal itself.

Visualization

As humans, we constantly picture our lives – past, present and future. We think about what has happened to us in the past, often regretting choices we’ve made. We worry about the future, creating stress in our bodies by the thoughts we have about what might be. We are visual creatures who are constantly picturing. The phrase, ‘a picture is worth a thousand words’ exemplifies this behavior. For many of us, our brains would much rather process pictures than a large group of words. So how can we use this concept to help us create the lives we want?

Einstein thought that the imagination was the most powerful tool we have as humans – even more powerful than our intellect. “Imagination is more important than knowledge, for while

knowledge points to all there is, imagination points to all there will be,” he stated. Our imaginations are endless. Accessing ours opens the doors to untold discoveries and possibilities.

How do we open the door? We visualize. What is visualization? It is the process of picturing a possible future event as vividly as possible with as much detail as we want. Visualization allows us to tap into our imagination and have it work for us rather than against us.

Here’s how visualization works against us: When we worry, we imagine what horrible things might happen to us and those we care about. Our hearts beat faster, we become anxious, and sometimes even lose sleep over our worries. What are worries? Just thoughts we picture. Our worries are just thoughts we picture. Author and speaker T. Harv Eker said that our mind is the greatest script writer in history. It makes up incredible stories and we believe them. He quoted Mark Twain who said, “I’ve had thousands of problems in my life, most of which never actually happened.”

Instead of vividly picturing what we fear, it would be more productive to use the art of visualization to picture what we want. Even if we don’t get what we want – and the more this strategy is practiced, the more we seem to get – there is less stress involved in thinking these pleasant thoughts than the more worrisome ones. As Dr. Wayne Dyer says in Excuses Begone! - if we’re not 100% sure that the thing we’re worrying about is going to happen – and who can be 100% sure? – why not choose to think the opposite?

Acting coach Jane Marla Robbins states, “Imagination is a talent we all have, naturally, as children. It doesn’t go away when we get older. Sometimes if we’ve been taught to suppress it, it may seem to have disappeared, but we can wake it up again. Which is a good thing, because your imagination can transform a lot of potentially miserable situations into experiences you could actually enjoy.”

Visualization is used in many professions as well as by athletes, movie makers, authors. It is used in the medical field to help patients create their own wellness, for relaxation and for stress reduction.

Athletes spend a good amount of time visualizing. Basketball players visualize the ball going through the hoop. Golfers visualize the path of the ball toward the green. Baseball pitchers ‘see’ the pitch they want passing across the plate while the batters visualize the ball they hit going over the fence. ‘Seeing’ what we want is a positive way to help propel our goals into reality.

All of the products we now use were discovered with the power of our imagination through the use of visualization. Edison ‘saw’ electricity in his own mind long before he was able to light the first bulb. NASA scientists visualized a man on the moon long before the Apollo mission ever landed. And every article of clothing we wear was once in the mind of the designer before it went to sketch pad, sewing machine, clothing store and to our homes.

(My story: I use visualization frequently. Many years ago, I wanted a red convertible. I knew exactly the one I wanted because I had rented several and narrowed down the search to a red Chrysler Le Baron. The only dilemma was that I couldn’t afford it. I kept picturing myself in it, though.

One day as I was driving, I saw ‘my’ car sitting on the side of the road in front of a dealership. It was exactly how I had pictured it! It was from the current year but because it had been owned for a short time by employees of the company; it was several thousand dollars cheaper and right in my price range.



Was it pure luck? Was it because I had my goal in front of my brain so I saw what I was looking for? Was it because I was visualizing myself in it on a regular basis? Who can say but I believe that the way our brain is set up is more powerful than we consciously know.)

There’s the story of a high school student who pictured herself sitting next to Oprah Winfrey one day. She started a business and was very persistent in selling her product to reluctant stores. How did she do it? She tells Jean Chatzky in her book The Difference, “I willed it. It was an absolute belief that this would happen to me. I believe you can take mental snapshots of your future and what success looks like to you. If you mentally see yourself in a scenario, you’ll start to make decisions in your life that get you there.” Who is this successful woman and what is her product? Her name is Sara Blakely and she invented Spanx.

Then there are the times when we visualize something negative happening to us. Most of us have experienced a time when we said we hoped something bad wouldn’t happen to us and then it did. Who hasn’t said something like this, “I hope I don’t fall” right before they do. Why does this happen? Is it because we’ve brought ‘falling’ to the front porch of our minds? Is it because now we’re so focused on falling that our brains look for ways for us to fall? Is it because by wondering what we’d look like falling, our brains rehearse the upcoming event?

(My story: My father-in-law had rented a car in Ireland and one of the first things he said kiddingly is that he sure hoped he didn’t get a flat tire. A few minutes later he did.)

According to Dr. Carla Hannaford, “Learning a motor skill by observing and mentally practicing it through visualization allows the brain to rehearse the neural pathways that control the muscles involved.” In other words, every time we practice something in our minds, it’s almost as if the event has happened.

(My story: As an actor, I found it useful to visualize my part while I was memorizing my lines. The company I worked with was so busy with so many shows that we often only had one or two rehearsals before we were on stage. I would visualize the play and it would be as if I had had a rehearsal.

The same was true for taking flying lessons. Because they were very expensive, it was not the type of situation where people took extra lessons. Money was tight so I’d fly once every other week, not the most efficient or effective way to learn anything. My instructor told me to ‘chair fly’ in between lessons. I didn’t know what he meant. He told me that I should pick a chair at home that would represent the seat in the plane. I was to go through the entire lesson using the

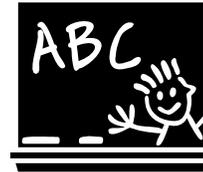
chair. I'd do my checklist, practice talking to the control tower and basically do the entire flight from my living room. It sounded strange to me at the time but I tried it. I pictured that I was in a plane and although there was no wind in my living room (or other airplane traffic), the experience was enough for my imagination to count it as a lesson.)

The Letter Game



To practice the concept of visualization with students, use the **Letter Game**. The object of the game is to say in one minute as many words as possible that begin with a certain letter. No proper names are allowed and the words must be G-rated. Here is the sequence of how the game works in this context:

- Have a student volunteer to try the game and another volunteer to be the time keeper. Keep a tally of the words the student mentions. Give the letter 'N'.
- What seems easy is actually more difficult than it appears. Some members of the class will laugh at the volunteer because they can think of many words that begin with 'N' that haven't been said.
- Ask for another volunteer. Usually students are feeling competitive and want to try to beat the previous record. The second volunteer will also find that it's more difficult than was thought.
- Have one more student try the same procedure. Use equally weighted letters such as 'T' or 'R'. Avoid vowels or trickier consonants.
- Then have everyone open up their journals. This time everyone will try at once but the time will be extended to a minute and a half to allow time to write. Choose another simple letter such as 'D'.
- Have them count the words they have written. Go up and down the aisles and ask them their total. Remind them that we're all different and there is no negativity connected with a lower score. Some people are more visual than others and some are better with words. Ask the ones with the highest scores to read their lists so that others may learn from their success at this game.
- Now that they have heard the various lists, students will have picked up a few tips. Try another round with another simple letter such as 'M'.
- Ask if anyone's total has gone up. Some will have because they're a bit more comfortable with the game. Others will have expanded their list by listening to what others say.
- Ask if anyone has any strategies. Some might suggest adding 's' to nouns. Others might go for additional forms of the same word.
- Do another. Try with another simple letter such as 'B'



- Ask again if the scores have gone up. Some will have used the new strategies they heard.
- Now have them put their writing utensils down to listen to a visualization exercise. Have them close their eyes. Remind them that they are safe with their eyes closed as you will stay where you are and so will everyone else. Take them on this visualization journey:

“You will write a list of words one last time. But this time will be better than all the rest. When I tell you to start, you will put your pen or pencil to the paper and the words will flow from you like never before. All your doubts are gone and you can’t believe how many words will be passing from your mind to the paper. You are getting better and better at this game by the minute. See the words pile up on the paper. See the highest score yet for yourself.

Open your eyes, pick up your pen and start writing words that begin with the letter ‘S’.

- Ask students to count up their words again. Ask them how many had many more than they did all the other times. Most of them will say they did because they saw themselves as successful in their mind’s eye, their imagination before they began the task.



Ask them now to look at their one year goals that they recently wrote. Have them close their eyes again and visualize their top goal, what it would feel like to have that goal come true; what it would look like to be in the places they talk about with the people whom they want in their lives.

Have them write their top goals in their journals. After they write their goals, have them answer these questions. Model this process with a goal of your own.

- Why do you want this goal to become a reality?
- Give three words to describe how you’ll feel once you achieve it.
- How will reaching this goal affect your life?
- What hurdles do you expect to run into along the way?
- What can you do to prepare for the hurdles or overcome them?
- What sacrifices will you have to make for this goal to come true?

Share with them that visualization is a powerful tool used by successful people everywhere. But to work, it must be accompanied by action. It is like the fuel in a car that is ready to use as soon as the driver takes the action of turning the ignition key.

Typical Student Reactions

They very much enjoy the letter game and the stories. They are surprised at how much they improved after the visualization strategy. Most found that they improved considerably more with visualization as compared with the other specific techniques.

Great teachers empathize with kids, respect them, and believe that each one has something special that can be built on.

Ann Lieberman

LESSON 35

Intended Outcome

- To have students make a **Treasure Map** of the people, places and things they want in their lives.

Recommended Supplies

- Poster boards or science fair backboards, markers, glue
- Extra magazines for those who don't bring them

Mindset of the Instructor/Rationale for Lesson

This lesson allows students to create a visual picture of the goals they delineated in a previous lesson. Students need to be reminded for several days that they should bring in as many pictures as possible of their goals. It's advisable to have lots of magazines and newspapers available for those who don't have access to the materials required.

It would be helpful for the students to see a **Treasure Map** that the instructor has made of his/her goals. It not only models the activity but also provides connection and the realization that adults, no matter what their age, have dreams and goals, too. Encourage students to take their **Treasure Map** home after they have been graded so that they may see it daily.

Sequence/Content/Instructor Directions

A treasure map, or vision board as they are often called now that they're more mainstream, is a visual display of one's goals. Research shows that the subconscious and imagination absorb information best in picture form so a collage of images will be more easily assimilated than a list of goals.

Many people now use these to help make their goals become realities. American downhill skier Julia Mancuso had winning a gold medal at the Olympics pictured on her map before winning the gold in Turino in 2006. In an interview prior to her race at the Vancouver games in 2010, she said, "My vision board is almost fulfilled." Oprah Winfrey and many of her guests swear by them for the results they have obtained by using them.



Have students begin to create a collage or map of the life they wish for themselves. It can be done as a pure collage or it can be shown as a map or journey. The more pictures, the better. Pictures should illustrate choices for their lives such as:

- The college they want to attend
- The car they want to drive

- The qualities that they want to have
- The family members they want to remain close to
- The family they will have when they get married and have children
- The career they want to have
- The charities they want to help
- The financial success they want to attain

When the poster is done, it should be placed in their room at home in a place where they can see it daily. Having the poster visible each day allows their brains to process the goals more effectively because brains tend to be more visual.

Typical Student Reactions

Most enjoy making this poster with the exception of those who don't consider themselves creative.

Teacher: Two kinds: The kind that fill you with so much quail shot that you can't move, and the kind that just give you a little prod behind and you jump to the skies.

Robert Frost

LESSON 36

Intended Outcome

- Have students learn a model to help them achieve the goals they set.

Recommended Supplies

None

Mindset of the Instructor/Rationale for Lesson

This is an opportunity to share with students the techniques of creating a model to achieve a task. To help them remember the parts of the model, the key words have been matched to a word or phrase that's easy to remember. They can do the same with those things they need to memorize in other classes or any time they have something new to learn.

Students often don't realize that learning continues long past graduation and that it's important to have strategies work for us throughout our lives. New jobs require that employees memorize a routine or process. Getting a driver's license requires that people memorize the rules of the road. New technology demands we figure out all the applications they offer.

This lesson practices creating and using a model on the goals that we set so that they get the attention they deserve.

Sequence/Content/Instructor Directions

Our brains receive constant stimuli from all our senses. We can't think or consciously process each piece that our brain receives – every sight, every scent, every sound, every feeling. The amount of information coming in is overwhelming. But we **can** make it easier for some things to be in our area of focus. This is especially important if we are to make our goals a reality.

We need a few strategies to keep those ideas in the forefront of our brain. Picture living in a house with a front porch, one that we cross through every day on the way to school. In order not to forget what to bring with us each day, our strategy might be to put what we need on the front porch. It would be almost impossible to forget these things because they're right there for us to see. Same with our goals. When we put them right in front of us on our mind's 'front porch', we can't help but see them and the opportunities that connect with them. But we have to know what our goals are just as we need to know what to bring to school each day otherwise we won't recognize the opportunities that abound to make our goals come true.



To help make the goals happen, think of the phrase '**JET your way to success**'. Here's what the letters in 'JET' stand for:

J = jot down your goals

E = envision what it would be like for that goal to happen

T = take a few minutes a day to do something toward making that goal happen



Jotting it down is something we all could do each day. Since students have already come up with their top ten one year goals, it will only take a few minutes to jot down their goals each day, helping them to put that goal on the ‘front porch’.



Since according to Einstein, the imagination is more powerful than the intellect, it’s extremely useful to engage the imagination as we **Envision** ourselves achieving our goals. It’s easier to do with eyes closed because it eliminates visual distractions.

Have students jot down their top goal then have the class visualize that goal for about one minute using as many senses as possible. Have them picture themselves walking across the stage at graduation, getting their license, confidently asking someone for a date, getting the acceptance letter for the college they want to attend or any other goal that is important to them.

Have them **Take a few minutes** to write something they could do today to move them closer to making their number one goal happen.

In fact each night they should write down one small step that they could do the next day that would move them closer to their goals. The tinier the task the better because it will be is easier to do. The trick is to make the goal ambitious but make the tasks to make the goal a reality small.

Once we start doing that small task, the **Procrastination Strategy** will kick in and we’ll move further ahead in making the goal more of a reality than we originally thought. Fire Your Shrink author Michele Wiener-Davis who is a professional therapist says, “People who live their dreams are those who stop considering all the angles, weighing the pros and cons, and just do it. They’ve come to realize it’s time to stop talking to their friends, families....and begin living. Without action there is no change.” That’s how powerful doing something each day is. The little task that’s done toward a goal provides momentum that propels that goal into reality.



To help them practice this technique, have them write the story of their life ten years from now in as much detail as possible. Have them write the story in the present tense. They should talk about where they would live, what kind of house, whether they’re married, if they have children, what they do for a living, who they help charitably, what friends are still in their lives, how connected they are with their family members, etc.

Have them keep in mind that goals should be realistic so unless they have a job that affords high-end purchases, they should be describing what they can reasonably afford. (Remember the **R** in **SMART**) With this mindset they could also describe what kind of

car they drive, where they're traveling to, what instrument they play, whether they have pets and so on. This is the verbal description of what's on their treasure map.

Encourage them to have fun with this exercise which engages their imagination, almost like a letter to Santa when they were kids.

Typical Student Reactions

Some have challenges with writing so they may need a bit more coaching to write their story. Others will thrive. There will be a lot of variety in the writing based on their learning style and comfort with writing.

*The main part of intellectual education is not the acquisition of facts but
learning how to make facts live.*

Oliver Wendell Holmes

LESSON 37

Intended Outcome

- To check the progress of ‘Successful Person’ Projects
- To open the discussion on plagiarism, cheating, ethics and self-esteem

Recommended Supplies

None

Mindset of the Instructor/Rationale for Lesson

There are two main reasons for this lesson. The first is to offer students a guided path to get their work done in a timely and effective manner.

The second is to open the door to discussing whether it is ethical to take work from others or to cheat.

Sequence/Content/Instructor Directions

The presentations are a little over two weeks away. This is a good time to check in with everyone and see what they’ve completed. Ask the following questions:

1. Has anyone picked up their poster board yet?
2. Has anyone found a quote that their person said?
3. Has anyone found any pictures yet of their person?
4. Where could they find pictures if they haven’t found any yet?
5. Has anyone begun to find information yet on the person?
6. Is it okay to copy and paste info that you find on the web?
7. Is it okay to take work from someone else?

Cheating

Many students think it’s acceptable to copy their work from someone else. They were brought up in a time when the internet was already in existence. They have learned to ‘cut and paste’ with the best of them. Although for this project, they are not required to write a bibliography or footnotes, they should be aware that they should write their biography of their person in their own words. Many are not sure how to take information they find online and write it in a new way. Taking a few minutes to demonstrate the process may be helpful.

Set aside some time to discuss these questions:

- What is cheating?
- Is it ever okay to cheat?
- On a test?

- In a relationship?
- What does it say about a person if they do cheat?
- How does it make both parties feel?
- What does it do for their self-esteem?
- Does the end ever justify the means?

The discussion is usually quite surprising. Students have been brought up witnessing famous people caught for cheating – President Clinton’s dalliance with Monica Lewinsky, the arrest of Martha Stewart, the ponzie schemes of people like Bernie Madoff in the late 2000’s and many more recent examples as well as people in their own personal world, who have gotten away with something.

Students often think it won’t matter to anyone if they call in sick for work so that they can go out with their friends, something that could be considered a form of cheating. They often don’t look at the work situation from the point of view of their boss or co-workers who have to do double shifts or do twice as much work because they are not there.

~ ~ ~ Activity

Goal: To help students see a mini version of what calling in sick might feel like for the other workers and the employers



Ask for four volunteers.

- Gather a large quantity of books (at least 24) and place them on one side of the room.
- Choose three students to be employees (the more outgoing are usually the best choices) and one student as the employer directing their work.
- Create a scenario where the books must be moved in order for the company to stay in business.
- Have the class brainstorm the duties of the employer (oversee the employees, pay the bills, pay the employees, order the product, etc.)
- Ask the students if it’s the employer’s job to be moving the books.
- Ask the 3 employees to move all the books to the other side of the room modeling a normal work day when everyone shows up for work. Each student should carry 8 books.
- Then have one of the students ‘call in sick’ to the employer. The remaining two employees must now move the books, carrying 12 each or making two trips of 6 books each.
- Have yet another employee ‘call in sick’ because he/she wants do something else, leaving just one employee to move the books. This last person either has to move the books in shifts or the employer has to help to get the job done.
- Ask the students:
 - How would it feel to be that last employee having to do the work of three people?
 - How does it feel to be the employer?



- If the employer is helping the employee because everyone else called in sick, when is he/she going to get his/her work done?
- What will happen to this company if this type of scenario happens often?
- Suppose rather than moving books, this company makes a product that we all would like to buy. What will happen to the price of the product if all the work isn't done as well as it could and should be done?
- Should the employer keep an employee who is out all the time?
- What is our responsibility as employees when we take a job?
- How would we feel if we weren't sick but called in anyway knowing that because of us, everyone else had to double up?
- What effect might that have on our self-esteem?

How about shoplifting? Is that ever okay? Do we have the right to take something that's not ours? How would we feel if someone took something of ours? Just because a store is part of a big chain, does that mean we have the right to take something from it? Who pays for what we take? Do they realize that every time a towel is taken from a hotel room or an item is stolen from a store, the price goes up and that, ultimately, we all pay.



In the early days of the internet, a company called Napster allowed people to download music without paying. People said, "Everyone's doing it", the eternal response when people are doing something they know is wrong but that they want to do anyway. Is it right? Shouldn't the people who wrote and recorded the song make money for their work? Don't we want to be paid for doing our job? How would we feel if someone took some of our pay? How would we feel if we created something ourselves that everyone wanted and someone took it? How would we feel if someone stole the money we had saved to buy the things we needed for the prom?

(My story: I used to work for a theatre company. One night we had returned from doing our show and as we approached our home base, my boss asked me where I had parked my car. I told him that it was right in front. It wasn't. It had been stolen. What a horrible feeling. What right did someone have to take a car I worked so hard for?)

We said previously that words matter. No words count more than those we give to others – or to ourselves. Our words and actions define who we are. Most of us want to hire, marry or be people of integrity. Integrity in this context is defined as 'the quality or state of being of sound moral principle; uprightness, honesty, and sincerity'.

In terms of school work, many students think it is acceptable to buy a report from someone or from the internet. They justify their actions with questions such as, "Who will know?" or "I don't care about this assignment anyway so who cares if I get it from someone else?" Is this cheating? Is it the right thing to do? Do you deserve a good grade for doing nothing?

Students don't often realize what activities are encompassed in the act of cheating. Since so much importance is often placed on grades over learning by students as well as parents, some students figure that they can do whatever it takes to get the grades they want and need. Cutting and pasting from the internet, copying from someone else, lying to a teacher saying they left

something at home, staying home from school 'sick' the day a big assignment is due are all deemed appropriate to the ethically challenged student.

Let's take a closer look at cheating on a school assignment. If someone is caught, the consequences may be more embarrassing than not doing as well on the quiz, test or assignment.

Many questions arise as we analyze the subject of cheating:

- Do we want to be known as a person who cheats?
- Or wouldn't you rather be
 - A person that others can count on?
 - Someone who others might want to be in a relationship with?
 - Someone an employee would want to hire?
 - Someone who others would trust to drive their car?
- How do we feel about cheaters?
- If someone's character allows them to cheat on a test, isn't it possible that they will cheat in a relationship?

Trust

Whether we like being judged or not, we are always being evaluated by the people around us. People observe our actions, hear us speak and make a conclusion about us. Even banks judge us because our integrity matters there as well. When we want to borrow money, whether or not we get the loan and what percentage interest we will have to pay is based on a number called the FICO score. If our score is too low, we won't get the loan. If it's not high enough, we'll qualify for the loan but will have to pay a high interest rate. But no one will let us borrow unless we have a good history of not only paying our bills but paying them on time.

EBay is another widely used service that incorporates trust in its practice. If we want to sell something on EBay, we must be someone the potential buyer trusts. How do they determine that trust? First of all, we must handle all our transactions honorably. We must do what we said we're going to do when we said we're going to do it. That includes paying and shipping on time and being extremely honest in our description of our product.

We get feedback from every transaction we make. If we do everything properly, we get a positive score. If we promise to send something after we've been paid and we don't, the buyer will give us a negative rating and write a comment about what we're like to do business with. Too many negative ratings and our EBay life is not going to last long at all. Students might suggest that we can go to other sites if EBay has rated us poorly. But that is not the solution because EBay at this moment in time is the definitive auction site and the most trusted. Handling our transactions the right way and in a timely matter is really the only way to succeed there.

Self-Esteem

The discussion until now has been mostly of a practical nature. On a less visible level is the issue of self-esteem. Everyone is searching for it. Many are claiming they don't have enough. Low self-esteem prevents us from being all that we can be, and is often just a mindset we get into because we're comparing ourselves unfavorably to others who seem to have more than us.

We allow other people to define who we are by their words and actions about us. We have to begin the process by at least accepting that we have a lot going for us and focusing on that rather than what we don't have. Anyone can sit and list all the things they don't like about themselves sending their self-esteem downward. But we also have the option of choosing ideas and words (Remember the "W" in STARpower?) that make us feel better.

Many people don't realize that their self-esteem is affected when they choose to cheat, lie or get away with something or when they take the easy path rather than doing the right thing. We all appreciate a compliment or kind word but those boosts are fleeting and dependent on other people. Our self-esteem is determined by how we conduct ourselves in the world, what we accomplish and to a small degree, what others think about us.



Have students pick a page in the back of their journal at least three pages in. Give them about ten minutes to begin a list of all the things that they are capable of doing as well as positive qualities they possess. This list could include strengths, talents, charitable acts performed. Help them get started by suggesting things like:

- I'm kind to people
- I am good with my hands
- I can text faster than anyone
- I helped my grandmother last week
- I tried learning to play an instrument
- I have nice eyes
- I've been procrastinating a lot less lately
- I passed math last semester
- I passed driver's training
- I didn't gossip yesterday about anyone
- I didn't text anything negative to or about anyone
- I'm getting my homework done more regularly lately
- I've been eating healthier most of the time
- I've been trying to spend a little more time with my family
- I'm always there to help my friends when they need it

The goal is to make the list as long as possible with all the little things listed that help us realize that we all are valuable to this world. All we need to do is take the time to notice. Have them add to the list and tell them they need at least 25 entries by the next time you check the journal.

(Note: Write encouraging and complimentary notes to them when you get to read their entries.)

If self-esteem is so important, how can we raise our level? Here are a few suggestions:

- When given a choice in a situation, do the right thing even if no one notices. You'll know. And when all is said and done, that's what matters most – how you truly feel about yourself.
- Don't always take the easiest road. Challenge yourself, not so that you put yourself in any danger, but so that you step out of your comfort zone.

(My story: At one of many seminars I attended, the participants were asked to do something that they thought they couldn't possibly do – break a one inch board with their hand. Although there was much initial doubt in the room, all sixty teens and twenty-four teachers broke through their boards. It was surprising, exciting and empowering.

I took three students and a fellow teacher to a subsequent seminar. I remember them talking on the plane telling me, "I'm happy to be going but I could never break a board." I knew that they would break the board but I told them not to worry and not to feel that they had to do anything they weren't comfortable doing. They didn't think that breaking the board was within their power and certainly not in their comfort zone. One of my best memories was the look on each one's face as they broke through their doubts about themselves and broke through the board! Talk about self-esteem!)



- Take on the hard tasks with honor. If the state assessments come around and there is no actual class credit for it, you should do your best anyway. Do your best because it's the right thing to do. If you're not great at one category, you should still do the best you can at it. Because it matters to your self-esteem.

How you do reflects on you as well as on your school and that matters to you personally. You are connected with your high school for life. If you become famous, people always go back to your high school teachers and yearbook. Even if you don't become famous, as most won't be, people will always identify you with the school you went to – even more so if you didn't go to college. By doing well on the test, you make yourself and your school proud.

- Help someone who needs it. It could be the smallest thing such as helping someone pick up their books in the hall after they drop them rather than standing there with others who might be laughing. Or talking someone out of gossiping about or bullying someone. Or it could be volunteering time at a veteran's hospital or with a veterinarian. Or raising money to help the local food bank. Or dropping that extra token in the toll booth. Every time we do something for someone else, our self-esteem rises. No one can give us that. We have to do it ourselves. But it's so worth it.
- Make a decision to live a life of integrity. Ernie Zelinski in 101 Really Important Things You Already Know, But Keep Forgetting says, "In simple terms, the best policy is to be

impeccably committed to honesty regardless of the opportunities we may have to gain money, power, or fame through lying, cheating, and deception.” Integrity is our goal in all our relationships – personal, school related, with our families and on the job.

- Consider going to college if you can. When author and financial expert Jean Chatzky interviewed millionaires in her book The Difference, one replied that having a degree, “gave me a certain level of self-esteem and self-confidence.” He continued that it was not about a high level degree, not for the money (although various research studies have shown that college graduates make at least \$1,000,000 more in salary in a lifetime than non college graduates), but for the self respect and the knowledge that it brought.

How does this relate to the **Successful Person Project**?

- Do online research but write in your own words rather than cut and paste or copy the whole material
- If you need help, ask rather than letting someone else do your work
- Do the presentation even if you’re afraid or don’t want to
- Don’t procrastinate on this one thing. Getting it done early will make you feel good about yourself and will raise your self-esteem.

~ ~ ~ **Activity - Trust Wave**

Objective

Run through a veritable sea of arms and not get hit in the face!

Set-up/Preparation

1. Divide the group in half and create two lines. The lines should face each other and be parallel. The people in the lines are ‘spotters’.
2. Have the spotters raise both arms so they are extended in front of them with arms parallel to the floor in such a way as to barely touch the fingertips of the person in front of them (in the opposite line).
3. You (the leader) will then demonstrate how to walk through the Trust Wave. I’ll refer to you as ‘the runner’. Position yourself at the end of the two lines. Announce that you will start walking at a rapid pace through the center (and parallel) to the two lines. As you approach the outstretched arms, the spotters are to lift their arms (like a drawbridge) out of the way, just in time to avoid touching you. You are to keep a steady and even pace during your walk through the Trust Wave.
4. After you successfully demonstrate how to walk through the Trust Wave, ask for a volunteer from the group to be a runner (you take their place in the Trust Wave line).
5. Give everyone a chance to be runner if they want to

Rules

Prior to someone walking through the Trust Wave, the runner must notify the group of their intention to walk through the Trust Wave. “Ready?” they ask. The group must acknowledge this person by saying in unison, “We’re ready!”

Safety Warning

- It's unlikely someone will get seriously hurt in this activity; however, if the group is involved in horseplay, you must stop the activity. Trust building activities are not the time to fool around.
- Those standing in the Trust Wave (the spotters) must carefully watch and anticipate the person walking through the Wave otherwise someone will get hit in the face.

Debrief

Trust is a two-way street. The runner must trust spotters will do their job and the spotters must trust that the runner will do his/her job. What specific strategies can you take to improve your relationships in life so that trust flows with greater ease?

Note: While the students are in this position, it's a good time to have them review their Stand and Deliver information. Students can reach across and shake the hand of the person across from them telling them their name, grade and fact. Their partner will do the same for them. Then one person in one line goes from the end of the line to the beginning and everyone in that line slides down one. The process begins again with the new person in front of them. This can be done until everyone in line one has introduced everyone in line two.

Note: The above teambuilding game description was provided by the International Association of Teamwork Facilitators (<http://www.IATFconnect.com>).

The IATF has members in 34 countries and represents a dynamic community of supervisors, managers, coaches, trainers, facilitators, and educators who are actively working to grow and leverage the most important energy source of our time - the power of inspired teamwork.

The IATF provides free teambuilding games, free and engaging leadership development TeleSeminars, free and interactive interviews with team development thought leaders, webinars, group and one-on-one coaching, workshops, presentations, books, and multimedia training materials.

We love what the IATF is doing and we urge you to visit the site and access all their great resources. Here's the link: <http://www.IATFconnect.com>

Typical Student Reactions

Students tend to be a little uncomfortable and defensive when talking about ethics. They have been inundated throughout their lives with mixed messages about what the right thing to do is. Some might still feel it's okay to cheat as long as they don't get caught.

(My story: Two situations come to mind. One student was bragging how he had gotten a new shirt from the GAP for free because the sales clerk had made a mistake. That opened the door to whether or not keeping the shirt was right. It had never occurred to the young man to return the shirt. The rest of the class had mixed reactions. Some felt that it was too bad if the clerk got in trouble (although that hadn't occurred to many of them). Many felt that a large store

could absorb the loss so why shouldn't they get a free shirt? They hadn't processed that if that happened frequently, the price of everything else would have to go up to make up for the loss. If nothing else, this lesson opens up some great discussions. Even if students say negative remarks about ethical actions because it appears 'cool' to do so, they have the opportunity to use this lesson to make changes in their lives.



Another was with a student who had taken Strategies for Success when he was a sophomore. We bantered back and forth all semester about whether doing the right thing really mattered. We never completely agreed but instead agreed politely to disagree. He took Strategies for Success II as a senior and I reminded him of our previous differences. I thought we were still on opposite sides of the ethics question until he told me how surprised he was that I never wavered in my ethical beliefs, I never blamed anyone when something was my fault, and I always set a good example for those around me. He told me that I was his role model and that he wanted to join the military to do the right thing for his country. I'll never forget the moment at the senior breakfast that year when an officer from the Army Reserves came forward to honor this young man for his goals, his maturity...and his ethics.)

Just as eating against one's will is injurious to health, so study without a liking for it spoils the memory and it retains nothing it takes in.

Leonardo da Vinci

LESSON 38 (4 DAYS)

Intended Outcome

- To have students begin to explore charities that they can work on
- To realize the connection between success and charity.

Recommended Supplies

- Markers
- Computer access for students to take the One Minute Millionaire survey
- Enough hula hoops so that each team has one

Mindset of the Instructor/Rationale for Lesson

Allowing students to brainstorm ideas for a charity allows them to find causes that are close to their hearts which increases their commitment to the project.

This lesson also explores the issues that arise when one is working in a group. When problems arise as they often do, students should strategize possible solutions. An even better technique is to anticipate potential problems and come up with a plan before any work begins.



If the course is run in the fall it is a good opportunity to do Thanksgiving and seasonal charities. Several classes have participated in holiday baskets by raising the money to buy the groceries, shopping after school, decorating, assembling and delivering the baskets to the selected recipients.

Sequence/Content/Instructor Directions

Many of the most successful people in the world are serious contributors to charity. Many actors contributed large quantities of money after the tsunami in December of 2004. Sandra Bullock donated one million dollars. Brad Pitt, Johnny Depp, Sarah Jessica Parker and others either spoke or manned the phone banks. A similar outpouring of charity happened after the 2010 Haiti earthquake. The Bill and Melinda Gates Foundation donates great quantities of money to education and other causes. Oprah Winfrey has been heard to say on The Oprah Winfrey Show that “To whom much is given, much is expected”. She donates to many charities through her Angel Network and she created a school for girls in South Africa.

As discussed in the previous lessons, teens are looking for self-esteem. Giving back to others is one of the best ways to achieve that goal. Not only will they feel better when they help others, they will also begin to focus less on their own personal shortcomings. Many of the negative thoughts during the teens’ years are focused on what’s wrong with their appearance, what their parents don’t allow them to do or how much they wish they weren’t in school. Doing charitable

work for others allows them to refocus their thoughts so that both they and the recipients of their charitable work benefit.

Brainstorming

Students are taught the concept of brainstorming and then use it for developing charitable projects for the class. Brainstorming is defined here as the free flow of ideas without editing or criticism. It is difficult to be creative and involved when criticism is constantly levied. With the process of brainstorming, creativity can flow.

(My story: The title of the book that my students wrote – How to Deal When Your Middle Name is Stress – Real Teens/Real Advice – was developed from the process of brainstorming. Everyone had a chance to offer ideas. The final title was actually a combination of three of the ideas that were on the board.)

Brainstorming also allows a greater number of people to participate and to offer a chance for people to buy into the solution. So many organizations have someone who makes all the decisions that others have to follow. This situation certainly applies to students in the classroom and often teachers in a school. Because the whole group brainstorms together, there is a greater feeling of connection and willingness to work with the solution.

Usually there are some causes that could benefit financially that are in the news either locally, nationally or internationally.

(My story: September 11 was three days after the course began so our first charity was to raise money for the families of the victims. The students also sent letters to the firemen and police officers in connection with ‘Nickelodeon’ who were collecting letters from school children across the country.

In the first year, each class worked on several charities. I found having so many charities progressing simultaneously to be quite difficult to manage. In future semesters we focused on one major project per class or sometimes a larger project in which all classes participated.

These are some of the charities that we performed after the first semester:

- *Made a holiday video for the troops in Afghanistan*
- *Visited veterans at the local Veteran’s Home*
- *Raised money to feed 40 families complete holiday dinners*
- *Wrote personal stories about their use of the success strategies learned for the “Strategies for Success II” book How to Deal When Your Middle Name is Stress – Real Teens, Real Advice*
- *Adopted families for the holidays)*



Have students take a few moments to answer the following questions in their journals:

- Have you ever done any charitable work?

- What was it? Or if you haven't done any, is there any reason you haven't?
- What made you do it? Was it required by someone or did you do it for your own reasons?
- How did helping someone make you feel? Or if you haven't done a charitable act recently, how do you think doing so would make you feel?

Take a few moments to allow students to volunteer the answers to these experiences if they are willing. If not, share any experiences that the instructor has experienced with them.

(My story: One year when I was advisor to our chapter of the National Honor Society, I met a young lady who had missed quite a bit of school for an extended illness. Her family was also suffering from illness and she was the caretaker for both her parents at the young age of sixteen. The family was having difficulty paying for the health care they needed. Her father had been self employed prior to his extended illness. Because he paid cash for all his personal and business transactions, he did not have a credit history and was unable to qualify for a loan. The family would soon be eligible for a health plan but that was at least a month away. They were going to have difficulty coming up with the \$670 they would need to pay for a month of Blue Cross health care.

When I heard the story I thought it was the perfect charity for the students of the National Honor Society to undertake. One of the characteristics of being an honor student is service. When I presented the scenario to the membership, they were eager to help. They brainstormed ways to raise the money quickly and chose to look for donations. Within one week, they had raised the entire amount. We had a check made out directly to Blue Cross and because no one knew the identity of the young lady, I had the honor of giving her the check for her family. I will never forget the look on her face or the wonderful thank you we received from the grateful family.)



Have the students get into groups of three or four and brainstorm ideas for meaningful charities. Remind them that the brainstorming process does not edit ideas but embraces them all. Have one person in the group jot down ideas with the names of all the team members. Have the group choose another person who will be the spokesperson for the group reading their selections out loud so that they may be listed on the board. Have a student volunteer record all the ideas on either paper or the computer.

When the ideas have been gathered, take some time to go through all of them and assess them as to whether they are feasible for the time frame, school situation or any other factors that apply to the class. Narrow the ideas down to about five of the most popular and then have the students vote on the one that suits them the best.

Once the charitable idea has been chosen, have the groups get back together and write the idea as a **SMART** goal. Have each spokesperson read their version and then finalize what the goal will be. Since 'T' stands for timely, decide with the class a suitable time

table to complete the project. Determine the details of what it would take to make this goal a reality.

Decide the various jobs that need to be done and have the class choose which committee they want to work on. Discuss with them that working together as a group can be challenging at times – in school, in their current part time jobs, in their future careers, in their family and the families of their future spouses, and in organizations in which they are members.

Here are some of the difficulties that may arise:

- More than one person may want to lead the team
- There may be people in the group who don't want to do any work
- Maybe no one wants to do the work
- There may be some shy members who would like to work but have trouble expressing themselves



Have students take a brief online survey which allows them to determine what type of group member they are. The site is www.oneminutemillionaire.com by Mark Victor Hanson and Robert G. Allen, authors of the book The One Minute Millionaire. Once at the site, students should click on 'tools'. The H.O.T.S. survey pops up with the four letters representing four styles of workers in a group setting – Hare, Owl, Turtle, and Squirrel. Like similar tests, there are no right answers. What this shows is that we have some innate abilities and talents. A great team will have all four types of members on it.

Note: This very brief survey may be difficult for some students but they will be able to take it with some guidance from the instructor. This survey may be omitted if it is deemed to be too difficult, if there are time constraints or if internet access is not readily available.

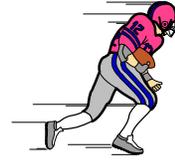
To achieve optimum success in group work, it is best to plan for potential problems and develop strategies in advance. Each group meets to discuss and record the following:

- Who will be the team leader – the person who will guide the group through the tasks at each meeting? The results of the H.O.T.S. survey may be helpful in determining the most qualified leader.
- Who will be the recorder for the group – the person who will record what was discussed and decided at team meetings
- What each person's primary learning style is and what they would prefer to be responsible for
- What the goal of their group is – and to write it in **SMART** form
- What they plan to do if someone is not doing their part
- How they will handle disagreements that might arise



Discuss the importance of team work with students since it is such an important component of success. The New England Patriots football team won three Superbowl championships in a four year period. They were considered the epitome of 'team' in

everything they did. They didn't have any self proclaimed 'stars' although the media often singled some players out. When introduced during the 2002 Superbowl, they were the first team to come onto the field as a group rather than as individuals. They refused as a team and as individuals to waste time, at least in the public eye, tearing down each other or the teams they opposed. They were classy; they worked extremely hard and they won consistently. (Unfortunately later they were not regarded as highly because of a transgression made by the coach. All the good will they had established earlier with the owners and players was lost in this incident.)



Post a sign with shared group strategies and the goal for the charity itself. Make the signs prominent and visible until the goal is met. Have students meet with the groups they signed up for and set a time weekly or whatever time frame is appropriate to check the progress. If the charity that is chosen requires fundraising, additional brainstorming and group work will be involved.

(My story: My classes raised money in a variety of methods. They sold iced coffee, had an ice cream social, ran an evening seminar called "Priceless Strategies", took buddy pictures during Spirit Week, sold candy and much more.)



~ ~ ~ Hula-Hoop Activity

To help the students begin to understand the dynamics of their team, have each team group together around one large hula hoop. The goal of the activity is to have the team lower the hula hoop to the floor and bring it back up to waist level with the following conditions:

- Place hands palm up and extend only the index and middle finger
- The hula hoop must rest on the index finger and middle finger of each hand
- Everyone's fingers must be on the hula hoop at all times
- The hula hoop must not be grabbed
- The hula hoop must remain parallel to the floor at all times

The instructor says, "Go" and each team proceeds. Typical reactions are:

- Immediate arguments begin among team members
- The hula hoop seems to rise

Teams will need to strategize to reach their goal. When each team has had time to practice, they must perform their task in front of everyone.

There is an additional team activity that can be performed with hula hoops. Have the class form a large circle with all members holding hands. Open one pair of hands and insert a hula hoop. Close the hands. The goal is to pass the hula hoop around the circle without anyone unclasping hands. Students must help each other out to make this happen. If there is time, insert a second hula hoop and have the two hula hoops move in opposite directions.

Typical Student Reactions

Students are very eager to help especially once they hear the two stories about the school charities. They also appreciate having strategies to cope with group work because most of them have experienced challenges working in groups.

They enjoy the hula hoop activities although the first one often proves to be quite frustrating to some. This illustrates that any time a group of people work together, there is the possibility of stress and that planning possible solutions in advance is advantageous.

*If we succeed in giving the love of learning,
the learning itself is sure to follow.*

John Lubbock

LESSON 39 (3 DAYS)

Intended Outcome

- To share the fact that all humans have the same basic needs and that knowledge of these needs provides another tool for creating a successful life
- To check in on progress for the **Successful Person Presentation**
- To begin review of the **List Quiz**

Recommended Supplies

None

Mindset of the Instructor/Rationale for Lesson

This lesson offers students an insight into why humans do what they do and how having this knowledge can be useful in creating a better quality of life. This is yet another key in the ring of success keys.

This lesson also models a technique of creating a way of remembering information. Students have much information to remember in school and having strategies to remember is important. The first letters of the key concepts in this lesson were arranged to form a word just as they did in the ‘JET your way to success’ model.

Checking the progress of the ‘Successful Person Project’ models the way successful people work. Students hear about a project and many of them procrastinate so much on it that they don’t really start it until the night before it’s due. Checking ourselves along the way is a positive strategy to share and it gives the instructor a chance to again touch base on the required items. As much as we are trying to grow independent responsible learners, it still is important to remind students of assignments often and in a variety of learning styles to insure the message has been received. Dr. Laurence Martel states, “Message received IS the message sent.” Many teachers and parents think that just because they’ve told a child something, the child received the message. Knowledge of learning styles tells us otherwise.

Taking a few minutes to review some of the strategies that have already been learned reminds students that these strategies continue to be helpful not only in this course and in school but also in their lives. This review not only prepares them for the next quiz which is ‘The List Quiz’ but it also begins the process of studying for the final exam extremely early.

Sequence/Content/Instructor Directions

Human Needs

There are many who have studied human needs, the most well known being Abraham Maslow with his hierarchy of human needs. Currently there are many versions of those needs. The version shared here was created from a combination of the various lists of human needs researched. The words chosen are selected because they can be easily understood by teens.

Tony Robbins in his “Unleash the Power Within” seminar spends a good amount of time discussing human needs. His belief is that all pain is caused by the loss of human needs. Knowing our basic needs and how to meet them can prevent the unnecessary pain that many invite into their lives.

The letters in the word ‘PLACES’ stand for the words in the human needs. The phrase ‘*Know your human needs and go PLACES*’ will help students remember the letters as well as model how to create shortcuts for remembering information. The human needs are not listed in order of importance but to create a memory strategy.

P – People

L – Learning

A – Attention

C – Charity

E – Excitement

S – Security

P – People.

We all need people in our lives. This is evident from early life. Babies who are not touched or cuddled have been known to die from lack of contact which is known medically as ‘failure to thrive’ syndrome. Throughout our lives, we continue to need people to teach us the way of the world, to provide companionship, to love. We need our parents as we mature, even in our teens as we begin to pull away from them as we begin the process of separation into adulthood. As we grow, we help fill our need for people with the closeness of our friends although we still need our parents. Most of us are fortunate to continue having their loving support as we begin to create our own lives separate from them.

Various people pass through our lives. We need people to support us both in troubled times or at happy occasions. People help us to magnify the joy in our lives. Isn’t it more fun to go to the movies or shopping or a great game with someone rather than going alone? In less than perfect times, it’s wonderful to have someone there to listen as we get the chance to vent our feelings and frustrations.

Some of the technology in our lives has become popular because it satisfies this human need. Facebook grew dramatically, at first by connecting students in college but ultimately by connecting all sorts of people of all ages around the world. Checking our status allows us to connect with people both directly – by contacting them or writing on their wall – and indirectly

through observing what other people are saying. We get to keep up with more people than we ever could in person.

The same is true with texting. We love checking our latest text because it's a direct connection with someone or with many people. Between texts, Facebook posts, emails, and of course, personal interaction, we have lots of contact from a variety of people which satisfies a very strong human need. And who knows what new technology will develop to make us stay connected?

L – Learning

We are constantly learning. We start immediately after we're born. We learn how to eat, how to take those first steps, how to express ourselves with words. Throughout our early years we go to school for formal learning but are often taught subjects that we're not sure really apply to us. Because of that, we might not recognize how much we need and want to learn, but in reality, we as humans are constantly seeking new information.

Many high school students have lost the joy of learning feeling that they're required to take courses that seem useless to them. Of course, they don't realize because of their youth and lack of experience in life that many of the subjects they learn in school will indeed come in handy in their lives, sometimes when they least expect it. We have so many careers in us now that we never know what we're going to need. A positive view might be to learn as much as possible when it's free so that lack of knowledge will never keep us from having the chance at a career that we really want.

Another point is that much can be lost in life – cars, jobs, relationships – but never what is learned. There are many stories about successful people who have lost fortunes but gained them back because they didn't lose the knowledge that created that success. Donald Trump is an example of someone who lost everything financially but his knowledge allowed him to recreate his wealth.

Some students don't like formal learning for a variety of reasons. Perhaps they have been exposed to less than enthusiastic teachers and have been turned off by the process. Or they may have found learning difficult because they have not been using their primary learning style and therefore feel somewhat adrift. Although they may not think learning is all that important, they+ will most likely respond positively to these questions.

Do you want to learn:

- How to drive?
- The different roads now that you can drive?
- A new video game?
- The procedures at a new job?
- How to find what you want online?
- A new beauty routine for your hairstyle, makeup, way to wear fashion, etc?
- The words of a new song?
- How to use a new computer, MP3 player, iPod, smart phone or other technological invention?

- A new dance?
- How to play a musical instrument?

How could we get through life in the 21st century if we were not constantly learning something new? Here are other questions to pose:

- Not counting school, do you ever find yourself bored?
- If you had the availability to learn something you wanted, would you be less bored?
- What can you have handy to learn for the next time you're bored?

A – Attention

As any teacher knows, there are students who are dying for attention and who will do anything to get it – even if what they do gets them into trouble. In reality we all need attention. Some people need it more than others. Some need it more at certain times. But we all need to know that we matter.

(My story: One of the best strategies that I used as a teacher throughout my career was to stand at the door of the classroom and say something to each student as he/she entered. I might comment on something they wore, congratulate them on a game won or how they had improved in class. Or I'd ask them how they were that day. It gave me a moment to pay attention and connect with them and let them know that I thought of them as more than just students.)

In the society we now live in, so many teens feel like lost souls. There are so many reasons for this feeling:

- Parents are divorced
- Parents are too busy to spend much time with them
- Students come from blended families with many siblings
- Students are only children
- Teachers are so overwhelmed with non-teaching duties that they don't get enough time to interact with each student

Teens recognize the need for attention. Even the shyest person is hoping to be noticed. The high-fives were included in this course to allow everyone to get some attention from everyone else.

C - Charity

One of the best feelings in the world is helping others. As described on the day of brainstorming for charitable projects, giving back to others is something we not only enjoy doing but need to do to feel fulfilled. Otherwise why would the wealthy who appear to have everything spend so much time and money on charitable ventures?

As we said previously, recent studies have shown that there are physical changes in the body when an act of kindness is performed which certainly is the case in doing charitable work.

E – Excitement

Humans don't like to be bored. We crave new experiences and frown on those that don't provide excitement on some level. Teens in particular like to venture into the new and unknown, partly because of where they are in brain development.

Entertainment has evolved from one person telling stories to another to television shows and movies filled with exciting images, music and voices. Nowadays, if the TV show doesn't provide enough excitement, the show is interrupted with messages along the bottom of the screen, pop up ads for upcoming shows and loud music for each of the seven or so commercials during a break in the show. To add to the excitement, the announcer's voice for upcoming shows has a tone that implies impending doom if we don't watch.

Despite the incredible amount of visual and auditory stimulation, we search for more, flipping through hundreds of channels looking for just the right show. The networks realize that we're tuning out and have so many other options besides watching their shows. They fight back like children looking for attention with images dancing in front of us screaming for attention, all trying to provide excitement for our 'dull and boring lives'. And we wonder why students have a hard time paying attention in class!



Would students be more attuned if teachers had the advertising buildup that a less than interesting TV show has? Just picture it – the TV monitors in the classroom playing the following:

Don't miss tomorrow's lesson 'Fractions - The Misunderstood Numbers!!' starring Emmy award winning teacher (use instructor's name here). See the true "Fear Factor" as teams of students confront their fears of fractions as 'The Fractions' try to multiply themselves around the room.

*Don't miss 'The Fractions' later tonight on **The Tonight Show** as they tell their story of how tough it was growing up in dysfunctional fractional homes. Be there on Thursday, for **Survivor-Fractions** where a fraction will be reduced to lowest terms and voted off the Isle of Numbers.*

*Don't miss next week's **Extreme Makeovers – Fraction Edition** where deserving fractions are transformed into mixed numbers.*

Adding excitement – the unknown – and surprises to our classes will help students because another one of their human needs is being filled.

S – Security

We all need to know there are people and situations we can count on in life. If we don't have the basic needs of food, water, and shelter, it is difficult if not impossible to function productively. Most of us have seen the student who can't cope in class because of the chaos happening in his or her home life. How can a student care about history when his family life is crumbling around

him? How can she think about writing an English composition when she may be about to be uprooted from her home because a parent is being sent to war or a divorce is imminent?

Some people rank security very high on their list of human needs. They don't like surprises. They like to know that things are the same every day, every situation. They feel comfortable when nothing changes. While each of us is unique in our distribution of human needs, being so dependent on the status quo can create great stress because the world does not create sameness and security by its very nature. We can want a traffic free ride every day but wanting it doesn't make it so. Or we can want school food to be delicious but it seldom is. Plus, when we want everything to stay the same, we give up a measure of freedom. And we add a level of stress because the world does not exist to give each of us everything we want every minute of the day.

Is it worth it? We each get to make that decision. But we do have a say in determining how ruled we are by our needs. As with many other human qualities, we do have the ability to design what works for us to create a better quality of life.

To further examine human needs, ask the students to think about what needs this class meets. (It was designed to meet all six human needs.)

P – **People** have a chance to bond in this class early in the semester between the high-fives every day and the interviews which makes them feel more connected than they might in other classes.

L – They'll recognize that **learning** is happening. Usually most of them feel that the learning that happens here is useful to them now as well as in what they often call 'the real world'.

A – They get personal **attention** in this class both when they high-five and also when they do **Stand and Deliver**.

C – The class is in the process of giving back to the community with their **charitable** project.

E – Compared to other classes, there is usually more **excitement** in this class because of the unexpected activities and the music that's provided each day.

S – There is **security** in knowing that there are certain things a student can count on in this class including the sign-in sheets, the **Student Journal Page**, the high-fives. There is also **security** in knowing that every student will always be treated with respect by the teacher and fellow students.

Since this course was designed to meet all human needs, most students enjoy it and gain many benefits from it.

Once we know what we need as humans, we can use that knowledge to change our lives. If we look at the activities we do enjoy, we find that they usually satisfy several human needs. If we examine the activities we don't enjoy doing, we usually find that not many needs are met. To

find more enjoyment in those activities, we need only to add a few more human needs. How? By becoming aware of the human needs imbedded in our daily activities.



Have the students get into groups of three or four. Have someone be the note taker and someone be the speaker. Have them come up with at least two favorite activities for each person.

With the group, list all the human needs each activity meets. Put all student names on the top so that credit may be given for the assignment when it is turned in. After the students have had a few minutes to do this activity, have the speakers stand up and share the results.

Part two of this exercise is to have each student think of one activity they **don't** enjoy doing. Again, list how many human needs that activity meets. Demonstrate an example of an unpleasant but necessary example.

(My story: Here's the one I used. Until this year, I did not have a dishwasher. One of the chores I liked to do least was to wash dishes. Because I had no dishwasher, I cooked as little as possible and used paper plates. But I eventually had to do dishes.



Doing the dishes daily only met one human need: S – Security. I was secure in the knowledge that I had to yet again wash dishes. Since I had to do the dishes anyway, I added some human needs to make the job better. Sometimes I called someone I hadn't talked to in a while and they kept me company while I washed the dishes (P – People). Other times I put on a CD of something I wanted to learn (L – Learning).

When I remodeled the kitchen, I got a TV with DVD player in the kitchen so I could listen to music, watch TV or watch a DVD (E – Excitement). Since I didn't know what was coming on next, I had the anticipation/excitement of something new and stimulating for my brain or at least more stimulating than just doing dishes.)

Have the students open their journals and write a list of the activities they don't like to do but have to do. They might include cleaning their rooms, doing homework, coming to school, and other typical teen chores. Have them put what human needs the activity currently meets. To make those activities better, have them add a couple of human needs to each of them. The more human needs that can be met by the activity, the more enjoyable it is.

Knowing the human needs will help students 'GO P.L.A.C.E.S.' with their lives because they learn how to manage the things that we all need to do. Everyone in life no matter who they are or where they live or how much money they make has things to do that they don't enjoy but must do. The 'GO PLACES' strategy is yet another tool to make life more positive and enjoyable.



Successful Person Project

Check in and ask the following:



- How many of you have completed your poster board?
- For those that haven't, when have you scheduled time to work on it?
 - Do you know the date the project is due?
 - Do you know that they *everyone* has to be ready on this day?
 - How many of you have picked out a prop to bring in?
- How many of you have found a quote?
- How many of you have printed out your paper?
- Are you stressed at all by this project?
- Why or why not?
- What strategies can you use to decrease the level of stress?

Use this opportunity to brainstorm strategies to help people get the project completed in as stress-free a way as possible.

List Quiz Review



Have students write in their journals a list of what has been learned so far. The list should include:

1. **StarPOWER** components
2. **JET** your way to success
3. Go **PLACES** with human needs
4. **SMART** goals
5. Three learning styles
6. The power questions

Typical Student Reactions

Students find the discussion of human needs interesting in terms of the relationship to activities they like to do. They also appreciate that they can use the knowledge of human needs to transform the activities they don't enjoy doing into more agreeable ones.

*A college degree and a teaching certificate define a person as a teacher,
but it takes hard work and dedication to become one.*

Paul McClure

LESSON 40 (3 DAYS)

Intended Outcome

- To prepare students for the **Successful Person** presentations so that the stress is minimized
- To have students take the **List Quiz**

Recommended Supplies

- Poster boards, colored paper, scissors, markers, glue
- Large copy of rubric on the back wall

Mindset of the Instructor/Rationale for Lesson

Speaking in front of people is still one of the top fears of human beings, even more fearful than heights, bugs, or even death. Yet, it is a skill that most people need at some point in their lives. Most of the students have been assigned presentations before in their school career but many have chosen to fail the assignment rather than speak in front of the rest of the class. This lesson is all about offering strategies to expand the comfort level of students while they present.

The **Successful Person Project** is a vehicle for discussing and implementing strategies so it's important not to make the project seem harder than it is. This project is less about content and more about presentation strategies, although sharing the success stories of others is beneficial as well. The key to keeping the focus where it belongs is to keep offering strategies to eliminate fear and to be as encouraging and supportive as possible. Ideally the strategies will be reinforced right up until the first day of presentation with continued support and encouragement offered as the presentations progress.

Be sure that a large poster-sized version of the rubric for the **Successful Person Project** is posted where all can see it. Also, because of the mix of students who take this course, it is a good opportunity to leave time to help them get started.

Sequence/Content/Instructor Directions

Discuss with the class what they fear most about speaking in front of everyone. Jean Chatzky mentions in her book The Difference, "One of the most important things to know as you approach any risk...is that it is normal to be anxious. It is normal to have fear. In fact, people who don't have it...perform less well than those who feel some stress about what's coming."

As the fears are discussed, comments will emerge such as, "I don't like everyone looking at me" to "My mouth gets dry" or "My mind goes blank". Let the class begin to look back through the course to find strategies that might be useful.

StarPOWER is the perfect tool for successful presentations. **StarPOWER** was designed to summarize how we feel at any given moment. **StarPOWER** encompasses so many of the other lessons that have been presented so far – the power of questions, visualization, the words we use and many others. When someone is presenting, their **Physiology** should be that of someone who is confident. Mention a person who is well known to students whose physiology is strong. Have them come up with people in the school who carry themselves in a strong, confident manner. Tape some people on television or from movies who do. Suggestions might include Oprah Winfrey, certain sports figures that are in the news or people in the music business. It is important to choose people that are familiar to students but avoid selecting people who are known for their less than stellar personalities and behaviors.



Have the students stand next to their desks like someone who is afraid to talk in front of people. Have them hold this position for several minutes. Then have them shake themselves out.

Then have them stand like the most confident person they know. Let them stand there for a few moments with their eyes closed and ask them to picture themselves standing as if ready to begin their presentation. Suggest that if they feel their physiology begin to change, have them go back to the strong physiology.

While still standing, remind them about the power of bringing **Oxygen** to their brains when nervous. As discussed previously, one of the best stress relievers is deep breathing. They might want to do this type of breathing before they go up and present and also while they're in front of the class, should they become nervous. Have them take a few minutes to do a few breaths for a count of 6–24–12. Have them sit after doing several breaths.

“One of your body’s responses to danger, real or imagined, is to hold its breath, which stops oxygen from going to your brain – and there goes your power of speech and ability to think. Conscious breathing is the perfect antidote for people who get scared and hold their breath,” says Jane Marla Robbins, acting coach. “Actors know that if they need to be upset or even cry, shallow breathing will take them there...the more slowly you breathe, the calmer you’ll get – which is, of course, the state you want to be in for that most important meeting or presentation.”

The third part of **StarPOWER** is the power of **Words**. What words and questions do most people say to themselves when they’re nervous about a presentation? “What if I freeze?” “What if I trip?” “I can’t do this.” “What if I forget everything?” None of these questions make us feel stronger. Why say them? Why not choose words and questions that make us feel more confident such as:

- “I can do this.”
- “What can I do to make this fun?”
- “This is easy.”
- “I’ll think of it in a minute.”

We needn't be so tough on ourselves. We must use words and questions that make us stronger, not weaker. Most of us are much tougher on ourselves than anyone else is. We would never say negative remarks to a good friend so why do we say them to ourselves? We need to increase our awareness, catch the negative thoughts and replace them with more positive versions. Remember Wayne Dyer's question? Are you 100% sure? If not, go with the most empowering thought.



Have students close their eyes as you say:

"It is several weeks from now and this is the day that you will be presenting your information about the successful person that you researched. Everyone in the class is interested in hearing about your person because you know more about him/her than anyone else does.

"You hear me call your name. You gather your poster, your prop and your notes as you stand up near your desk. You check your physiology as you walk down the aisle toward the front of the room making sure that you're walking as strongly as the people you've seen who are good at presenting.

"You take a deep breath as you walk up and as you breathe, you think to yourself, "I can do this....this will be easy...it's only a few minutes...I'm strong and confident". You pass your prop around, and begin talking about your person. You know that the list of requirements is located on the back board so even if you forget something, it is right there for you to see.

"You begin talking and the words flow from you almost as if you make your living as a public speaker. You're proud of yourself because you're doing your presentation just as you wanted to do. You know that everyone in the room is supporting you while you're up there in front of them because this class is a team and we're all there for each other. You see yourself saying your information and finishing up. Everyone applauds for you as you finish and you sit back down in your seat, proud of yourself for what you accomplished.

Have them open their journal and write a statement to help them **Realize** that they can do a presentation, something like, "I will use my best **StarPOWER** when I present in front of the class".

Some thoughts and strategies:

- **One of the worst fears of the presenter is that everyone else in the class is listening to every word, waiting for them to make a mistake.** Ask the students to honestly answer this question (no repercussions). "How many of you are always listening to every word the teacher or a student says in class?" If they're honest, the answer will obviously be, "No."



No one is listening to every word we say. With few exceptions, most of us do not listen that intently. Even if they're politely looking right at us, they're probably thinking of what they're doing after school, why their significant other hasn't called, how to get rid

of the blemish on their face, how they're going to explain that they forgot to do their homework. We're the only ones focused on what we might be doing wrong and looking at every little detail.

The same is true about our appearance. How many of us know every flaw on our face? We don't realize that others either don't see those things at all or even if they do, don't give them much attention. They see 'us', not our flaws.

- **Because no one knows what we're going to say, our audience can't tell if we made a mistake or forgot to say something we were planning to say.**

(My story: I learned this lesson as an actress in a company where all the work was written by our brilliant artistic director. He taught us that when an actor is onstage and makes a mistake, he should never let the audience know. The audience members aren't familiar with the words to the show so unless we look flustered or stop, they'll never realize we made a mistake. For all they know, what they hear and see on stage is exactly the way the play was written.)

Just as an actor must prepare for a part, it is our job to do our research, prepare our poster, find a prop and show up prepared on the day the presentations are due. If we make a mistake while presenting, we just need to keep going.

Jane Marla Robbins coaches people who are nervous about presentations. She asks them to get in touch with their feelings. She states an interesting fact about fear. "Did you know that fear and excitement photograph as the same energy when photographed with a Kirlean camera which can take pictures of energy fields? The fear is a pattern based on past terrors, the excitement, on future hopes." So tell yourself that you're excited, not scared if a nervous sensation begins to present itself. The feeling is the same – one word causes concern; the other causes eager anticipation.

- Another strategy she uses is to **imagine that the audience is made up of people who love us**. Who might that include? She suggests using our 'sense memory' as we did in the beginning of the course in the story about the lemon to actually feel that we're looking into the eyes of a loved one. This is what actors do all the time because they often have to look at the lens of the camera, not at what the audience thinks they are looking at. Students can imagine that the room is full of people who want only the best for them. Since the class has bonded as a team, this is usually indeed the case.
- **No one expects perfection**. Those who seek to be perfect will always be disappointed because it is not a goal that humans can attain. Plus the quest to be perfect creates a sense of discomfort to those around the so called 'perfect' person. They often feel that **they** do not measure up, that **they're** not good enough. Besides, what do we want out of life – happiness or perfection? It's difficult, if not impossible, to have both. We can try to arrange everything the way we want it to be but then life situations arise and change everything.

*(My story: I was scheduled to guest lecture in my former school in the Strategies for Success classes. On the first day I was scheduled, there was a snow storm and school was cancelled. On the second day that we scheduled, my father went into the hospital for major surgery and I was with him. On the third day I scheduled my visit, someone had called in a bomb scare at the school and all 1300 students and teachers were evacuated. Needless to say, if I were a perfectionist about the visit, I would be truly stressed. Yes, each lesson had to be redone including the 50 or so **Student Journal Pages** I had printed. But I choose not to see this as a problem. I looked at it as plenty of scrap paper and another story to share at seminars.)*

- **The more prepared we are, the less nervous we will be.** Nervousness is fear of failure. We can't fail if we're prepared. It's best to get the work done early and spend the time practicing just before the due date. We might practice in front of a friend or family member if that's comfortable or practice in front of a mirror if it's not. Saving the work for the last minute enhances nervousness because time was not made available for practice.
- **Remember why we're presenting our information – to share it with our audience.** What we focus on is so very important. If we decide to focus on helping them understand and become excited about our information, we take the focus away from ourselves. Instead of allowing our attention to go toward what might go wrong, we could focus on making life better for the people in the class.

Jane Marla Robbins says, "Doing service for a greater good helps a lot of people overcome their stage fright or self-consciousness for public appearances. It also helps them feel good about themselves." When that happens, our nerves fade away. Besides, who doesn't want to listen to someone who has information that either can help us or keep us interested?



Now is a good chance to check in and see how much each person has done. Usually at this point, even the better academic students have not done much work towards completing the assignment. Use the second day of this lesson to work on the project during class time. Students can work alone or with a buddy as long as they're working on the project. Remind them a day early so that they have the necessary materials with them.

They can:

- Start their poster board. Even if they don't have much research done, they can begin to put the name of the person in big letters on the board.
- Work at a computer in class or at the library to find information about their person. If many students need the research time and your classroom doesn't have sufficient computers, it might be a good day to schedule the entire class in the computer room or library.

 Administer the **List Quiz** (on CD and in the Appendix)

Typical Student Reactions

Students are very apprehensive about the presentations because of some difficult experiences in the past. They find the strategies discussed here to be very useful. It had never occurred to them that people might not actually be thinking about them while they're presenting. They realize the truth in that statement and find relief in it.

They are happy to start/work on their project in class. In this day and age, so many students do not have the time to get things accomplished in a timely manner because of responsibilities at school, home or work. This lack of time applies to students of all levels since many carry an enormous workload. It often includes extracurricular activities and sports as well as their normal school work. Their intentions are good but students often become overwhelmed.

What we learn with pleasure we can never forget.

Louis Mercier

LESSON 41 (2 DAYS)

Intended Outcome

- To teach students **Power Phrases** that they can commit to memory that will support their success and interrupt any negative thoughts they have

Recommended Supplies

- Supply of poster paper
- Paper
- Tape
- Markers

Mindset of the Instructor/Rationale for Lesson

In this lesson, students will repeat statements made by the instructor. Many students have quite a repertoire of negative statements that run through their minds on a regular basis, causing them to feel bad about themselves. Phrases used repetitively with positive messages can create a very useful interruption to the negative chatter that most of us have going on in our minds.

All the phrases in this lesson are chosen for the positive and empowering messages they contain. As with all strategies in this course, students are reminded that they can pick and choose those strategies that work best for them and that they find to be the most effective.

Repeating phrases out loud often reminds students of religious services or even cults. It is worth taking the time to discuss how the content of this lesson differs from both of those. When asked about cults, students will describe a leader demanding followers to do what they tell them to do in ways that may be harmful to their well being. Cult members must not or cannot think for themselves.

This class and this lesson are **not** cult like because:

- The instructor is not asking the students to follow him/her anywhere
- Nothing that is harmful to them is in this course or intended for this course
- All the statements in this lesson are designed to make them stronger, smarter, happier and more successful and independent
- They are asked to think for themselves and determine which strategies work for them. Thinking is an integral part of the educational process and not one that cults encourage.

(My story: While we practiced these positive statements in classes, I asked students what we as a group sounded like. The two answers I usually received were: a church service and a cult. You may not get these answers but in case you do, here is the response I used.

This sounds like church because we're using a strategy similar to the one they use – repetition and recitation. We are not making religious statements of supporting any specific religion. We are merely saying positive statements so that we'll have them in our heads to balance all the negative ones that we say to ourselves or hear around us.

This may sound like a cult but the difference between this and the way a cult operates is in the words used and their intent. Cults may also use this repetitive process because they too know that people learn by doing or saying something over and over. The cult leader wants to instill his/her beliefs onto others so he or she chooses the type of words that will cause the people to put aside their own beliefs and often their common sense.

*The difference between the cult, the church, and this class is in the words chosen for recitation and repetition. The words used for this activity in class have been chosen to create independent thought and belief in the best of our humanity. **Power Phrases** are a great success tool and my belief is that we shouldn't avoid using them just because others have used them for negative purposes. Some television shows are not particularly empowering, yet we certainly wouldn't want to eliminate all TV. The old phrase "Don't throw the baby out with the bath water" applies here.*

*As a final thought, I always suggested to my students that they should not commit to memory any phrases or messages that are not beneficial to their mental health and well being and if they're uncomfortable with any **Power Phrases** here, they need not memorize them.)*

Sequence/Content/Instructor Directions

In the section on the 'Power of Words', we talked about the words we say to ourselves on a regular basis. Have students refresh their memories by looking at their notes or thinking about things they say frequently. They might include things like:

- "I'm so stupid!"
- "I'm ugly."
- "I'm fat."
- "I'm worthless."

When we say these negative phrases to ourselves, we usually say them with great feeling. The words become stuck in our brains like a McDonald's commercial or a specific song. With words having so much power, imagine how harmful these negative phrases can be.

People with high **StarPOWER** have memorized and practiced a variety of phrases and have learned to replace the negative phrases with strong positive ones. When the negative phrase comes along, as it does in everyone's mind, the stronger one that's been memorized interrupts

that thought and bumps it out. Just like a phone ringing interrupts what we're doing, a positive phrase that's been practiced sufficiently will bump out the negative one.

For example, when the Boston Red Sox were down three games to their dreaded rival, the New York Yankees in the 2004 American League Championship Series, they and their fans created several positive phrases. These words propelled them to sweep not only the Yankees but also the St. Louis Cardinals to win their first World Series championship in 86 years. Saying things like, "Why not us?" and "Just one more game" drowned out the negative words that were chanted at them of "Who's your Daddy?" and "1918" (the last year that they had won the series).

Power Phrases

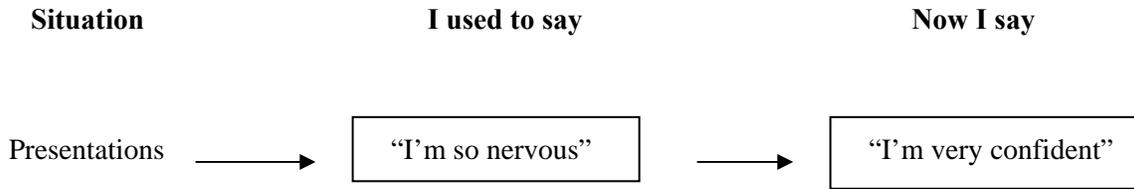
This lesson is about creating and practicing positive phrases which we will call **Power Phrases**, words we commit to memory so we have them when we need them most. These will become especially useful on presentation days, graduation, asking someone out on a date, taking a driving test, going for a job interview and many other stressful times in a teen's life.

Students may at first feel funny saying something positive out loud (Although most people have no trouble voicing negative thoughts, especially self-deprecating ones). Dr. Wayne Dyer in Excuses Begone says that the reason is that at first the **Power Phrases** (He calls them affirmations) sound like lies. The more we say them, the more real they become (As with many other things in our lives, the more we do or say something, the more normal it seems which explains why we must carefully choose what we repeatedly do.) Somewhere along the process of saying the **Power Phrases** regularly, something in us shifts and we begin to think what we're saying might be possible. Then in a very short time, what we say becomes a part of us, literally changing the chemistry in our bodies (according to new research). He also says that everything that we have in our lives is a result of what we say to ourselves, positive or negative.

 On day one of this two day lesson, have students create a list of typical statements that teens make in a variety of situations. To create the list, use one of the methods shown here, based on the type of students that make up the class. A list can be generated by:

1. Brainstorming with the entire class
2. Creating groups giving each group a different scenario
3. Having students act out the typical situations and recording the words that are used. This method is good for a class with outgoing students who enjoy acting in front of the class.

When the list has been generated, take each scenario and have each statement written down on a large piece of construction paper and posted. Then create the opposite statement and write that on another piece of paper. For example, if before a presentation someone usually says, "I'm so nervous", replace it with "I'm very confident". Do this for all the phrases in each scenario. At the end of the discussion, there will be a list of original negative statements as well as the new replacement statements. Set them up as a class display as follows:



Place a big red X over the ones in the ‘I used to say’ column. Leave these posted in the room if there is space and also gather them on a handout for students. Also, collect the positive statements and put them all on one handout which may be given out at a later date.

 To help make the positive statements part of the mindset of those students who want to add them to their repertoire:

1. Say them out loud and have the students repeat them after you. Enlist the help of students to lead this activity.
2. Set some to a beat if possible to help the auditory learners and to help those who really respond to music. With rap music being so prevalent, it will provide a familiar way to learn because they most likely have plenty of lyrics already memorized (some of which don’t have the most positive messages). Perhaps some of the more musically gifted can help in this area.
3. Have one day where students get up and interact with each other using the phrases.

 For the next several days, repeat these with the class any time there are a few extra minutes. The more energy, passion and belief placed in the recitation, the more fun that is created, the more effective they are. Have students pick out three to memorize.

Some powerful ones might be:

- I am strong and healthy
- I can do this!
- I’m smart enough
- I’ll think of it in a minute

The book The One Minute Millionaire offers several pages of positive statements which the authors call ‘manifestations’. The purpose of that book is to help people create the proper mindset to not only have wealth in their lives but to be the kind of people who give part of that wealth to those less fortunate.

Here are a few of the ones found in that book:

- Today I am
 - Smart enough
 - Wise enough
 - Resourceful enough

- Able enough
- Confident enough
- As I do all that I can do, I'm able to do more and more.
- I am comfortable with myself, so I am comfortable with all others
- I am happy and healthy

Here are a few of theirs for creating a positive attitude about finances:

- I wisely invest my money
- I faithfully save 10% of what I earn
- I cheerfully give my money to good and worthy causes
- I am a giver

Here are a few from T. Harv Eker's "Millionaire Mind Intensive" seminars:

- I create the exact amount of my financial success
- I am a generous giver
- I am willing to constantly learn and grow
- I put money into my financial freedom fund every day
- I always pay myself first

From Tony Robbins seminars:

- All I need is within me now

Typical Student Reactions

Students are skeptical when they hear the recitation for the first time but after the discussion about churches and cults, they are open to the possibility of learning the **Power Phrases**. Most don't realize that their brains were already filled with phrases that others have exposed them to - some positive, many negative. They've memorized most of these words unconsciously from music lyrics, commercials, parents and friends. They are grateful for the opportunity to choose some of the words to have in their minds rather than depend on the less than empowering ones that are already there.

Some students are wary of positive messages although they have no trouble buying into the negative words and images that the media presents them.

LESSON 42

Intended Outcome

- To have students envision themselves as confident presenters by practicing doing their presentation in their mind's eye.
- To finalize and check in on preparation for the presentations
- To model the presentation by presenting one yourself

Recommended Supplies

None

Mindset of the Instructor/Rationale for Lesson

Encouragement and support are the primary goals here. As previously stated, one of the most important goals of the **Successful Person Presentation** is to have students step out of their comfort zone and to get the project and presentation done. We are not trying to get the students to be master presenters. We want them to experience the process of getting a project done, of accomplishing a goal by having a plan and strategies to provide for contingencies.

To get students to truly recognize what is involved in this assignment, it's also important to use all the learning styles. It may seem silly or frivolous to review these concepts again but just because the instructor has said something to a class does not mean that everyone they comprehended what's required. Ask any parent! Also, recent studies have shown that males don't hear as well as females which means they may need to have assignments repeated or given to them with an additional learning style.

This review is good for everyone from the student with an Individualized Education Plan who may need many ways to process this information to the honor student who maybe forgot to get this assignment done because of being overwhelmed with lab reports, college applications and job demands. Being a teen in this century is unquestionably difficult. Offering teens alternatives to their challenges rather than criticism is certainly a strategy worth pursuing.

Remind students that everyone's project is due the first day of presentations and about know how they will be selected to present when the day arrives. Also suggest to them the importance of meeting deadlines. Taxes must be in by April 15. Curfews must be honored. Christmas gifts must be bought by 6 pm Christmas Eve or the stores will be closed. Many college students have written back saying that they were not sufficiently challenged by deadlines such as this exercise in their years in high school and they're paying the price.



By having the instructor present a **Successful Person Presentation** first, students get to see and hear a model of what's expected of them. In school, students don't usually get to see a demonstration of what is required of them.

Sequence/Content/Instructor Directions

 Ask who still has work left to do. Ask individually when they plan to work on it before the presentations begin which, depending on your calendar, may be tomorrow.

Have them answer out loud as a group:

- When is the project due? (tomorrow or whenever)
- Who has to have their project with them tomorrow? (everyone)
- What do you have to bring for the
 - Visual learner? (poster board)
 - The kinesthetic learner? (prop)
 - The teacher? (paper)
- What part of the project will make the auditory people happy? (talking)
- What should be on the poster? (person's name in large letters, several pictures, quote)

Remind students of the selection process for the presentations:

1. Each student's name will be on a piece of paper
2. Before a name is chosen, volunteers may elect to go first.
3. A name is picked. That person picked will present next. If he/she is not ready, ten points will be deducted from their final grade and they will present the next day. If they're not ready the next day, another ten points will be deducted and they will be scheduled on the next day if there is one (Only 4 days are allotted for the presentations.)
4. If someone is absent on one of those four days, he/she must have an excused absence to be allowed to present on another day.
5. If someone truly can't present, they must see the teacher before the presentations begin. They must not wait until that day of the presentation to say they can't do the presentation. Successful people are more proactive than reactive. Remind them privately that they can and should do the rest of the assignment.
6. Go over rubric again to be sure everyone understands.

Help students take a few minutes to visualize their presentations. Have them close their eyes and take them through their presentation with these or similar words:

"It is Monday (or whatever day the presentations begin) and the day has arrived to tell the class about the person you've been researching. You thought you would be nervous but you're not. You know that everyone in the class is pulling for you to do well, just as you are wishing the best for them. You see me picking out a name and you hear me call yours. You're not worried because you have done the project and everything you need is with you. With the strategies you've learned, you know you can get through this assignment.

*"As you stand up near your desk to walk toward the front of the room, you take a deep breath and kick your **StarPOWER** into high*



gear. You walk with confidence knowing you can do this. Your words in your head are strong and powerful and you begin your presentation, not worried about anything, eager to share your information with your audience.

“As you begin speaking, the words come out easily. Even if you stumble on a word or two, you know it’s OK because you don’t have to be perfect. All you have to do is cover the few items that are listed on the rubric, show the class your poster, and pass around and explain your prop.

Before you know it, your presentation is over. A few people ask you questions and you answer them if you can but without worry because you are not expected to know everything about your person, just what the rubric required. The class applauds you because you did it. You stepped out of your comfort zone and got the presentation done. You feel great inside because of what you accomplished. You know true self-esteem.”



Then have all the students come to the front of the room and face out. Remind them that stage fright is as Jane Marla Robbins says, “the body acting as if its life were in danger and the adrenaline starts flowing and our muscles tighten and our throats dry up. But there is no danger. If knowing this works for actors, it can work for you too.”

Have them stand strong, take a deep breath, look toward the desks and when you say, “Go”, have them all say at the same time, “I’d like to tell you a little bit about _____ (name of their person). He/she is a _____ (person’s career). Have them repeat this process several times, each time a bit louder than the previous time. (Everyone is talking at once.) Then have them repeat a few of the **Power Phrases** you’ve selected. End this with a peppy song as background music and another batch of **high-fives**.

The instructor may choose anyone he/she wishes for the demonstration of the **Successful Person Project**. Choices may include notable figures in the community, the school, their families or more well-known people.

Presentation etiquette can be discussed prior to the first presentation. Students are reminded that the members of the class are a team and true team members do their best to support each other. Everyone should respectfully listen while someone is presenting, saving any conversation or questions until the appropriate time. If a class is an extremely talkative one during presentations – which only occurred once in the twenty times the course was taught – then additional conversation must take place about consequences for rude or disrespectful behavior. Actions might include points taken from the score of the **Successful Person Project**, a note of apology written to the person that was presenting or any other combination of events the instructor and class members feel is suitable - but a statement that successful people look out for each other usually suffices.

Typical Student Reactions

Students appreciate the opportunity to observe the **Successful Person Presentation** done by the instructor. They are a little hesitant when they speak together at the front of the room but that hesitation dissipates quickly. They realize that what they're doing is no different from what sports teams do to get prepared for a big game.

*The pupil, who is never required to do what he cannot do,
never does what he can do.*

John Stuart Mill

LESSON 43 (4 DAYS)

Intended Outcome

- Successful person presentations

Recommended Supplies

- Envelope containing each student's name on a separate slip of paper
- Blank rubrics

Mindset of the Instructor/Rationale for Lesson

Despite all the preparation, today has the potential to be very stressful for some of the students. The most important mindset for today is to downplay the event to some extent to help defuse the anxiety. Let them know that today is just another step in the process in becoming the people they want most to be and that they will feel a boost in their self-esteem when they have finished presenting.

Remind students of proper audience etiquette for presentations.

Sequence/Content/Instructor Directions



Have everyone get up and breathe together. Then spend five minutes asking them questions that will help focus them in a positive way. Here are some that might be helpful (use what best fits the tone of the particular class involved)

1. What am I grateful for today?
2. What made me smile yesterday?
3. What will happen to my comfort zone after I present today?
4. What's the worst thing that can happen to me in this class today?

- **If my name is picked and I'm not ready?**

(Lose ten points and go tomorrow – I can handle that)

Have them repeat, "I can handle this."

- **If I stumble over my words when I speak?**

(Who cares? All humans do. Real people make mistakes. One of the reasons people like reality shows, theater, and live TV is that we see people in real time making real mistakes. It is different from TV and movies which edit to make people appear flawless.)

Have them repeat, "It's okay to make a mistake."

- **If I forget to say something?**

(Have your buddy raise his/her hand and ask you about anything you missed.)

- **If I trip on the way up?**
(Bow and say “and for my encore...”)
 - Have them do and say this as a group.

The point is to face the fears and go up and do the presentations anyway. That’s what successful people do. Even professional speakers, actors, and even teachers are nervous before a presentation. They’ve all experienced what the students are now experiencing and have gotten through it.



Have students write in their journals “I will do a fine job on my presentation” and then date and sign it. Have an envelope ready with everyone’s name in it. Ask first if there are any volunteers who would like to ‘get it out of the way’. Allow them to present first. If they want to take a buddy up with them to hold their poster, they may. Remind students before the first presenter delivers how they should courteously support the person who is presenting by being quiet and sending them good thoughts.

If there are no volunteers or if the volunteer list has been exhausted, select a name to present next. Remind students that they should focus on what they want, not what they fear. If for some reason they’re not ready today, if they focus on, “I hope you don’t pick me”, the chance of being picked seems to be greater.

(My story: This was demonstrated in my math classes when I used to have students pick names for partners on the one test per quarter that I let them take the test with someone else. If there were an odd number of names, the last person had to work alone. One girl said loudly, “I know it will be me without a partner!” And sure enough, it was.

I had her in Strategies class a year later and when this topic came up, she again said, “I bet you’re going to pick me first!” And I did. This may be a coincidence but it becomes somewhat unlikely because the same thing happened with several students over the twenty times I taught this course.

Current research seems to indicate that there is a connection between what we focus on and what happens. This is often described as the ‘Law of Attraction’. For those students who aren’t quite ready to present, have them picture themselves presenting the following day rather than thinking, “Don’t pick me!”)

As each student presents, check off the rubric to give the required points.

Typical Student Reactions

Students do remarkably well on the presentations. Since they can take a buddy up with them to hold their poster, they have a surprise bit of support that they didn’t know they had. Some will still be very shy and speak softly. Some will make mistakes and will have to be prompted to talk about the things they missed but for the most part, they manage to get through this project.

There will be students who are not ready on time. There will be students who do not choose to do the project at all, despite all the strategies learned and help provided.

The job of teacher is to excite in the young a boundless sense of curiosity about life, so that the growing child shall come to apprehend it with an excitement tempered by awe and wonder.

John Garrett

LESSON 44 (2 DAYS)

Intended Outcome

- Debrief presentations
- Discuss causes of stress and strategies for stress reduction
- Expand the discussion of learning styles and optimum learning environments

Recommended Supplies

Posters of the common stressors and the learning environment conditions

Mindset of the Instructor/Rationale for Lesson

This lesson gives students an opportunity to discuss the experience of presenting in front of the class. Successful people usually take time to examine the work they've done to take note of both what worked and what needed improvement.

Despite all the lessons to help students prepare for presenting, stress was most likely experienced by some if not all of the members of the class. This lesson also examines some of the reasons for stress in a student's life and possible strategies to overcome that stress including studying for exams.

Sequence/Content/Instructor Directions

Now that the presentations have been completed, it is valuable to debrief them so that students can both recognize their accomplishments and learn from their weaknesses.



Ask students to write in the journals their responses to:

- How did they feel presenting?
 - Did they feel more or less stress than in previous presentations?
 - Which strategy did they find most useful in preparing to present?
 - What was the most interesting fact they learned about their person?
 - About someone else's person?
 - What did they learn about success?
 - What could they have done to improve their overall project?
 - Did they procrastinate at all in this project?
 - Did procrastinating cause stress?

Give them a few minutes to write out the answers and then use those responses for discussion.

Stress Management

The last question dealt with the issue of stress, something that is a very large concern for people in this day and age. According to Dr. Carla Hannaford, “stress is a reaction to a *perceived* threat. The stress response prepares the individual to mentally and physically take protective action.” Our bodies were designed to handle those rare occasions when a major incident would cause our bodies to go into ‘fight or flight’ mode. Adrenalin gets pumped into our system streaming the blood flow to our extremities. Once the adrenalin has been released, it takes a long time to leave the body.

Luckily for those of us living in the 21st century, there are few true emergencies that require ‘fight or flight’. The unfortunate news is that, as a species, we almost daily create false emergencies. We overreact to the simplest problems. Our brains receive the stress signals, the adrenalin flows, and we often become sick in the process. How many times have we struggled through a difficult situation only to become sick soon after? Dr. Hannaford further states that “the American Medical Association contends that over 90% of illness is stress related. It’s obvious that we need to address the stress issue and come up with viable solutions”.



Is there something we can do to change that feeling? Much of the stress we experience goes back to an earlier lesson on what we believe and how we see the world. Dr. Hannaford continues, “The way we choose to perceive the event, colored by our emotions, determines our response to it.” This concept ties in with our early example of the two students waiting for the bus and getting splashed by a truck. One student was stressed. One was grateful.

Procrastination is a great cause of stress and is self-imposed. Many people claim that they like the burst of creativity and energy they experience when they are up against a big deadline but their bodies have to deal later with the result of the huge rush of adrenalin that courses through their veins near deadline.

Here are some other thoughts to share about possible causes of stress and how we might alleviate them:

1. Not paying enough attention to the responsibilities we have

By not paying full attention to the major issues and responsibilities in our lives, we set ourselves up for future stress. Situations might include not getting a project done on time, not saving for the future, not calling someone back who is expecting to hear from us, not spending enough time with friends or family members or not getting the grades we need to allow our parents to let us get our license or to get the job we want. Each of these situations creates problems in the future. Each is a stress event in the making.

We have the strategies to accomplish what we need to do. We just have to decide if neglecting these responsibilities is worth the price of the stress that will result if we procrastinate. Each of us must decide what is most important in our lives and give attention where it is needed.

2. Paying too much attention to the little things in life

Many of us waste too much time concerned over the small situations in life that in the big picture don't really matter much at all. Here are a few examples:

- We don't get to buy the outfit we want
- We don't get to go out with our friends on a specific day
- We have to go somewhere with our parents when we'd rather go with our friends
- We can't stay up as late as we'd like
- We can't drink coffee in school

Are these major stress situations or minor inconveniences? Only we can decide if the event is worth wasting adrenaline.

3. Clutter

Our lives in America are so abundant for most of us that we are drowning in clutter. We have so many clothes that we have 'nothing to wear' because we can't find the one piece we know we have somewhere in the back of the closet. Our rooms and houses are so full of 'stuff' that we feel overwhelmed and stressed just looking at everything. It's hard to find space and peace in our minds when all around us is clutter.

There are many organizational experts who champion the cause of finding a place for all our possessions and then developing a strategy that has us putting things back where they belong. Having things in place not only takes the stress away from us when we can't find something, but it also clears mental space that allows us to 'breathe' and create. What can we do today to lessen the clutter in our lives and in turn the stress that it creates?

4. Looking for reasons to be offended

Dr. Wayne Dyer in his The Power of Intention PBS special reminds people to "stop looking to be offended". So many people are offended by so many things. For example, half the stress in driving is taking personal issue that the drivers nearby didn't do what we wanted them to do. They didn't let us cut in? So what? Maybe they didn't even see us because we were in their blind spot. Maybe they were talking on their cell phone and didn't realize we were there (This opens up the discussion of whether or not talking on the cell phone while driving is a good idea. It also is the ideal vehicle to discuss other types of

distracted driving including and especially texting). Maybe they intended to let us in but it was too late.

Remember **‘what else could it mean?’** Perfect example. The possibility that they deliberately didn’t want to let us in is so small it’s not worth getting stressed over, and yet so many people do. We see them yelling and gesturing out the window. Why get offended? Why allow someone else to control our mood? Why take offense?

5. Believing the world revolves around us

What makes us think we’re the center of the universe and that everyone should move out of our way or get us what we want? When we were children, our parents, of course, paid a great deal of attention to us. Now that we’re old enough to know better, we must begin to realize that each person is responsible for his or her own happiness and that the rest of the world is not here to cater to our needs and wishes. If we expect everyone to wait on us or provide us with everything we need or want, we will often be stressed because that’s not the way the world works. The sooner we realize that we must provide for our own happiness, the sooner we’ll find that happiness and the sooner we’ll reduce our stress levels.

6. Putting stressful substances in our bodies

Another reason we’re stressed is that our bodies are not in optimum shape. We’re tired from lack of sleep and often eating and drinking things that aren’t good for us. When we’re not in peak condition, we are more susceptible to stress because we don’t feel we have the tools to combat it. When we’re tired, we often don’t remember that we have the strategies to fight stress. We forget that we can breathe, ask **“What else could it mean?”**, or change our physiology. We may be offended or aggravated more easily. We may be using coffee or soda to help stay awake but those may be causes of more stress with their high caffeine content. A student once questioned if the reason drivers are so rude is that they’re all full of coffee from the coffee shops on every corner – funny, but there may be some truth to it.

Being aware of what causes us stress opens up the door to developing strategies to find solutions. Taking care of ourselves – getting enough sleep, getting sufficient exercise, and putting healthy food and drink into our bodies – is a great goal in the quest for a stress-free life.

7. The influence of the media

We have so much information coming at us that it’s hard not to feel stressed and overwhelmed. As mentioned previously, teens by the age of twelve will have

seen over 12,000 simulated murders on television. By the age of twenty-one, they will have been exposed to a million commercials. How can we not feel stressed especially since the subconscious doesn't know the difference between real and perceived events? Limiting media exposure of a violent nature (and that includes the so-called news) is a great way to decrease stress.

The media also causes stress because it showcases unrealistic views of the world – not only an overabundance of negative events but also a preponderance of perfect appearing celebrities. Teens are more insecure about their appearance than at any time in history with all the near-perfect looking people they're exposed to on magazine covers, in movies, in music videos and on TV.

8. Life Issues

They are uncertain if they have what it takes to be accepted in society or in college. They don't know if they'll find a job they'll like or even get a job at all. They don't know if they'll find someone to love them, and they don't know what the world in general has in store.

9. School

One of the major causes of stress for teens is, of course, school. In previous lessons we addressed many of the issues that relate to school. One area that had great significance to students was the discussion of learning styles. The fact that each of us has a unique blueprint in terms of how we learn can be expanded further.

Learning Environments

Dr. Laurence D. Martel and Peter Kline offer some enlightening suggestions to help us determine our ideal learning environment in their book School Success – The Inside Story. Below are some of their suggestions in bold print with comments from the author of this curriculum. Students can write where they fall in each category in their journals.

- **Decide what kind of noise level works best for you when you study.**
Some people like to have music on. Some like the sound of the TV in the background. Others need complete silence. Which are you?
- **What kind of light do you like?**
Some people like to work with as much light as possible while others are comfortable with a darkened room and a light over the work area. What kind of light do you like?



(My story: I never realized the light preference that people have until I house hunted with a friend. She determined if she liked a house by how much light came into it. My brother on the other hand does not have a need for bright light at all. His last two apartments have been basement apartments with barely any exposure to the sky at all.

When I mentioned this light difference to one of my classes, a student said that he couldn't wait to tell his mother. He liked working in a darkened room with just a light on his desk. His mother kept coming in and switching on the light telling him that he was going to go blind studying the way he did. Now he feels vindicated.)

- **What temperature do you like?**
Some people thrive in heat and humidity. Others like it cool. Some like a breeze blowing on them as they work.
- **What setting do you like?**
What surroundings work best for you? Can you study curled up on a comfortable couch or do you need to be sitting at a desk or table with a hard chair? Do you like a view or do you prefer a cozy space?
- **Do you like to work alone or with someone?**
Although we focused on three primary learning styles there are several others that vary with each person. Some people work best when they can talk it out and be with someone else. These interpersonal learners function best when others are around. They love group work and are the perfect candidates for having a **Study Buddy**. Intrapersonal learners relish the solitude of their own thoughts. Which works best for you?
- **Do you need an authority figure around to get something done?**
Do you tend to get sidetracked on your own or do you do better with a teacher or your parent close by to keep you going?
- **Do you like variety or doing the same thing for a while?**
If you like variety, structure your study time with built in breaks. Change the subject or the style of studying frequently to avoid boredom. If you like to be more structured, study one subject at a time. Knowing what you prefer makes doing the work so much easier.
- **Do you work best on an empty stomach?**
Or do you like to have snacks handy as you study? Make sure you're sufficiently nourished before you begin or hunger pangs will distract you from your work. If you work best with snacks, try to keep them healthy. Too many carbs or overeating prior to studying may make you sleepy. Too much sugar may make you hyper. Neither condition makes for good studying.
- **What's your best time of day?**
Are you a morning person? Most teens aren't. Their biological rhythms tend to make them more alert and productive later in the day and into the night. If that's the case, plan to do the bulk of the studying then and be sure to get sufficient rest earlier in the day if there is school the following day. There is no benefit to staying up so late that school becomes a constant fight in keeping the eyelids open and the mind focused on the task at hand.
- **How much mobility do you need?**



Are you someone who can sit still for hours or do you need to get up and move around more frequently? Plan breaks to get up and move around if there's a great deal of school work or studying to be done.

Each of these questions can be answered on a scale. Few of us are at either extreme in the categories above.

Typical Student Reactions

As in the learning styles lesson early in the semester, students are pleased to know that their individual preferences are 'normal' and that each of us is unique.

*One looks back with appreciation to the brilliant teachers, but with
gratitude to those who touched our human feelings.*

Carl Jung

LESSON 45 (2 - 3 DAYS)

Intended Outcome

- To present interview techniques that will be helpful for students to gain admission to college or to be hired for a desired job

Recommended Supplies

- Make signs of the components of both the interview and the job strategies so that the visual students can see what is being discussed
- A copy of the interview and job strategies for student distribution (on the CD and in the Appendix)

Mindset of the Instructor/Rationale for Lesson

This lesson offers less traditional strategies for job interviews. Most students have learned about resumes in other business classes but may have not learned the strategies needed to handle the nervousness of these situations.

Sequence/Content/Instructor Directions

Most people will apply for a job at least once in their lives. With jobs often so difficult to get, it's very valuable to have a few additional strategies to help make ourselves stand out from the others.

The first strategy goes back to the learning styles that students learned early in the course. When we want to connect with people, we have to keep in mind that we are all different and that we're most comfortable with people who are like us. Chances are that our future employers would want to hire someone with whom they feel most comfortable. We can increase the comfort level of both parties by being aware of the interviewer's style as the interview begins. We might consider matching their energy level as best we can. If the interviewer is very energetic, he/she may be very visual. If he/she is rather low key, he/she is probably kinesthetic or auditory.

(My story: I'm a very high visual. When I meet people, I usually have a high energy level, talk in an animated manner and use my hands a lot. When I first proposed my course and it wasn't accepted, I was very disappointed. I had a coach who had been one of my mentors in this process who reminded me that when I talked again with the school board and superintendent, I should remember that they might not be visual people like me. He reminded me that my high visual manner might make others uncomfortable especially if they were lower key than I am. I realized he was right. I was passionate about this course because I knew the power in the lessons. I needed to make those I spoke with comfortable as I explained this program to them in a way that made them feel that I wasn't some wild and crazy educator bent on changing the world.)



To demonstrate how different people react to our primary learning style, ask for the assistance of a student in the class. Invite a fairly shy person to come to the front of the room if they're willing. If they're not, go to them. Act like a high visual – lots of physical energy, fast talk, using your hands. Go up close to them with high energy, introduce yourself and ask them their name. They will most likely pull away because their comfort zone has just been invaded.

Step back and try it again but this time greet them at their level without getting into their personal space. Usually they will respond with a smile and the comfort on their face is quite visible.

Repeat this activity again with a student who is visual and high energy. Matching someone else's level is a strategy that will be helpful when we want to connect not only in an interview but also with parents, friends, teachers and significant others.

Part of the training for actors is to get the various people in the cast to connect with each other as soon as possible. They must work together for a long time and they must appear connected while on stage. One of the activities actors use to help create this connection is called 'Matching and Mirroring'. This activity can also be beneficial in learning how to establish rapport between people which is valuable in a variety of situations including interviews.



Choose a student to come to the front of the room to help demonstrate this activity. Tell the student that he/she is to be the mirror image of you. Stand facing each other. The key is to move very slowly to give the student a chance to react and follow. After a few seconds, let the student lead and the instructor follow. All motions must be 'school appropriate'.

The other part of the activity is 'matching'. This is a bit more difficult. One person leads and the other person *matches* the activity rather than mirrors it. If the leader moves his/her right hand, the follower must also use his/her right hand. Do several seconds leading the student and then reverse the process with the student leading the instructor.



Have students try this technique with a buddy. Decide who's 'A' and who's 'B'. When you say "Go", have the A's lead and the B's mirror them. Let this run for a minute or so. Then have them switch and let the B's lead. If there is a pair that's especially good, have them demonstrate in front of the class. Tell them to decide privately who will lead and then tell them to start. See if the class can figure out who is leading. Then have the students get back with their buddies to match their partner.

This technique can be used to create a connection with people. To demonstrate, choose a student who would like to act as the business person conducting interviews. Choose someone else to act as that person's secretary. Tell the 'business person' that he/she will be interviewing the instructor in a few moments. During the interview they are to assume different body positions – leaning back in the chair, crossing their arms, crossing their legs, learning on the desk. They should either be very outgoing (visual) or very low key

(auditory or kinesthetic). Tell the class that the instructor will step outside the door for a few moments while they set up the room for the interview. The class can discuss what the job is and any questions that might be asked. The secretary will contact the instructor when the class is ready.

The instructor's job is to model the behaviors, attitudes, learning style and physiology as closely as possible without looking like a mimic. This will help put the other person at ease. If the student greets the instructor using a high visual style, the instructor must match that enthusiasm. If the 'employer' sits on the edge of the chair, so should the person being interviewed or at least not sit back casually. Allow the interview to progress for several moments. Students tend to be on the edge of their seat during this demonstration waiting to see what happens next. Wrap up the session when the lesson has been absorbed and debrief the activity.

Acting coach Jane Marla Robbins has experienced many auditions which are similar to interviews in that we have one chance to convince the other person that we're the right person for the job or part. She suggests that we imagine before going in that we're about to enter one of the places we enjoy being at the most. We should recall the details of that place with as many senses as possible while we wait to be called in (we might want to do this even earlier, if possible). We'll begin to feel calmer, happier and more in control of our lives with each detail we summon. As we remember, our **StarPOWER** increases and we appear more confident perhaps someone worth hiring, or casting in her case. Even if we lose some of that feeling in the middle of the interview, we can pause, take a couple of breaths and revisit that location in our minds. "Don't be afraid of taking a moment," Robbins says. "What's the worst thing the interviewer could be thinking? Could he be thinking that you're thinking? You are! And he probably wants to hire someone who thinks."

Part II - Interview strategies

Things to avoid (from the book 101 Great Answers to the Toughest Interview Questions)



As you discuss this section on interview questions, have students switch journals with a buddy. They are to take notes in their buddy's journal today. They are to write as much as they can because they're not totally sure how much their buddy would want them to write. Leave a few minutes at the end to switch the journals back allowing students to add in anything they think is missing without assigning blame to the buddy for not writing enough.

Poor grooming – Not being as clean and neat as we can possibly be tells the future employer that we don't care about ourselves enough and won't care about the job enough either.

Showing up late – If we can't be on time for the interview, who's to say if we'll be on time for work?

Inappropriate dress – A job interview is not the time to express ourselves creatively (unless it's a creative job) and not the time to declare our fashion independence. There is a dress code in business and that's all



there is to it. Rebelling against it won't change anything except that we won't get the job.

Appropriate dress is important to maintain when we get the job as well. If the employer doesn't want us to wear jeans or anything pierced, we must follow those rules if we want to keep the job. If we think employers won't notice, be aware that many jobs that deal with the public are 'mystery shopped' – meaning that someone will pose as a customer and will be there to evaluate the employees at the owner's request. If we are not dressed the way the company wants us to be, our name or description will be submitted by the mystery shopper.

An answer, good and specific or not, that simply does not answer the question. Whether you're auditory or not, this is the time to listen. If they ask you a question and you don't answer it, they will think you're not paying attention, you're trying to avoid answering or that you're not smart enough for the job.

Defensiveness, especially if it's about something that doesn't appear to need defending. Why is the person being interviewed being defensive? Are they trying to hide something? Are they the kind of person who angers easily? These are some of the questions that might pass through the mind of the interviewer.

Also, sometimes people are so nervous that they begin to apologize for things that have nothing to do with what's being discussed. The person interviewing may wonder if the applicant is trying to hide something and is curious about why they're apologizing or being defensive.

Lack of knowledge of the college, company, job or industry (evidence of poor or nonexistent preparation and research). We should know the major facts about the company to which we're applying. With the availability of the internet and so many other local sources, it's easy enough to find information. People want to know that we're interested in them and their company. We must do our homework, which in this case means research. We don't have to know everything about a company or college we're applying to but we should have some basic knowledge.

Dishonesty. Don't lie on the application and don't lie to the interviewer. Who would want to hire someone they can't trust?

Lack of enthusiasm/interest. If we're not excited about the job during the interview when we're competing with other prospective employees, who's to say we'll have enough energy, interest, and enthusiasm to do the job well?

Asking the wrong questions. Be sure to ask the questions that most reflect what kind of employee they'd like to have. Don't ask about time off and vacations, at least not in the initial interview.

Any answer that reveals you're clearly unqualified for the job. We need to make sure our answers convince them that we're the best for the job.

Any disparity between your resume/cover letter and interview answers (such as providing details about jobs not on your resume). Make sure everything meshes. We shouldn't mention working for McDonald's if we never mentioned them on our resume.

Lack of focus. Even if the interview is not being conducted in our best learning style, stay focused. We have all learning styles in us. Do whatever it takes to stay focused on the conversation.

Lack of eye contact. Make eye contact to connect and be in rapport with the interviewer. It doesn't have to be constant eye contact which might be uncomfortable for both parties. But if we don't make eye contact, people often think, whether right or wrong, that we have something to hide.

Any negativity, especially in discussing people (your last boss, co-workers). Never burn bridges. We must not use the time when leaving a job to say all the negative nasty things we've been thinking while on the job. We never know whether we'll meet that person again. He/she could be one of the parents of our future significant other or they could be the brother of the person who manages the new job we're looking for. An employer will not be comfortable hearing us bad mouth a former employer because they wonder if we'll do the same when we leave them. Besides, who wants to hire and surround themselves with negative people?

Inability to take responsibility for failures/weaknesses/bad decisions/bad results or taking full credit for what clearly was contributed by others. It's best to admit to failures and flaws rather than passing the blame onto others. People have more respect for those who take responsibility for their actions and look for ways to improve in areas in which they're weakest.

In 101 Really Important Things You Already Know, But Keep Forgetting, Ernie Zelinski says, "Winners blame themselves; losers blame others....Either you can be a victim or you can be successful – you can't be both....Blaming others will keep you on the road to perpetual failure."

An additional note: Be sure to write a handwritten thank-you note to the interviewer within forty-eight hours whether or not you've been offered the job.

Ok. Now you got the job. What strategies help you keep it?

- **Give your best always.** It is the right thing to do for its own sake. Also, your job history follows you everywhere.
- **Follow the rules.** You may have been able to get away without following all the rules in school. You won't at the job. That business belongs to someone and they're not going to waste their money on someone who doesn't do what they ask. School officials are required to keep students in school even if they break the rules. It's the law. Businesses can let you go if you don't perform well.

- **Don't whine.** Who wants to listen to people complain all the time? If you're not happy with someone, calmly talk to them about it. Be the person who comes up with solutions for problems rather than the one who complains about them. You'll make the job better for you and better for the people you work with.
- **Be honest and trustworthy.** Same concept as in following the rules. How can a business run if the people who work there can't be trusted? And what boss is going to recommend you to your next job if you did not work responsibly for them? Besides, get caught stealing, lying or goofing around once and you may never be able to change someone's opinion of you.
- **Keep the drama out of the job.** This is not the place for temper tantrums or thinking that the world revolves around you. It doesn't. Although you maybe have been able to create drama around you in school, no one wants to see it in the work place.
- **Be a part of the team.** No matter how many or how few people work with you, act as a team player – not the star and not the loner. A business, like a marriage, works best when all the parties pitch in.
- **Don't gossip.** There's nothing worse than gossip, whether on the job or in school. It's hard to focus on work if you have to worry about everyone talking about everyone else. Besides, once you say something, you can never take it back. It's like the fable about the old woman who climbed to the top of the mountain to air out her feather pillow. She didn't know there was a hole in the pillow. When she shook it, all the feathers came flying out. Try as she might, she could never get all the feathers back. Our words are just like the feathers. Once they're out of our mouths, they're gone, never to return. Don't gossip on the job. If everyone else gossips, be a role model and don't participate.
- **Don't badmouth the boss.** He or she hired you and can fire you just as easily. If you're not happy with the boss, leave. Be sure to give two weeks notice first so that someone can be found to fill your position. Another thought. When you go to your next job or even future jobs, your new prospective employer will contact all your old employers to see what kind of person you are. Even if you don't list that job on your resume, word gets around.
- **Treat customers like gold.** Because they are. Without them, you don't have a job. Even if you don't like a customer, tolerate them as politely as you can manage. Give them the attention they deserve. If you're in a retail situation, pay attention to the customer rather than sharing your latest dating dilemma with a co-worker.

Typical Student Reactions

Students really enjoy this lesson. They have great fun with the **Matching and Mirroring** activity. They especially enjoy seeing the instructor as the person going through the trials and tribulations of a job interview.

They also like the content of the interview strategies and are grateful for the list summarizing them

Those who educate children well are more to be honored than even their parents, for these only give them life; those, the art of living well.

Aristotle

LESSON 46 (3 DAYS)

Intended Outcome

- To learn ways to get motivated to do the things that must be done.

Recommended Supplies

- None

Mindset of the Instructor/Rationale for Lesson

Motivation seems like an elusive quality but just like all the other ideas presented in this course, there are strategies to capture it. There are nine techniques here which are quite varied and distinct.

Sequence/Content/Instructor Directions

What motivates us? We are motivated first of all by biological need. If we're hungry, we're motivated to find food. Tired? Then the search begins for a comfortable place to sleep or the time to do it. These motivations are inherent in our make-up. Daniel Pink in his book [Drive: The Surprising Truth About What Motivates Us](#) calls that type of motivation 1.0.

The next level he describes as the carrot and stick method (rewards/punishment) which has been used for generations in the classroom and in the office. But Pink believes that kind of motivation doesn't work or at least not for long. If students only work because we reward them, then according to Pink, it's human nature to not perform without the rewards.

He also says that in the carrot/stick system, people begin to expect rewards and actually do less work because they know the reward is coming. They even begin to feel they deserve greater rewards despite being less productive. Pink states that "science is revealing that carrots and sticks can promote bad behavior...and encourage short-term thinking at the expense of the long view." The fact that a reward is offered signals that the task connected to the reward is not a particularly pleasant one. Rewards have an addictive quality about them, getting people so excited that they often take more unnecessary risks and more poor choices. Neuroscientist Brian Knutson says, "This may explain why casinos surround their guests with reward cues (e.g., inexpensive food, free liquor, surprise gifts, potential jackpot prizes).

Pink reports from a study done by MIT management professors Karim Lakhani and Boston Consulting Group consultant Bob Wolf that "enjoyment-based intrinsic motivation, namely how creative someone feels when working on the project, is the strongest, most pervasive driver." Also mentioned is the conclusion of three German economists who said that people are driven most by two diverse actions - the fun of mastering the challenge and the desire to give back. One

of the reasons this course has been so successful to date is that these elements are intrinsic parts of the program. Another meshes with Pink's conclusion based on studies that "people oriented toward autonomy and intrinsic motivation have higher self-esteem, better interpersonal relationships, and greater general well being."

Up to now we've talked about ways to help ourselves enjoy the things we have to do. Since most of us spend at least some part of the day working on necessary mundane tasks – dishes, homework, room cleaning – the best strategy is to use what Daniel Pink calls the 'Sawyer Effect' – turning work into play. The 'Sawyer Effect' is based on the story in which Tom Sawyer had a fence to paint and found a way to involve his friends in the task making the job easier and more fun.

Pink offers a three step process for boring jobs:

1. Figure out a meaningful reason why the job must be done.
2. Acknowledge that you know the task is boring
3. Do the task in a way that works best for you

We already have discussed #3. By adding some human needs to chores, we make them more tolerable. By asking ourselves questions that have the possibility of good answers rather than making negative statements, we allow our brains to come up with solutions

But how do we get ourselves motivated to *use* the strategies we've learned? We talked previously about the **Procrastination Strategy** – setting a timer for 15 minutes so that we start whatever it is we have to do, letting momentum carry us to additional strategies, if needed.

Here are a few from a wonderful book by Steve Chandler entitled 100 Ways to Motivate Yourself. Not all one hundred ideas can easily be adapted to teens in school but several are very effective.

Strategy 1: Create a vision of what we want

This revisits the 'E' in **StarPOWER** but with a focus on the motivational power inherent in envisioning. By creating a vision of who we want to be or what we want to accomplish, we let our imaginations get excited about the prospects ahead.

Chandler met Arnold Schwarzenegger in 1976 at a time when he was not well known. Schwarzenegger told him, "I'm going to be the number one box office star in all of Hollywood." At that time Arnold did not look or talk like any typical Hollywood star currently in existence. He was a world champion body builder with a heavy Austrian accent. When asked by Chandler how he planned to do that, he said, "It's the same process I used in bodybuilding. What you do is create a vision of who you want to be and then live in that picture as if it were already true."

If we create a vision for ourselves that includes being a high school graduate, it gives us a reason to get up in the morning to do homework, go to school, to pay attention in classes. To help us see school as a means to the end we want, we should create a vision for the career we want that requires a high school diploma.

If Arnold could create a vision of being a Hollywood actor when he was a very unlikely candidate for movie star, imagine what we can do? If we create a vision of what we want our home life to be, we'll have a reason to do whatever chores our parents want us to do. Maybe doing them leads to a life where our parents let us go out with our friends more, or get our license when we want it. Perhaps Arnold is now creating a vision of himself as the first President of the United States who wasn't born here. It wouldn't be at all surprising. After all, he became governor of California.

Creating a vision of what we want in life is really no different from when we were little kids pretending to be a fireman or princess. We need to continue 'pretending' by taking some time each day to focus on our vision using as many of our senses as we can.

Here's the process: Close your eyes. Picture yourself living in your goal. Look around. Smell whatever smells might be there. Listen to the sounds. Someone who wants to live by the water should envision that house in detail. In their vision, they can hear the waves, smell the salt air and the sun tan lotion and look out to the horizon across the sea. They can even feel the breeze

Doesn't every teen picture him or herself driving? Or going to the prom? Or having the latest tech gadget? Do teens want a life they envision for themselves or do they want to live what someone else pictures for them? Whose life do they want to live? Their parents? Their siblings? Or their own?

(My story: I have a very creative friend whose parents wanted him to be an engineer. He got a degree in industrial engineering, graduated with good grades and got a job. But he hated it. Two years later, he went back to college and got a teaching and theatre degree. He started his own educational theatre company and has written over 100 shows – the script, the music and the lyrics. He had his own Saturday morning TV show for 3 years and has seen his shows performed all over New England as well as various other venues to millions of happy children and their families. He was smart – he didn't let the vision that other people had for him create his life. He respectfully found his own way which has made him happy and fulfilled.)

Strategy 2: Do it now

We're burdened by all the things we didn't do. The undone chores weigh heavily on us always reminding us of what we haven't accomplished. On top of that, we often focus on what we're not good at or what we haven't done. This can make us feel overwhelmed, sad or even worthless.

Steve Chandler states in 100 Ways to Motivate Yourself, "It's hard to stay motivated when you're confused." Having too much left undone – homework, chores, people to call back – makes us feel confused and overwhelmed. Remember the story of the man who handled all his chores immediately? His name is Bob Koether, the president of Infincom. He doesn't need to make a 'To Do' list because he does things immediately.

There's no confusion. There's nothing hanging over his head. No stress! What freedom!

What would our life be like if we did our homework as soon as we got home, if we cleaned our room before our parents asked or even better kept it clean? What kind of time would that open up? What could we do with all that free time? What kind of fun could we have? How would it feel to have the fun we want without all that we have to do hanging over our heads?



Strategy 3: Get a buddy

One of the best strategies to get ourselves motivated is to get help from an outside source. Of course, we all have people in our lives that tell us what we need to do but often we tune those voices out. If we're not open to listening to the advice of family and friends, we might choose to find a buddy to inspire and motivate us, someone we respect, someone we would hate to disappoint. Many people trying to lose weight or work out do much better when they have a partner to answer to. We may not want to get out of bed to exercise but when we know someone is waiting for us, we make the extra effort.



Have students think of a specific chore or assignment that they must get done and the name of someone with whom they can partner. The buddy they choose can either be from this class or from outside.

(My story: I had an ongoing bet with a student in one of my classes to do my school work as soon as I got home each day even though I was tired. He would do the same. We checked in with each other frequently to stay on track. Neither of us was perfect at this task nor did we expect or want to be but we both did quite well. We both enjoyed the feeling that we had on those many nights when we got the school work out of the way first.

My buddy when I first started writing this book was my nephew who was in the seventh grade. He had to do his homework right after school and I had to finish writing this course. He stayed out of trouble and I met my deadline to get this finished because there are schools waiting for it.)

Strategy 4: Find out what personally motivates us and create our own personal strategy to get things done

What motivates each of us as individuals is as varied as we are. Keying into our own personal strategies is a technique that is very effective.

(My story: If I'm stuck on a project or I am not motivated, the best strategy for me is to do something that interests me creatively. It might be to work on a logo, organize online photos, create a part of a web page or something else of a visually creative nature. I don't allow this creative detour to be used as a distraction but as a doorway into the work that must be done. When I use this

tactic, the floodgates open up and all my creativity, energy and motivation come flooding back in.)

Many people say that to motivate themselves, they must get in ‘flow’. Success in many areas depends on working on the boring parts of the plan as well as the fun parts. Daniel Pink in Drive says that it’s important to know what puts each of us into flow because in order to master any skill, we must exert effort. We have to push ourselves through the tough times – when it’s challenging, boring, frustrating, and long-lasting. Stanford psychologist Carol Dweck says, “Effort is one of the things that gives meaning to life. Effort means you care about something, that something is important to you and you are willing to work for it.” To exert effort takes character and determination. But it’s easiest if we can get into flow. We all had flow when we were little children, jumping from one activity to the other, full of joy and motivation. That flow seems to get squashed along the way. We need to find it and get it back because it’s the juice of life.

In Chandler’s book, he talks about a friend of his, Fred Knipe, an Emmy award winning television writer and comedian. He drives when he has to be creative. Driving keeps his left brain busy so the creative side can work on new material. He likens it to “giving your child some toys to play with so you can read the evening email on your computer”.

Find what gets you going. We all have something that fires up our energy. Most of us can think of a time when we were not feeling very motivated to do anything and then someone called and asked us to go somewhere or do something that literally made us jump out of our chairs. From no energy to dynamic energy in mere seconds! What are those activities or people that have that effect on us?

It’s different for all of us. Notice what works. Maybe it’s a specific type of music. Maybe it’s certain people. Maybe it’s helping other people. In an earlier lesson, we made cards listing things that made us feel better, be grateful and laugh out loud. Listing what makes us motivated might be harder because we often don’t feel motivated enough to even make up the list! Designate a page in the journal and make a note there every time we notice that we were motivated by something or someone. If we do our best to add to the list, the items on the list will be there to motivate us when we need them.

Strategy 5: Keep a record of accomplishments

Sometimes it is helpful to see all that we’ve accomplished. We can create a **Success Journal** in which we record all the things we’ve done. We can use a notebook or we can establish an online journal. When we take the time to make a list, it is amazing to see all that we have actually done. There is pride in our accomplishments and true self-esteem. The natural result is that we are motivated to add to the list.

T. Harv Eker in his “Millionaire Mind Intensive” manual says that, “You cannot feel successful if you do not look for and acknowledge your successes.” He also feels that we shouldn’t be looking for all we didn’t accomplish or things that could have been done better. This is a look at our progress not our failures.



Have students start an **'I did it! Journal'** in class in the back of their journal.

Here are some things that they might enter:

- Started a **Breathing Journal** (true, because everyone has one on the last page of the journal)
- Breathed deeply at least 4 times
- Breathed daily ___ times
- Did my homework for today
- Got up on time for school without getting my parents having to ask me many times
- Didn't argue with my parents this morning
- Helped a friend today (be specific with the person's name and how you helped)
- Called my grandmother this week
- Sent a thank you note for a gift I received or recommendation that someone wrote for me (This is a good opportunity to share the importance of writing hand-written thank-you notes for personal, school, and business situations)



The goal is to eventually transfer these entries into a personal **"I Did It! Journal"** that can be expanded and reflected on frequently. Give the journal a cool name and decorate it so that it's something worth keeping. Maybe put pictures of friends, song titles or groups that inspire – whatever makes us feel positive. The journal can remind us to celebrate every time we reach a certain preset milestone, maybe after we've added twenty-five items. We can treat ourselves with little rewards for a small number – larger rewards for many achievements. And like brainstorming, we shouldn't rate the items on our list. If we did something, we did it and it enters the count.

Strategy 6: Listen to motivational speakers or read motivational books

Chandler "didn't believe in motivational books or self-help. They were for weak and gullible fools". But that statement was made before he ever read a self-help book or listened to a CD on the subject. Then he read a book by Napoleon Hill, a noted author in the field of self-help and everything changed. It made him realize that self-help books and CD's give people the tools to help them think for themselves.

So many of his ideas had come from well-meaning friends, family members, from television, radio or the internet. As much as we care for our family and friends, they don't all have the most optimistic view of life. Television, movies, music and the internet don't necessarily have our best interests at heart. Businesses are in business to make money. Why are we allowing them to create our mindset? Emerson said, "We are what we think about all day long." What are we listening to? And how is it affecting what we think?

Exposing ourselves to the books, CD's and seminars of successful people gives us another way of looking at our lives. Learning the techniques they used to become leaders in their fields offers us a chance to model them and become better at what we do. It is



easy to feel motivated when we know that others before us have been successful, especially when they've shared with us the exact methods they've used to become so. There are so many speakers and authors in the field of 'self-help' and business success that most people will have no trouble finding someone they enjoy learning from.

We can learn so much from those who came before us. As Tony Robbins' often says, "Success leaves clues." Why not see what others have done who are following paths that we might want to try? Ernie Zelinski in 101 Really Important Things You Already Know, But Keep Forgetting talks about John Assaraf. He is a well known motivational speaker who at the age of nineteen was the leader of a street gang. He was unsure how to better his life but luckily got a job selling real estate with someone who took him to a motivational training seminar. That decision changed his life dramatically. He now is worth over one billion dollars and is spending his life helping others create abundant lives.

Here's what a few other well known motivational speakers have had to say about learning from others:

- T. Harv Eker, author of Secrets of the Millionaire Mind says you should put aside ten percent of your after tax money to learn from the masters.
- Jim Rohn is known for saying, "Formal education will make you a living; self-education will make you a fortune."

All espouse the basic philosophy of *Strategies for Success* – you never know where you'll find the next great tip for creating a successful life. Be open to reading, listening and learning at every opportunity. Even if only one idea emerges from this course or a seminar or a book that has the ability to change your life dramatically, it was worth your time. Collect these ideas; choose what works for you now; discard what doesn't.

With so many media formats, there is a style for everyone. For the auditory, there are CD's and MP3's. For the visual there are books. For the kinesthetic learner, there is nothing more educational, inspiring and fun than a live seminar. This class is an example of a mini version of what a seminar might be like. The 'Works Consulted' pages list the resources that have been used to create this course. I highly recommend seeking these out.

Strategy 7: Hang around with positive people

Hang around with positive people whenever possible. Negative people can drain the energy and motivation right out of us. The people in this class as well as the instructor are fellow travelers on the path of creating a positive life.

(My story: My classroom was a place that people stopped in even if they had never taken my class because they heard that it was a positive place to be. Teachers stopped in for a few minutes. Former students walked in bemoaning

the fact that they weren't in the class any more. Even an administrator or two on a regular basis escaped to the positive environment.)

People are always looking for ways to improve their lives. Seek out people who do that for you, people who ask good questions, people who don't complain 24/7. The 'Law of Attraction' says that we attract what we put out in the world – a concept similar to the familiar 'Do unto others...'

Even more important, **be** that kind of person. By doing so, we can help our friends and family to be more positive. But we must do so gradually. We mustn't desert them if they're very negative. We must remember to balance our time with positive influences so that we don't bring ourselves down. Not everyone will want to be changed and it's not our place to offer to change someone if they don't want our help. However, we do get to decide how we want our time filled and what messages we let into our brains.

Keep in mind that often the most negative person around us is ourselves. The chatter that goes on in our brains is unbelievable at times. What we often forget is that we have the power to shut that chatter down. Tell it to take a hike. Argue with it. Debate it. It tells us, "You're too tired to do this now." Really? As Dr. Wayne Dyer says in Excuses Begone, "Are you 100% sure?" If not, choose the opposite belief. Argue back as if someone else told us couldn't do something we wanted to do or have something we're entitled to. Tell yourself, "Says who?" Pretend to be the lawyer arguing a case. In 100 Ways to Motivate Yourself, Chandler tells the story of meeting a business consultant who said, "You don't have to obey the voice. Make fun of it. Ridicule it...and once you get into that way of debating your own doubts, you start to take control of your life."

Strategy 8: Limit media time

In our society, we are surrounded by technology of all sorts. We have computers and smart phones with emails and text messages – some invited, some not, televisions that blare constant commercials every fifteen seconds between portions of shows that get shorter and shorter and less meaningful. We have phones ringing both in the house and wherever we go with our cells. Text messages arrive constantly, usually bearing fairly unimportant news. Even our cars, not to mention some kitchen appliances, talk back these days. How do we get motivated when we're inundated by sounds and messages that are not our own?

Chandler writes, "What would happen if you stopped trying to find life in other people's shows and let your own life become the show you're hooked on? What side of the glass do we want to live on? When we're watching television, we are watching other people do what they love doing for a living. They are getting money and we are not." They're living the good life and we're just watching. It's certainly okay to watch some television as long as it's not taking over our time as it is for many Americans.

Television takes away our creativity. It takes away our energy because it doesn't require us to do anything. It puts images in our minds that we probably would



rather not have if we actually stop to think about it. For example, the news is not really what's new but instead what will garner the best ratings for that network. In an interview on a cable television show for the schools of Lee County, Florida, several news people were asked to define what the news was. One said it was not what's new so much as what's exciting, adding that there's no point in reporting good events because they don't make people keep the television on. Another said that the media decides what the news is. So we're watching what the media decides will hook us – and that's the news? And then there are the commercials, an endless array with each one trying to outdo the other in loudness or uniqueness. We're bombarded! Our senses never get a rest. How can we be motivated?

Humorist and lecturer Loretta La Roche says in her book Life is Not a Stress Rehearsal that adolescents have been brought up in a stew of advertising. What's real? What's designed by the media? How can we be motivated when the media is telling us that we don't look good enough, we're not smart enough and other messages that are, at their core, designed to get us to buy their product?

We need to take a break from the media – the cell phone, the chat rooms, the internet, social networking sites, the MP3 player, the Xbox, the television and whatever new technology captures our attention. We need to give ourselves time to breathe and think about what we really want to do with our lives both now and in the future, even if that future means tomorrow. We need to get up and move around. General Patton used to say to his staff, "How long have you been sitting at that desk? Get up and get out of here! Your brain stops working if you sit in that swivel chair for 20 minutes...You cannot keep your mind active when your body is inactive." (High-fives and activities, anyone?)

If necessary, we can always reward ourselves with time back with our media friends after spending time working on something that will make our lives better. After all, what do we have after four hours spent with the media? Not much other than entertainment. That's fine up to a point but in reality, we'll forget most of what we did with our media friends a week later. Why not allot some of that time to being someone others want to watch and learn from?

Strategy 9: Make what you have to do fun

Remember the **Power Questions**? "What can I do to make it fun?" certainly applies to motivation. If you have a job to do, why not create the best circumstances so that you want to be in the environment to get the job done?

(My story: I find that I have to set up my work areas to make them fun to be in. I'm writing at a friend's house in Maine right now looking out over a small pond with the sun streaming in the kitchen window. I brought up all my writing gear because this is a great place to do almost everything, including write. I have no distractions from home – no other work I 'should' be doing, no phone calls, not much on TV because there are only 4 stations here, not the two hundred or so I

have at home. I like it here. I've deliberately planned to write here because it's conducive to this activity, and being with my best friend makes it fun.

*I'm doing the editing in Florida under a palm tree with a gentle breeze blowing and the waves crashing less than twenty feet away. Being near any beach is fun for me. The strategy is to make whatever you **have to do** as pleasant as possible. Editing is not the most exciting chore but it must be done so I need to create the best scenario to do it in.*



I've motivated myself with the thought that if I do all my editing during the first seven days I'm here, I can take the next three days off and just enjoy. I'm motivated! Not everyone can have palm trees and beautiful scenery like this whenever they have a chore to do but the point is to create the best environment you can for yourself. This is where I have spent my spring vacation for many years and this is where I chose to edit the first edition of this book.)

Turning what you have to do into a game can make the job fun as well. We can get someone else involved and let our competitive edge emerge.

(My story: When I worked at a supermarket as a teenager, Saturdays were the toughest. Everyone had huge carriages full of groceries for the family and I had to work eight hours standing at the register ringing up carriage after carriage often with no help bagging. I did have a good friend who also worked weekends usually with the same schedule as me. We decided to make Saturdays into a game. We asked to be put at registers adjacent to each other. Then we began competing to see who had the most money in their drawer at the end of the day. That way instead of trying to hide from people with fully loaded carriages, as many cashiers did and, to be honest, we had also done, we began trying to lure the customers to our lane promising them faster and better service. We began to look forward to customers and to working long shifts on Saturday. Motivation at its finest!)

Strategy 10: We don't have to be perfect

Sometimes we wait to get in the right mood to get a job done. We think perhaps that if we can't complete the whole job, we shouldn't even bother to start. This is often a trait of perfectionists. But if we wait for perfection, we'll never even get started. We need to just start.

(My story: I'm lucky to have learned a writing strategy early perhaps during my high school days when I had a long term paper to write that I unfortunately waited until the night before to complete. The strategy was to just write. Write and write and then edit later. Just get my thoughts on paper and the rest will follow. I use that technique to this day. I'm at this moment writing from my

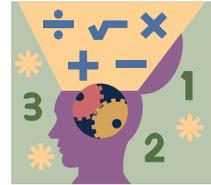
research, my memories and notes from teaching this course, and my experience. I'll edit when I'm done getting my basic thoughts on paper.)

Students can do the same with papers they have to write, homework that needs to be done, rooms that need to be cleaned or whatever else requires their motivation. They just need to start. Business leader Dan Kennedy in his book The Ultimate Success Secret says that the tool that separates the successful people from the unsuccessful is, as Nike says, the ability to 'Just do it'. Successful people don't waste time with all the reasons why they can't 'do it'. Success coach T. Harv Eker says that successful people do what they need to do even when they're not in the mood. It's one of the traits that separates them from less successful people.

Perfection is not something to strive for. Excellence is. Do any of us know any truly perfect people? We're not talking about the ones who think they're perfect. That's another story for another day. Besides, if someone is 'perfect', why bother getting up every day?

Strategy 11: Make it bigger

Imagine that you have to do 20 algebra problems for homework as well as write a paper for English class and translate a passage from Spanish to English. It seems overwhelming. Play a little game for yourself. Ask yourself what it would take to do 50 algebra problems, two essays, a science lab report, and read a chapter in history. Take a minute to really picture in your mind what that would feel like. Look in your books if you have to. Feel the weight of that assignment. Add in cleaning your room and taking out the trash. Make a short quick list of what it would take to get all that work done. Now go back and do just the homework you were actually assigned.



Because we've already engaged the imagination into thinking of all the tasks, the actual project seems like a relief. When we ask our minds what we'd have to do to get the entire list of chores done, our brain begins to expand to find a way. The greater the challenge we present to our brain, the more responses we get. Then by comparison, the job we actually have to do seems easy and manageable.

Motivation is a word like so many others. We can be motivated at the drop of a hat the minute, the second, we decide to be. So decide. All we need to do is practice these techniques until they become habit, then we'll be able to motivate ourselves any time we need that extra little boost. Ernie Zelinski in 101 Really Important Things You Already Know, But Keep Forgetting says, "The only motivation you need is the knowledge that millions of people with questionable intelligence and talent win at the game of success. If they can do it, so can you – with action!"

Typical Student Reactions

Some teens espouse the belief that they don't want to learn what others have done because they want to make their own mistakes. Most though were open to the idea of learning from those who came before them because they saw that it was wasteful to ignore all the great information that preceded them. An example of how we all learn from others - such as learning to drive - helps them understand that this is the way most successful people operate.

Children have more need of models than of critics.

Joseph Joubert

LESSON 47

Intended Outcome

- To allow students to express in a creative manner what they've learned in this course.

Recommended Supplies

- If time is given in class on this date to work on their creative project, have poster board paper and colored markers available.

Mindset of the Instructor/Rationale for Lesson

Throughout the course, there have been many opportunities for traditional assessment. This allows the more creative students to shine. For those who are not particularly creative, or the few who are afraid of assignments like this one, the opportunity of having a partner is very helpful. The mindset for this project is to adopt a positive attitude and make it fun.

Sequence/Content/Instructor Directions



Describe the activity to the students and set up time for them to work on their ideas in class. Some may choose to work on their own and some will work with one or more partners. Also, set a time for presentation/delivery of this project about two weeks into the future.

The goal is to review a strategy or create a scenario demonstrating what they've learned in the course.

Here are some suggestions of what they could do:

- If someone is artistic, they could create a collage of photos or drawings that fit the course. Another option is to create a logo for the course or a project that was worked on.
- If someone is musical, they could write a *Strategies* song. It may be turned in on a CD or it may be performed in front of the class.
- If someone likes to act, they could create a skit demonstrating how a strategy could be used to help in a specific situation.
- If someone is poetic, they could write a poem or a couple of diamantes about this course. A diamante is a 5 line poem that has the following structure:
 - Line one – one word
 - Line two – two words
 - Line three – three words
 - Line four – two words
 - Line five – one word

These are usually quite interesting and fun for those who are creative with words.

Here are a couple of examples of diamantes:

School Lunch

Hungry

No time

What to eat?

Oh well

Done

Cell Phones

Ring

For me?

Did you hear?

It's you

Later

There may be other creative ideas that students will come up with. There is no detailed rubric for this although the instructor may choose to create one. A simple one might look like this:

- Done well and delivered on time – full credit
- Done but not necessarily that well or done well and late – half credit
- Not done – no credit

Typical Student Reactions

Most students are hesitant at first because they see the word ‘Project’ again and begin to feel overwhelmed. Remind them that this assignment is whatever they make it to be. Rather than thinking of it as burdensome, think of it as fun. Remind them to go back to **StarPOWER** where the ‘**W**’ stands for the **words** we choose. If the word ‘project’ causes stress, find another word for this assignment, one that doesn’t create anxiety. Even a somewhat silly substitution – that little thing we have to do – can help.

The students who need the most help are the ones that are not creative. Brainstorm possible detailed ideas with them to help them feel some security about the assignment.

LESSON 48

Intended Outcome

- To discuss the concept of happiness
- To read and discuss quotes about happiness and tips for happiness in CD and in the Appendix

Recommended Supplies

- Handout with all quotes listed
- Markers
- Poster paper

Mindset of the Instructor/Rationale for Lesson

This lesson examines the simple, but not easy, concept of happiness. True success for most people includes being happy with what life delivers or more important, what we choose to allow our lives to be. Many teens feel that their happiness is wrapped up in popularity or financial success. This lesson allows students to discover and create their own definition of happiness. It also allows them to explore other people's opinions about the subject.

Sequence/Content/Instructor Directions

So many people are searching for happiness. Many researchers feel that humans are innately negative. Jean Chatzky in The Difference says, "We appear to be hardwired to pay more attention to the bad things that happen than the good things. We dwell on them. We illuminate them....When people seek out the good stuff, it increases positive emotions and that improves resilience. Think of it as filling up your positivity tank so that you have enough power to keep going when you're under stress and need it most."

People talked about happiness back around 350 BC. Aristotle said that happiness was the only thing humans desire just for itself. We seek other things – love, wealth, fame, possessions – to make us happy. Ernie Zelinski in 101 Really Important Things You Already Know, But Keep Forgetting suggests that we seek out what makes us happy, not just rely on what trends, peers, family and media tells us. "How happy you are depends on whether you're willing to be happy. Happiness will elude you as long as you are thinking and doing what's wrong for you. And it will come easily when you are thinking and doing what's right for you," he says. Zelinski also notes that ten times as many good things happen to us than bad things so we should be shouting in gratitude at least ten times more than we complain. Mentioned also is a Zen master who said the secret to a happy life is to pay attention. We're so busy complaining about the little annoyances of life that we miss what's going on around, things that have the potential to bring us happiness. French poet Paul Valery said, "The best way to make your dreams come true is to wake up."

Marci Shimoff, author of Happy for No Reason, says that we have a happiness set point. She continued to share the following observations from her book on the “Today Show” along with Psychologist Dale Atkins, author of Sanity Savers:

- Fifty-percent of our happiness is genetic, 10% is on current circumstances and 40% are the habits formed by the way we think.
- Money or ‘stuff’ is not what makes people happy. Once people are past the poverty line, no amount of money or things make people happy. Forty percent of the people on the Forbes wealthiest list are more depressed than the average American.
- Eighty percent of our thoughts for the day are negative. We have to find a way to move them along.
- Finding at least five things a day to be grateful for changes how happy we are
- We tend to match the happiness level of the five people we’re closest to

An interesting study was taken globally that rated the happiness index of various countries. The United States came in 46 out 50! Our quest of always seeking more attention, more gadgets, new products, more money is not making us happy. Which country scored the highest? Nigeria, one of the poorest countries with the least amount of what we consider essential modern conveniences.

In Jean Chatzky’s The Difference, she notes that happiness is one of the key factors in whether people are successful. Why? There are many reasons, including the simple fact it’s easier to achieve your goals if you’re in a good mood. She says that happy people are more likely to graduate and land jobs. They’re more productive, creative, dependable, and produce higher quality work. And they make more money. She also stated that happiness is in the moment rather than the future which is more a measure of optimism. So if happiness leads to so many positive benefits, how do we make ourselves happy?

People seem to be one of the vehicles for bringing us happiness. Having a good friend to do things with adds to the joy of those things. Developing close relationships with friends and family can bring immense happiness to life if we remember that we must do our part to keep the friendship going.

Healthy relationships with significant others can also bring incredible joy if we find someone who respects us as well as cares for us. But we must be vigilant about some of the traps that many teens fall into.

Here are a few of them:

- Making the new person everything at the expense of other friendships, school work, jobs and other areas of life. If we make our romantic partner everything in our eyes, we are left with nothing if the relationship ends.

Enjoy the other person but continue to enjoy and support the other areas of life.

- Being so desperate for a relationship that any behavior from the other person is acceptable. That kind of relationship will not bring happiness but can create great stress because we are not being respected by the other person.
- Staying in a bad relationship, as our self-esteem and happiness sink.

A lesson that is better learned early is that when someone shows us who they are, we should pay attention. Once someone has treated us badly, they are very likely to do so again unless they are truly committed to change. So many teens (and adults, sadly) fall in love with who they think/wish the other person is rather than who they actually are, a sure recipe for unhappiness.

A big portion of unhappiness is our focus on the past or worry about the future. So many of us miss the joy that's happening around us because we're not in the moment. If we're seeking happiness, we need to practice bringing ourselves back to the present. Chatzky says, "Small positive things happen every day." That's certainly true but many people are spending their time noticing all the things that aren't just right. Perhaps they enjoy complaining or creating drama. But there are plenty of little positive things to notice – how good the coffee is that morning, a good hair day, the flowers growing in the neighbor's yard, that it wasn't raining while waiting for the bus. "All are small positive things. Don't ignore them...These small positives make a significant difference, but only if you register them."

Overwhelmed by life and all its challenges? Chatzky continues, "If you can find the willingness to endure short-term frustrations, to compartmentalize the parts...that are not enjoyable and put them in a place where they won't impede your ability to get the good out of other parts, the overall payoff can be huge."

(My story: I had gone to spring training the year after I left teaching. We were sitting in the stands watching our favorite players practice. What was I doing? Going through pictures on my cell phone! What? I had waited years to be able to be here and I was missing it because of playing around with my phone. Luckily I caught myself and returned to enjoying what took me a lifetime to get to. How much are we missing being absorbed in things that don't really matter, the mistakes of the past and worry about what might happen?)

A friend once told me that the best part of traveling was the anticipation and the memories upon return. I stopped him and asked, "What about the trip itself?" He said that was all fine but not as good as the other two. I found that to be a classic example of missing the present. How could the anticipation and memory be more fulfilling? But if that's what made him happy, then more power to him. At least he knew what worked. I like both planning and remembering but I know sitting here editing this on a cold day in February as I sit in a cozy room, with the sun shining in on the ocean in Cape Cod, that the moment is what's best for me.)

Dr. Wayne Dyer says, “Just keep practicing bringing yourself back to the here and now and remember as you do, that this is your relationship to life. Accept the present moment and find the perfection that’s untouched by time itself.”

So many are searching for happiness that whole books have been devoted to the topic. Here are a few tips from the book 100 Simple Secrets of Happy People: What Scientists Have Learned and How You Can Use It by David Niven.

- Have a purpose in life.
- Choose your comparisons widely.
- Turn off the TV. “Watching too much TV can triple our hunger for more possessions while reducing our personal contentment by almost 5% for every hour of day we watch.” (*We’ve heard this before as part of other strategies.*)
- Be open to new ideas.
- Share with others how important they are to you.
- If you’re not sure of something, guess positively. (*Remember Dr. Wayne Dyer’s suggestion that if you’re not 100% sure, choose positive?*)
- Don’t confuse stuff with success.
- It’s not what happens; it’s what you think about what happened. (*What else could it mean?*)
- Don’t let your entire life hinge on one element. (*A person, an event, a possession*)
- Laugh, smile, be agreeable and have fun.
- Busy is better than bored.
- Try to think less about the people and things that bother you. (*Stop looking for reasons to be offended*)
- Be a peacemaker. (*Do an act of kindness.*)
- Never trade your morals for your goals.
- Accomplish something every day. (*Maybe something on your JET?*)
- How we see the world is more important than how the world is.
- Don’t accept the view of the world that you see on TV or online.
- Enjoy the ordinary.

- Focus not on the world’s tragedies but on the world’s hope.

Studies have shown that we don’t want to be too happy or we’ll never get anything done. A little bit of unhappiness motivates us to make the changes we need. Being too happy can lead to being self-entered as well as complacent. Duke University’s David Robinson found that people who were too optimistic didn’t plan well for the future and often got into debt. University of Illinois professor Ed Diener looked at academic environments and determined that those who were happy but not too happy did the best academically.

Ask students to complete the following statements in their journals:



- I am most happy when I _____ .
- In order to add more happiness to my life, I would have to _____ .
- An example of someone I know who is happy is _____ .

If any of them are willing to share their answers, use their responses to open a discussion about happiness.

Take a few minutes to do an activity called “Mrs. Wright” (Check the end of this lesson for details). Usually students are happy to get up and have fun with this activity. One of the thoughts mentioned in the debriefing of this activity might be that happiness is enhanced when we work with others.

Have students each select a quote or two from the list of quotes on happiness available on the CD. They should select one that they’d like to talk about. Have them choose a buddy to discuss their quote with. Then have them make a poster of their quote so that they might share it visually with the class.

~ ~ ~ Activity ~ The Story of Mrs. Wright

Directions:

Give each student a 3” by 5” index card. Have them write their name on it or some other identifying mark. Ask students to get up and form a circle (move desks if necessary or move outside the classroom to a space where they all fit). Step into the circle with ‘The Story of Mrs. Wright’ in hand.

Tell students that you will be reading them a story and that every time they hear the word ‘left’, they will pass their index card to the left. Every time they hear the word ‘right’, they will pass their card to the right.

Do a test run with the group. Tell the group: “I’d like to do a test run with you. Ready? Right (pause to let everyone pass their card to the right). Left (pause to let everyone pass their card to the left). Very good. Everyone should now have the card they started with. Now let’s begin the story.”

This is where you begin reading the ‘Mrs. Wright’ story (see story below). Start off slowly so students get a chance to feel successful. Then slowly speed up. If everyone does their job, they will end up with the same card they started the activity with.

“Once upon a time, Mrs. Wright took her three left handed children (Wendy Wright, Larry Wright, and Billy Wright) on a vacation. They left on a Monday and planned to return just before the Thanksgiving holiday. Billy Wright left school for the Wright vacation. Wendy left a whole plate of leftovers for her cat to eat during the Wright vacation. But Billy, who is the president of a local leftist organization, was the saddest of all. He left behind all the addresses of friends that he wanted to write to while on vacation. This mistake left Billy’s friends in the dark. By the end of the week, all the Wrights wished they had never left. They still had the weekend left, but Mrs. Wright decided that the right thing to do would be to return home right away. They arrived back at their house, which is located to the left of Fenway Park, in time for Thanksgiving leftovers.”

Debriefing

When they’re done, debrief the activity with them, asking them what they think the intent of the activity was. Typical answers include:

- that all members of a team are important to the success of a project
- that paying attention makes a difference
- everyone is affected if even one person is not doing his/her job.

This activity can be used as an opening to a discussion of the impact of our individual efforts on the whole and has successfully opened the doors to great conversation about the importance of full commitment from those involved in any project.

Students who are interested can write their own story that works out like Mrs. Wright’s.

Note: The above teambuilding game description was provided by the International Association of Teamwork Facilitators (<http://www.IATFconnect.com>).

The IATF has members in 34 countries and represents a dynamic community of supervisors, managers, coaches, trainers, facilitators, and educators who are actively working to grow and leverage the most important energy source of our time - the power of inspired teamwork.

The IATF provides free teambuilding games, free and engaging leadership development TeleSeminars, free and interactive interviews with team development thought leaders, webinars, group and one-on-one coaching, workshops, presentations, books, and multimedia training materials.

We love what the IATF is doing and we urge you to visit the site and access all their great resources. Here's the link: <http://www.IATFconnect.com>

Typical Student Reactions

Students enjoy ‘The Story of Mrs. Wright’ and the chance to get up and do an activity. Many are inspired to write their own left/right stories.

LESSON 49

Intended Outcome

- To discuss our habits and the power that they have in our lives
- To learn strategies to break the habits that we'd like to eliminate
- To explore ways to add new beneficial habits

Recommended Supplies

None

Mindset of the Instructor/Rationale for Lesson

Habits rule our lives intentionally or unintentionally. Dr. Wayne Dyer in his book Excuses Begone! says, "There's statistical evidence that the conscious mind occupies approximately five percent of the total workings of the brain, leaving 95 percent to the realm of the subconscious. Nine tenths of your nature has been learned and adopted as habit, and you can coax those old habits down the stairs, one step at a time." Taking the time to examine where habits come from, how we can break the ones we don't want and how to create the ones we do want is very important to the process of creating a more enjoyable, productive life.

Sequence/Content/Instructor Directions

We all have habits that help define our daily lives. Some are positive and enhance our lives. Some we tolerate. Others we'd like to rid ourselves of if we can only find a way. Where do these habits come from?

Students have already built several habits in this classroom including signing in every day and high-fiving. These actions have become habits because they've been done many times. Remind students that studies show that it takes between 21 and 28 repetitions of an action for it to become a habit. In the beginning of the semester, students had to be reminded to sign in because they had not done that procedure in any other class. More than 21 days have passed and it is indeed a habit for everyone, as is journal writing and high-fiving.

Author Jack Canfield talks about the 30 day principle in terms of setting beliefs and habits. A study was done at NASA in which ten astronauts were given goggles to wear with concave lenses. This made their vision seem upside down. In 25 to 30 days, their brains adapted and they began to see normally again despite the goggles. Studies by neuroscientists have concluded that it takes 25 to 30 days to lock in a new belief or habit.

 Ask students to take a few minutes to write in their journals some of the habits they have that they'd like to eliminate. Some might include:

- smoking
- biting their finger nails
- talking back to their parents
- being negative
- not doing homework or studying
- driving too fast
- talking on cell phones while driving
- procrastinating
- being online too much
- gossiping



Have students write why they think they have each habit. For example, some might bite their nails because they're nervous or might drive too fast because they're usually late.

Then have everyone look at their list of 'bad' habits. The word 'bad' is in quotes because that's the term most of us use to describe the things we've listed. No habit is really 'bad' unless it's hurting us or others. We might want to even assign another word such as 'non-productive' habit.

The goals for today are to:

- become more aware of our habits because we can only make changes when we know what we want to change
- determine why we have each habit
- come up with a strategy to replace the 'non-productive' habit with a more positive one
- replace the habit we're trying to eliminate with some other activity

Suppose someone has a habit of always answering his or her parents back. This is a sure fire way to get into trouble on a frequent basis. When students are asked for their responses as to why some teens answer back, they might suggest that they feel old enough to make their own decisions and don't need their parents to interfere. Of course, their parents don't see the situation that way at all. As adults, they still can remember the small child that they brought into the world who looks and sounds older but who still needs clothes, food, and a roof over their head as well as their guidance. There is obviously a difference of opinion and perspective in this area but one in which the parents have the final say because they provide for their teen.

For the sake of discussion, let's just say it is to the teen's advantage not to talk back to their parents.

What strategy can be used to *break* a habit?

1. First of all, it is a good strategy to **have a plan** at all, to be an actor in our lives rather than a reactor. If a teen wants his parents to see him or her as independent and trustworthy, one of the first steps is to try to see things from the parents' point of view whether or not he/she agrees with their decisions or methods. Teens want their parents to see their point of view so why shouldn't it work in the reverse? It would be wise to

realize the fact that our parents have been our age as teens. They have the experience of what it's like to be a teen while the teen has not experienced what it's like to be a parent.

2. Another strategy would be to consider **breathing**. Taking a few breaths is infinitely smarter than saying some words that can't be taken back. Letting their parents know that this is a strategy they're using to gain control of the situation is a good plan because the parents might think the breathing is an insulting response. Remember the lesson, "**What else could it mean?**" Students need to make sure parents understand the reason for the breathing.



3. Finally, it's best to not allow ourselves to be overwhelmed by the enormity of the change we want to make. Trying to break a huge habit like smoking can feel daunting if we think of it as never smoking again. It's best to think of making a change for the moment. Not smoking for a moment is manageable. We can do that. We may not be sure if we can make the big changes but we can in the moment take control of our lives. Dr. Wayne Dyer in Excuses Begone says, "...that is precisely how all habituated thinking habits get changed: by thinking and acting small in the now moment and living the only way that anyone really does live – one minute, one hour, one day at a time. With this new consciousness, you can begin thinking in terms that encourage you to eliminate excuses and elevate success."

What could we do to replace the habit of talking back? We can't just stop the habit because by doing so we've created a void that seeks to be filled. Nature abhors a vacuum so it seeks to fill any that exist. If we are in a pool and scoop out water with a glass, the space where that water was fills right back in. The same is true for habits. We need to add a desired activity where the habit existed. We need to fill the gap with something else that we want to have as part of our lives. Otherwise we just have another habit that needs to be replaced. Consider people who quit smoking but don't have a replacement habit. Many begin eating and gain a great deal of weight leaving them the habit of overeating to eliminate.

One way for a student to replace the habit of talking back might be to walk away when extremely stressed and about to speak out. Do something physical – jog, exercise, walk (hitting a wall doesn't count). Again, it is wise to tell parents in advance that this is the strategy that is being used.

This strategy has been successful with students. One young lady replaced 'mouthing off' as she put it with turning away. She discussed her plan with her parents first and has not found herself in trouble for a long time.

How can we create *new* habits?

Knowing that it takes 21 to 28 days to create a habit may make the addition of a new habit seem daunting. We all have way too much on our 'to do' list each day – chores to do, beauty routines to employ, exercises to do. It can be quite overwhelming especially with the overload of information telling us what we 'should' be like. If we have a lot of habits that need changing, it

might be best to take on the creation of one new habit at a time to avoid feeling more overwhelmed and stressed.

Repetition becomes our friend again. Whatever we do enough times becomes part of us. Suppose we would like to add the habit of drinking eight glasses of water a day. There is much research to back up the importance of drinking water. We can make a plan and decide what would be the best times to drink, keeping in mind that being in school makes drinking challenging (for both students and teachers). Our plan might include a bottle/glass of water before school, one at lunch, one as soon as we come home from school, one at dinner and one after dinner in the evening perhaps while doing schoolwork. Planning in advance and following the plan consistently as many days in a row as possible allows the habit to be established.



Breathing deeply on a regular basis is another goal for good health. To create the habit of deep breathing regularly, we could breathe 10 times in the morning as soon as we get out of bed, ten more times when we come home from school and then ten more before bed. Breathing this often will get us well on our way to cleaning out our lymph system all while getting valuable oxygen to the brain in the process. Creating a specific time and place to add a habit and practicing it repeatedly will help us to gradually create the change we seek.

Knowing how habits are formed, we must be careful of what we do consistently. We may be creating habits without realizing it. We often expose ourselves to things without considering their total effect on us. We might think a TV show is stupid but if we watch it enough, it seems 'normal'. We already know that songs come into our memories through repetition. We can't help to learn the words to songs, even ones we don't like. What do we have going on in our lives repeatedly that is becoming a habit?

For example, we watch so much violence on television, in movies or in video games that violence begins to seem normal. Extremely violent acts fortunately happen to a very small minority of people, but because violence has a high excitement level which is a human need, we're drawn in by it. (Not all excitement is good). The media recognizes this fact and so do the advertisers who benefit from having their products on shows that people tend to watch. How many people would turn on the TV or go to the movies to see the 97% of the world going about their normal daily lives? What advertiser would want their product on a show that few people watch?

This is not to say that watching a crime show or blockbuster movie is necessarily bad as long as we don't make it *all* that we see or believe. We must consciously remind ourselves that that's not the way the whole world really is. These are just movies and television shows creating fiction for excitement. If we're conscious of the purpose of these fictional events, we won't allow them through repetition to give us such a negative viewpoint of life and the world. We get to decide what's 'normal' and 'typical' because we decide what we allow into our brains and what we allow to become habit.

Another facet of the media has to do with the words that they choose to use that through repetition are becoming habitual. There are words used on television now that were never allowed before. These words were once considered indecent, vulgar or rude and we, as a society,

did not want to expose our children to them. Now they're on so often, that they begin to seem 'normal' and accepted. Words such as these don't make us stronger or better because they go to the lowest part of ourselves, but they're now in every day life. Those words have power like all words do and they have the power to diminish us as human beings. It would have been wonderful if the network powers that be continued to refrain from using these words but they chose not to and now those words have become part of the everyday landscape of television and life and we use them without thinking.

Habits, or better still, lack of habits can affect us negatively in other areas. Suppose we don't take our makeup off at night or don't brush our teeth. If we fail to maintain good hygiene, our face and teeth pay the price for our negligence, maybe not immediately but sooner rather than later.

We must do our best to choose our own habits – habits that fit the person we'd most like to be. Although we accidentally may have picked up some habits over time, we are now driving the vehicle of our own lives and we get to decide what we put in the engine. As one *Strategies* student said, "Before I took this course, life was leading me. Now I'm leading life."

Typical Student Reactions

Students enjoy having tools to break bad habits and establish new ones.

What office is there which involves more responsibility, which requires more qualifications, and which ought, therefore, to be more honorable, than that of teaching?

Harriet Martineau

LESSON 50 (2 DAYS)

Intended Outcome

- To discuss the connection between failure and success

Recommended Supplies

- 3” by 5” index cards
- Shredder
- Poster paper and markers if quote posters are made

Mindset of the Instructor/Rationale for Lesson

Students as a group are very connected to the concept of failure. They often think that they’re the only ones who have ever failed at something. Taking the time to discuss failure is very important for those struggling with a subject, a sport, a relationship, a diet or some other activity.

Mention should be made that repeated failure of the same activity indicates that a change is needed somewhere. The quote that’s often heard in this regard is, “The definition of insanity is doing the same thing over and over and expecting a different result.” If a student keeps failing because he or she misses school, doesn’t study, doesn’t do homework, doesn’t listen, doesn’t talk to the teacher or other students about the subject, then they need a new outlook and a new plan if they want to graduate. But there can be other reasons for failing that require a more detailed look.

Sequence/Content/Instructor Directions

Most high school students have had experience with failure. They may have failed in an academic area, in sports, in an extra-curricular activity or in some other area of their lives. Many have labeled themselves failures when in reality they ‘just found a way that didn’t work’. Thomas Edison believed this concept when he finally created electricity on the ten-thousandth attempt. He didn’t consider the 9,999 experiments failures but attempts that didn’t work. When a method didn’t work, he checked what was done and made a change. When that didn’t work, he changed something else. He kept this approach going until he found the right combination of events and created the electrical current he had pictured. Luckily for us, he had a positive approach to things that didn’t work or we’d still be functioning with candlelight.



Some well-known people have failed at some aspect of their lives. Clint Eastwood was told by an executive at a movie studio that he would never make it as an actor; best selling author Scott Turow failed English; Charles Schultz, the man who created the comic strips “Peanuts” couldn’t get hired at Disney because they said he wasn’t talented enough. And of course everyone knows that Albert Einstein failed algebra.

Most successful people know that failure is an important part of their success – if it teaches them something they didn't know. Ernie Zelinski in 101 Really Important Things You Already Know, But Keep Forgetting says, "Failure, as it turns out, turns losers into winners...What all achievers of this world have is a great attitude toward failure."

If we take a look at what we have failed at in our lives, then we can begin to see those failures for what they really are.

Here are some of the reasons we fail:

1. We gave up too soon.

For many situations, if we had just hung in long enough we would have succeeded or achieved whatever it was. "The famous are successful because they finish important and difficult projects," says Ernie Zelinski in 101 Really Important Things You Already Know, But Keep Forgetting.

Harrison Ford said, "Most people in this business (movies) gave up and went on to other things. If you simply didn't give up, you would outlast the people who came in on the bus with you." The more we fail and keep going, the greater the chance for success.

2. We didn't believe in ourselves and let our doubts win.

Lack of faith in ourselves can stop us from succeeding. The limitations are actually just in our minds.

3. We didn't know enough

4. It wasn't for us



For today only, have students take a few minutes to think about their so-called failures in life. Have them list on 3" x 5" index cards or pieces of paper things that they failed at – one item per card. Guide them with suggestions such as these:

- Specific sports
- Relationships
- Subjects
- Jobs
- Health items – didn't work out, diet
- Wearing 'what's right'
- Coolness – what to listen to, where to go

When they're done, have them write which of the four items from the list above caused them to fail. Then sort the failures into four piles, one for each of the four reasons. When they finish, ask if they would consider someone a failure that did the following

- Quit the violin
- Quit the piano

- Couldn't play sports
- Got divorced
- Couldn't do anything 'hands-on'

(My story: The failures listed above are some of my 'failures'. But they show only one side of the picture of who I am. Most students who hear that I failed at the things listed above will not consider me as a failure at this point in the course because they know all the things I've accomplished. Failure at those things does not make me a failure in life.)

The instructor, if willing, should create his/her own list of failures. Because the students know the instructor, his/her list will be much more effective than that of the author. Ask them if they would consider the instructor a failure. Then show them the list of failures. If they can't consider either of us a failure even though we have a failure list, then they shouldn't consider themselves failures either. Failure is a part of life. In order to grow, we must give ourselves permission to try things and permission to fail.



The next step is for the instructor to take out the shredder and shred his/her personal failure cards in as dramatic a fashion as comfortable. Then have students come forward with a buddy, one buddy pair at a time with the intention of shredding their 'failures'. Have their buddy hand them their failure cards one by one so that they can read them just before they shred them. The rest of the class should be watching and cheering them on. Have some music on that supports this activity and if possible, have a celebration of sorts when the process is over.



This might include:

- Everyone comes up and **high-fives** each other
- Food if allowed in the class (Donuts or pizza are very effective depending on the time of day and what the school allows)

On the CD and in the Appendix are some quotes about failure from various sources that can be shared and discussed. Use as many or as few as time allows. Have students choose their two favorite quotes and write them in their journal. These will be memorized at a later date for the final exam. Having the quotes written either on poster paper, overhead or power point would be a valuable asset for the visual students.

Read the 'How to Fail' article from the **Student Journal Page** in class with a different student volunteering for each section so that the auditory people can fully understand the content.

Typical Student Reactions

Students enjoy shredding their 'failures' because it gives them a chance to see their failures disappear. All three modalities get to experience the shredding – students see the paper

disappear, they feel themselves feeding the shredder and they hear the sound of the paper being ripped up. They also enjoy the celebration that follows.

They find the quotes interesting because they get to see success from a variety of perspectives.

*Schoolteachers are not fully appreciated by parents until it
rains all day Saturday.*

E.C.McKenzie

LESSON 51

Intended Outcome

- To discuss the fact that we often label ourselves and others
- To decide if the labels we put on ourselves fit



Recommended Supplies

None

Mindset of the Instructor/Rationale for Lesson

This lesson is to help students realize that we as humans are constantly labeling ourselves and others. With awareness, as in previous discussions, students can determine the value of labeling in regards to their own self-image and to that of those they encounter.

Sequence/Content/Instructor Directions

As human beings, we are constantly observing what's around us and forming opinions about what we see, hear and experience. Our brains process both pictures and words. The pictures fly through quickly, often too quickly to even be consciously recognized. Brian Tracy in his tape series Breaking the Success Barrier says that we get our first impressions of someone in four seconds and make our final assessment in thirty.

The words that appear in our heads become labels. We see a person with a certain style of clothing and our brain says – trouble maker, punk, jock, cool kid. Our brain says these words without any contact with the person. Our conclusion is based only on our beliefs and previous experiences – powerful tools but tools that can often lead us astray.

Ernie Zelinski in 101 Really Important Things You Already Know, But Keep Forgetting says, “Most of our troubles come from how we interpret, label and judge events that shape our lives.” Too often we fail to stop to really think about whether or not that label actually fits or if we should label at all. Famed Danish theologian Søren Kierkegaard said, “Once you label me, you negate me.”

(My story: I'll never forget a young lady who entered my class in the early nineties in shredded fabric, black lipstick and eye shadow, six inch platform shoes and spiked jewelry. Her hands were covered with black designs and her fingers wore spider rings made of rubber. Had I been a first year teacher, I might have been intimidated by her appearance. But I had learned that labeling her as anything other than 'interesting' would have been a great disservice to her and would have prevented me from getting to know a remarkable young lady. In reality, she was bright, kind, inquisitive, caring and creative.)

Students often affix labels to their own groups. This is fine until it creates separation and animosity with other groups. Using a label to bully or negate someone is a cause for stress, conflict and sometimes, even suicide. We hear so often of teens berating other teens with crude, terrible labels, labels with no real meaning behind them other than the opportunity to harass someone else for pure malice or to look 'big' in front of peers.

We have to be aware that all it might take is one more negative comment, one uninformed disgusting label to push someone over the edge. Our words and actions do have consequences, sometimes tragic ones.

(My story: This course was written after the events of Columbine and after the tragic suicide of one of my students. Both incidents were the results of labeling and bullying. Students who reach the end of their limits can take extreme measures to escape the pain.

My original and continued hope with this course is that it would provide tools for the potential bully so they wouldn't feel the need to bully others and strategies for the bullied so they could either stand up to the bully or withstand the abuse and find a way to use it to grow.)

Consider these questions with students:

- Whom are we placing labels on?
 - Are these labels fair?
 - What are we missing out on because of these labels?
 - What does labeling someone negatively do for our self-esteem?
- How do we like being labeled by others?
- What labels do we give ourselves?



Have students fill in responses to the following statements in their journals with both positive and negative responses:

I am _____ or I am a _____

Examples might be:

| | | |
|-----------------|------------------------|-------------------------|
| I am an Italian | I am tall | I am stubborn |
| I am stupid | I am too fat | I am not good in math |
| I am artistic | I am creative | I am good with children |
| I am kind | I am a generous person | I am an athlete |

Aim for them to have at least twenty items for the list. Guide them with suggestions telling them not to write something unless it applies to them.

Have them circle all the 'good' ones.

- How many are circled?
- How many are not circled?
- Who has more circled than not circled? Who has less? The same amount?

Have them look at the non-circled ones. Begin discussion with students with these questions and ideas:

- How do you feel looking at those?
- Are they really true?
- 100% of the time?
- Says who?
- If they're not 100% true, then they're false. True means always true in math and in life.
- Perhaps it's time to remove those negative beliefs.

Take this example for discussion or use one that a student suggests. If someone wrote, "I'm not good at math":

- How do we know this label fits?
- Could it be that the teacher didn't understand our learning style?
- Did we do poorly because we didn't know our own best way to learn?
- Were there extenuating circumstances going on at that time?
- Could we do math well under the right circumstances?
- Would we be able to do math if someone offered us a large amount of money?
- Does this label truly fit you or could you begin to get better in math?

This exercise is a good opportunity to look at our negative labels and question them. Dr. Wayne Dyer in his book Excuses Begone takes readers through the process of questioning beliefs. Any time we come to a conclusion, label or belief that doesn't support us, asking if it's one hundred percent true leads us to conclude that few things are. Given that we don't know with certainty whether something is true, it is wise to choose the label or belief that is positive.

Kathy Buckley, a well known comedienne and motivational speaker, is hearing impaired. Because she couldn't hear as a child, she was labeled as 'retarded' (term she uses because it was commonly used at the time) and sent to a school with other 'retarded' children which wasn't the best place for her to be. She has overcome amazing odds and is an incredible role model. Her DVD, "Now Hear This" is a great vehicle to learn about labels, although a small amount of the content may not be appropriate for your school environment. You can find her at her website www.kathybuckley.com.

Typical Student Reactions

Students realize that people do label each other, often unjustly. They also realize how much they hate labels for themselves.

LESSON 52 (2 DAYS)

Intended Outcome

- To allow time for presentation of creative projects
- To begin the review for the exam

Recommended Supplies

- Names of the types of students on large paper

Mindset of the Instructor/Rationale for Lesson

Two days have been allotted for this lesson because often there are several students who have something creative to present. There may be times when everyone chooses to do something that may be turned in. If that's the case, those can be shared with the class either by reading (student or instructor) or by displaying and discussing.

Starting the discussion on exams at least a week before the actual exams allows students to have strategies available to them for studying and for handling the stress that exams often present. Many students are overwhelmed with the idea of studying for exams. Most students are aware that it's probably a good idea to study for exams but they're not sure why they should bother. Often heard is the phrase, "You can't study for exams!" The origin of this belief is uncertain but many students buy into it. Here are some thoughts on why they should study. The remainder of the lesson will remind them of how to study.

- There are many jobs that we will have in our lives that will require us to learn and retain a great quantity of information. To do so, we must have strategies to both learn and hold information. Studying for exams gives us that practice. Certainly there are many jobs where we don't need this kind of ability but they are often the less desirable jobs or the lowest paying ones
- There are situations that are not job related that require using our memories. They might include learning how to use technology for personal use, how to play a particular game, how to play a musical instrument, how to find our way on the roads after getting our license, how to fly a plane or any other activity in which we're interested.
- Our brains thrive on use just as our muscles do so we must keep exercising our brains. If we want to be mentally sharp in our lives at any age, we must blaze the pathways in our brains with new challenges and then reinforce those pathways with repetition. And although old age seems extremely far in the future to teens, the brain exercises they do now will help prevent memory loss and maybe even Alzheimer's later.

Content/Instructor Directions

This lesson reminds students of all the tools that they've learned from the semester that relate to studying. The first strategy for discussion is the concept of preparing in advance for stressful situations. When someone plans to get their license, they don't just show up for the driving test without taking the test for their permit first. Months of planning and preparation are necessary if the person truly wants to get his or her license. They take driving lessons from a relative or a driving instructor. They practice. They study for their test. Why should preparing for an exam be any different? Usually the distinction of note is the fact that taking the exam doesn't seem to hold the same immediate value or excitement as getting a license.



A few characters have been created to help students understand the various attitudes that teens adopt in regards to studying for exams. Have 4 students come to the front of the room to portray each of these four types. Have signs pre-made that can be held by each student so that the class knows who each character is.

The All Nighters – These people wait until the last minute and try to cram as much knowledge as possible into their heads the night before the exam. Unfortunately they're exhausted the day of the exam and because they're tired, they don't remember as much as they hoped to during the exam. In actuality, they don't retain much of what they learn at all.

The Not-Me Kids – These people say that they don't know how to study or that people can't study for exams, so they don't. And unless they already know the material, they're in trouble.

The Fanatic – They study constantly giving up every moment of free time and extra sleep. They may be so stressed and tired that they forget everything.

The Strategizer – They spread out the learning over time and use their best learning style. They have a plan for studying so that they keep stress to a minimum and still have time for the rest of their life.

Ask the class the following questions:

- Who has the least amount of stress going into the exam? During the exam? After the exam?
- Who will most likely do the best on the exam?
- Who will most likely remember the information on the exam once the exam is over?

Ask one more person to come up. This person is **The 'Doubting Thomas'**. Have the following questions ready on large pieces of paper for him/her to turn over and for the class to answer. Possible answers follow.

1. Who cares if I do well?
(*You do for your self-esteem, your parents, and your future employers when they see your transcripts.*)

2. Why do I need to practice how to remember?
(You'll need to remember your girlfriend/boyfriend's parents' names, how to do the procedures at your job, how to remember the roads once you get your license just in case your GPS fails, how to learn lines if you're in a play or how to play a song if you're a musician)
3. Who cares if I learn how to study?
(You do again unless you like the feeling that you're not good enough or capable enough to have the life you truly want)

Thank the volunteers and remind students to note the answers in their journals.

So what are the strategies available to help study for exams?

1. **Use the process of repetition.** Studying over time allows repetition to kick in just as it did with **Stand and Deliver**. We should spend our time studying the material we *don't* know. We shouldn't waste time going over and over what we already know which causes stress because it makes the work load seem overwhelming.
2. **Use your best learning style**
 - a. If you're visual, write out what you're having trouble remembering several times until you know it.
 - b. If you're auditory, tape what you need to learn or have someone ask you questions over and over.
 - c. If you're musical, set it to a beat. That's what corporations do when they make commercials.
 - d. If you're kinesthetic, make the origami or move around while you study.
3. **Ask for help if you need it.** See if there's a time to meet the teacher after school to help with difficult material. But don't ask for extra help if you haven't been paying attention in class or at least apologize for not paying attention when you ask. It's not a great strategy to expect a teacher to want to help us on their time when we haven't been doing our part in class.
4. **Get a study buddy.** We've had buddies in class for various exercises. If we don't enjoy studying, we can use the strategy of making studying fun by getting someone to study with whose company we enjoy.
5. **Ask a good question rather than making a negative statement.** Instead of "I hate exams", ask, "What can I do to get through exams as painlessly and as successfully as possible?" Then wait for the answers your brain provides.
6. **Add a few human needs to the study process.** If studying only meets one human need, add in a few more to make the process more enjoyable. Be careful that the need added is not an additional distraction. We do need people in our lives but if we find that working with a buddy is a distraction, then that is not a benefit to the studying process.



Have a student come to the board and record the list of exams that the various students in the class will be taking – English 10 (or whatever it might be called in the school), Chemistry, Spanish I. With this activity students can begin to connect with other students in the class who are taking the same exam.

Once the list is completed, go through each category of exams and discuss any special strategies that might be useful.

For example, a physics teacher might allow students to bring a so called ‘cheat sheet’ to the exam. Other teachers might allow a note card. Students can consider that one of the reasons teachers allow ‘cheat sheets’ is that review happens while the sheet is being made, especially for the visual learner. This is the opportunity to open the discussion on what should be written on those study aides. Many students write too much. Experience has shown that having too much information is ineffective because too much time is wasted searching for the answer, often leaving the student insufficient time to finish the exam.

Then there is the open book exam. Although it seems like there is no need to study when the whole book is at our disposal, the same situation arises as in the overloaded ‘cheat sheet’. The student spends too much time looking for answers. The book should be a last resort just in case something is forgotten. Studying is still necessary and advised even though a student may be allowed to use a book or notebook.



This discussion about how to study for specific subject exams is not the occasion for students to badmouth their teachers, their subjects or their exams. This course has emphasized respect in dealing with life as it comes to us. Our goal has been to seek out strategies to help us find ways to handle life’s challenges. It is of little value to complain about an exam that they have to take anyway. Also, it’s disrespectful to use a class situation to negatively discuss a teacher who is not present. Complaining focuses on negativity, not solutions.

If there is time, it might be beneficial to spend part of a class allowing students to begin actively studying with a buddy for this course or another exam. If this is the case, ask students in advance to bring materials to class. Have students partner with someone else who is taking the same exam as they are. Monitor their studying and offer suggestion to help them.

Typical Student Reactions

Students are happy to have help with ideas on how to study for their other courses and like being able to connect with others in the class who have to study for the same courses they do.

LESSON 53 (2 DAYS)

Intended Outcome

- To use brainstorming techniques to come up with solutions to teen challenges

Recommended Supplies

- 3" by 5" index cards

Mindset of the Instructor/Rationale for Lesson

The purpose is to use the technique of brainstorming to help students find solutions to the problems they and their friends experience. This lesson also provides a review for the final exam which is in the not-too-distant future.

Sequence/Content/Instructor Directions

Over the past few months, students have accumulated a variety of strategies that are now at their disposal whenever needed. Hopefully throughout the semester, students have been queried about best practices to solving problems as they have arisen. Today is a more focused approach on finding solutions to everyday problems.

Business leaders often operate by the 80:20 rule. It can be applied to many situations such as 80% of the business comes from 20% of the customers. It can also be applied to life situations. A recent report said that most Americans wear 20% of their clothes 80% of the time. In today's lesson, 20% of the time will be spent discussing/complaining about the issue and 80% of the discussion will be spent on finding a solution to a problem (This is the opposite of what many people and news stations tend to do).

An example is the problem of boredom. So many teens are bored both in and out of school. Boredom is a problem not only for students but for many adults as well with our affinity for the instant gratification of technology. We're used to constant and instant access to text messages, internet, conversation with friends, and television but that made our attention span shrink. The result is that we need constant stimulation or we think we're bored.

But 'bored' is a label, a judgment of a situation, a word we choose. Perhaps there's a better way of describing how we feel if we are to take responsibility for our own state of mind. Taking responsibility gives us the power over the situation which is better than blaming. Solutions might include changing physiology, changing the word from boredom to perhaps lack of interest and then finding something to be interested in. Dr. Wayne Dyer in Excuses Begone says, "Develop a sense of awe that then leads to the creation of passion by beginning to look at everything as though you're seeing it for *the first time*. Don't let the concept of boredom even creep into your thoughts."

Having a plan to fight boredom, knowing that boredom is our own problem, one that can be solved by using a strategy is the answer to conquering the issues that face us. Ernie Zelinski in 101 Really Important Things You Already Know, But Keep Forgetting says, “If something is boring you, it’s probably you. Get busy doing the lives you love...your taking absolute responsibility for your boredom is the creative force that will make it go away.”



Have students brainstorm ideas to feel less bored in class that will not interfere with other students and will still allow them to learn.

Then have them take two 3” by 5” index cards. On each card, have them write down at least 2 situations where they feel they could use advice. The cards are turned in and are drawn at random with the class brainstorming possible solutions. Several are used today and the rest can be used each day until the end of the course.

In case there are not enough ideas to use, here is the list that was previously generated:

- How to handle a teacher you really dislike
- How do cope when you’re not passing in school
- How to get where you’re supposed to be on time
- How to manage worry about learning to drive and passing the driving test
- How to deal with teachers who nag
- How to eat a healthier diet and get more exercise
- How to decide what to study in college
- How to manage anger when someone is trying to annoy you
- How to manage money
- How to ask someone out
- How to tell someone how you feel about them
- How to get parents to stop arguing
- How to pass chemistry, physics...or any subject
- How to get things to go your way
- How to listen to negative comments all day without getting depressed
- How to trust someone
- How to stay focused to get all your work done
- How to handle people who interrupt you
- How to handle anger so as not to hurt someone or say something hurtful
- How to be better at taking tests
- How to get better grades so that you’ll be eligible for a scholarship
- How to get along with the opposite sex
- How to get into college
- How to handle relationships with a significant other that go back and forth
- How to get motivated to do schoolwork
- How to be more organized
- How to get everything done – schoolwork, job, significant other, hobbies
- How to cope with procrastination
- How to manage your temper
- How to not get overly dramatic over things
- How to handle anxiety, pressure
- How to cope with fear of commitment in relationships

- What to do if you're too flighty
- What to do if you don't take school seriously
- How to get homework done
- How to handle a boring teacher
- How to get along better with people
- How to deal with someone bothering you and a friend
- How to get along with parents
- How to develop better ways to study
- How to like yourself
- How to lose weight
- How to avoid always thinking negative
- What to do when your best friend is ignoring you
- How to manage stress especially over little things
- What to do to get along better with people
- How to help sibling to get along with people
- How to improve your attitude
- How to succeed on a science fair project
- How to get along with your brother or sister
- How to quit smoking

Typical Student Reactions

Students enjoy the chance to contribute and especially like that there is help solving the problems that plague them.

A good teacher, like a good entertainer, first must hold his audience's attention. Then he can teach his lesson.

Hendrik John Clarke

LESSON 54

Intended Outcome

- To discuss the definition of success

Recommended Supplies

- Poster paper and markers if needed
- List of success quotes for student

Mindset of the Instructor/Rationale for Lesson

As students near the end of the course, it is hoped that they have a different concept of success from what they had when they first entered the class. Many at that time believed success was just money and possessions. Some believed it was unattainable. This lesson allows them to revisit their beliefs about success.



Sequence/Content/Instructor Directions

Success is just a word but attached to this word is a variety of feelings, emotions and complexities. What is success? It's different for everyone.



Have students write in their journal, "Success is _____ ." When everyone is done, have them read theirs either by going in the order they are seated or by having them volunteer.

We all get to decide what success is for ourselves. Researchers have come to many conclusions about what makes people successful. Malcolm Gladwell in his book Outliers, says that some people have an edge based on their culture, their time of birth, and the opportunities they have had presented to them during their lives. Here are some of the conclusions from his book about success:

- Studies found that most professional hockey players were born in the first four months of the year. Why? Because they were bigger and older when teams were chosen as children so they advanced more.
- The Asian culture has developed students who are more apt to study than their American counterparts. The reason goes back in generations where their ancestors farmed the rice paddies year round. They grew up with the belief, "No one who can rise before dawn three hundred sixty days a year fails to make his family rich." Inherent in the family structure is the core concept that a full day's work must be done every day to achieve success in

the family. Students there go to school a longer day and year round and think nothing of it. Our American farm culture was based on the fact that our continent grew crops that needed years off to rest to produce at their peak. So developed the concept of time off both in the fields and in the summers. Our schools still have summers off despite the fact that research shows that students who don't continue to learn over the summer drop off considerably in knowledge and technique.

- Chinese tend to be better in math than Americans because their language for numbers is easier to say and memorize. “Because as human beings we store numbers in a memory loop that runs every two seconds. We most easily memorize whatever we can say or read within that two-second span.” How’s does this make them better at math? Because they build confidence in their math ability at an easy age while American children struggle with the strange way our numbers are actually built. Their numbers are consistently logical (37 is three-tens-seven and 14 is one-ten-four) where ours change (thirty-seven and fourteen). English speaking kids have to convert the words to numbers in their head before they can add them.
- Bill Gates got exposed to a computer at very young age.
- We can’t change our heritage or our date of birth or the language we grew up with. But we can put in the hours it takes to be good at what we want our career to be. All the cases described in Outliers show that to be a success at anything takes practice, hard work and time. We don’t have to be a genius or have the highest IQ. If we want something bad enough, we have to be willing to put the hours in to be successful at it. “Success is a function of persistence and doggedness and the willingness to work hard.” Sounds daunting until students begin to realize that they already have the ability to work hard when they want something like getting their drivers license, playing a sport they love, rehearsing for a play they enjoy or even just the time spent pursuing a relationship.

What’s the total time that Gladwell’s research shows? To be truly successful in some area we need to put in ten thousand hours. Here are a few examples of people/groups that did just that.

- The music group The Beatles played close to 10,000 hours before they were ever discovered internationally. They had been hired to play for eight hours a night in Hamburg, Germany. Over three years they performed twelve hundred times. Those long hours of practice and playing together made their performances seem effortless.
- Asian students are in school studying full days and full school years. They get very good at their studies because of the amount of time they put into it.

- Bill Gates started programming computers in the eighth grade. Although that might not seem shocking now, when he did it, one computer used to take up a whole room and programming was done with hundreds of individual punch cards. What made him lucky was that his private school had a computer terminal that the mothers of students had raised money for. It linked to a big computer in downtown Seattle. Between that computer and the others he was able to buy time on, he racked up many hours of time learning how to program.

The key to success based on this research is to practice what we need to learn until we master it enough to move on. And to find a career that we love enough to spend those ten thousand hours on.

Here is how Gladwell sums up success:

“It is not the brightest who succeed...Nor is success simply the sum of the decisions and efforts made on our own behalf. It is rather, a gift. Outliers (the name he gives to the successful people he profiles in the book) are those who have been given opportunities – and who have had the strength and presence of mind to seize them.”

Hopefully by this point in the course, students will feel more empowered to choose careers, friends, spouses, and paths that will make them happy and successful. At least they are more aware that there are choices, that their paths are not predetermined but selected.

Career choices can be made based on interest, talent and a realistic idea of what’s happening in the world at large. Choosing a career that society is phasing out is a recipe for stress and unhappiness. Blaming other nations for doing jobs that Americans don’t want to do or want to be paid more for, is a waste of time and energy. A smart business will hire the people best suited at the lowest price. Choosing a career with a future is much more productive than blaming another society who also wants to make a living. Daniel Pink in both his books [A Whole New Mind](#) and [Drive](#) says that many of the left brained analytical jobs can be done less expensively either by computers or by Asians. Jobs with futures must be either creative or locally necessary. A successful person will take this information and find a way to make it mesh with their talents and interests and not spend time blaming others.

One of the ways to enhance potential success in a certain area is to find a mentor. Many well-known, successful people attribute their success to finding someone who knows more than they do in a particular area and then following his/her advice. Mentors have traveled the road before us and have already experienced the pitfalls as well as the techniques that have proven effective. Politicians learn from those who have come before them. Actors study award-winning actors and garner advice on technique and also how to navigate the business. Even teachers have mentors prior to taking over the classroom and sometimes longer.

Jean Chatzky recommends that the best way to find a mentor is to seek one out. “Take the initiative, start a conversation, build a relationship and ask for what you want,” she tells in [The Difference](#). Ask, “I’m wondering if we can get together for coffee or lunch. I’d like to get some

advice.” Don’t ask them straight out to be a mentor but if you can check in with questions as needed. Jean also states that it’s wise to have mentors for various facets of life – for career, a sport, relationships, whatever area help is most needed. Probably even more important is to consider becoming a mentor to someone else. Not only are many human needs met in this endeavor, but the joy of helping others is a true self-esteem boost, which explains why so many successful people choose to mentor others.

Bottom line is we get to determine what success means for us and what we’re willing to do to achieve the level of success we desire. We don’t need limits on our dreams because we get to decide how hard we want to work for our success. Most successful people do recognize that if our main goal is comfort, then we may not achieve the level of success we desire. We have to keep challenging ourselves, stepping out of our comfort zones, taking on the difficult and uncomfortable, taking advantage of the limitless opportunities that are out there. We have to use the tools we have to prevent ourselves from being side tracked by things that waste our time and make us negative. This course invited students to do just that and for those that took that challenge, the growth is there.

What do other more well-known people think about success? A collection of quotes relating to success are listed on the CD and in the Appendix. Those quotes can be used for discussion or turned into posters based on the type of class an instructor has.

Typical Student Reactions

At this point, students usually have a lively discussion about success.

The most extraordinary thing about a really good teacher is that he or she transcends accepted educational methods.

Margaret Mead

LESSON 55

Intended Outcome

- To administer the Post-Assessment
- To have students engage in the ‘Lean on Me’ activity

Recommended Supplies

- Post Assessments which can be found on the CD and in the Appendix
- The song ‘Lean on Me’

Mindset of the Instructor/Rationale for Lesson

The post-assessment offers the students a chance to evaluate where they are in their lives now that the course is nearly over. The post assessment sheet is identical to the one that the students filled out at the beginning of the course. These two assessments are valuable for comparison purposes. It’s interesting how many students have improved in the each of the various categories.

The course evaluation allows students to express their opinions about the lessons that were taught which gives the instructor feedback about how the lessons may have been received which can aid in teaching the course in subsequent semesters. Many students rate the journal low because they don’t want to do the work involved to keep it up, but it is still a valuable tool that has benefited them during the semester and will continue to do so later, if they choose to keep it.

The ‘Lean on Me’ lesson is interesting because it allows students the opportunity to think ‘out of the box’ and to connect with fellow classmates in a unique and supportive way.

Sequence/Content/Instructor Directions



Have students fill out the **Post Assessment** first. Make sure they put their names on them because these will be used by the instructor to compare changes in each student from the beginning of the year. Collect these when everyone is done.

When everyone is done, take a few minutes to review another topic for the exam.

Finally, have all students come up to the front of the room. Tell them there is a challenge for them to attempt. When you tell them “Go”, they are to put their arms out to the sides of their bodies at shoulder level and hold them there for five minutes. Show them exactly where their arms should go to be sure everyone is clear about the directions. Then say, “Go!”

Students will begin to have tired arms after a few minutes and will begin to look for creative ways to support their arms. Some may crouch down between two desks.

Usually within a short amount of time, a student or two may put his hands on two people's shoulders. Put on the song, 'Lean on Me' softly so that it begins to create an atmosphere for the classroom. Students will gradually get the idea either from observing other students or from hearing the lyrics in the song until eventually everyone (or almost everyone) will have his or her hands on someone's shoulder supporting their arms. (*This activity was observed at a seminar for teens presented by motivational speaker Marlon Smith of www.SuccessbyChoice.com)*

When everyone has gotten the intent of the activity, have them sit down and discuss why it was an important message to learn not only for this course and class but for life in general.

Typical Student Reactions

Students enjoy having a chance to reflect on their own progress as well as to share their opinions about the course. They also enjoy the 'Lean on Me' activity. Occasionally a few students find it uncomfortable to lean on someone else and have found alternate methods to support their arms. Successful people find ways that work for them. They don't have to do everything as everyone else does but they can still observe and learn from the lesson being taught.

Teachers can change lives with just the right mix of chalk and challenges.
Joyce A. Myers

LESSON 56

Intended Outcome

- To wrap up the course and give the students a chance to express any final thoughts

Recommended Supplies

None

Mindset of the Instructor/Rationale for Lesson

This day is all about having the final conversations about all that has been learned in this class. Allow students to express what they gained from the course by tossing around a Koosh. The person who holds the Koosh has the place of honor and all must listen respectfully. This is a version of an Indian tradition where a speaking stick was passed around.

This is a difficult day for many students because they have found out so much out about themselves in this semester, they have formed good friendships with their fellow classmates and they are very connected to the course, the room and the instructor. Leaving a way to stay in touch provides a support to students as they leave. They are invited to stop by the next semester, to stay in touch with email, or to follow previous *Strategies* students and others on Facebook at this abbreviated link: <http://tinyurl.com/strategiesforsuccess>

Sequence/Content/Instructor Directions



Welcome students to the final day with their favorite song for the **high-fives**. Usually by this time, one song will have emerged as a group favorite. Have them not only **high-five** each other but shake hands and wish each other well. Have them sit in whatever manner is most comfortable – at their desk, on their desk, whatever location works for the school and your classroom.

Tell them that this is the chance to:

- ask some final questions about the exam
- ask for help from fellow classmates about strategies to take the exams in other classes
- review which of the strategies they learned this semester would be most helpful to them for the exam
- answer these questions when the Koosh is passed to them
 - What strategy have they used the most?
 - What strategy do they think they will use the most in the future?
 - What changed for them during this semester in terms of knowing about themselves?

- What are their plans to continue to connect with other success-minded people?
- What's good about the end of the semester?

At the end of class, pass around a sign-in list for them to sign up for emails to stay in touch with the instructor or author, if they choose.

Typical Student Reactions

Students are very sad on the last day. Most have made lasting friendships and connections in this course. They have found a safe, friendly, fun place to learn and hate to leave it.

*The mediocre teacher tells. The good teacher explains.
The great teacher inspires.*

William Arthur Ward

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About the author



Marianne Douglas is the President of Horizon Enterprises, Barrington, Rhode Island, a company dedicated to creating strategies to make the lives of teens and teachers more successful and less stressful. A twenty-eight year veteran of the teaching profession, first as a math teacher and for three years as the creator and instructor of *Strategies for Success*, she received the “Teacher of the Year for Mt. Hope High School” for creating the course and later that year was named “Teacher of the Year” for the entire school district. She was also nominated for a Disney American Teacher Award, is listed among “Who’s Who among American Teachers”, was a national finalist in the 2007 Cable in the Classroom Leaders in Learning contest and was the recipient of Special Congressional Recognition by the United States Senate for creating the *Strategies for Success* program.

She is the former Administrative Director of Kaleidoscope Theatre, an educational traveling theatre company in Cranston, Rhode Island. She helped write the play “High School BULLY” using some of the strategies from this program. This play was the recipient of the 2010 Justice Award from the Attorney General’s Office of Rhode Island.

She is the author of [When Am I Ever Going to Use This? – 101 Tips to Survive & Thrive in the High School Classroom](#) as well as the college and middle school versions of this program. She is available for a variety of topics for Professional Development, Seminars for Students, Presentations and Keynote Addresses.

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Websites:

StrategiesforSuccessCurriculum.com

TeenStrategies.com

CollegeStrategiesforSuccess.com

101TeachingTips.com

MarianneDouglas.com

Appendix

Items listed here are also available on the CD that came with the curriculum packet. The CD version allows the teacher to print handouts and to personalize those items with relevant information for his or her classroom. The Appendix was created for this second edition for easy access to the materials used in each lesson.

Strategies Pre-Assessment

This survey will be used to determine where you are in various categories of your life. You will take this again at the completion of the course. Your results are for my use only and will not be shared with other class members. This will count as a class work assignment.

Please place a number from 0 to 10 after each comment with '0' meaning you could use improvement in this area and '10' being meaning that you're comfortable at your current level. Put 'n/a' if the category does not apply to you.

1. How do you handle frustration?
2. How would you rate your level of happiness?
3. How would you rate your ability to deal with stress?
4. How would you rate your ability to get along with your parents?
5. With your teachers?
6. With other people your age?
7. With your employer, if you have one?
8. With your co-workers?
9. How patient are you?
10. How concerned are you with other people's well being?
11. How would you rate yourself in terms of being self centered?
12. How would you rate:
 - a. your level of self-esteem?
 - b. your school grades?
 - c. your ability to step out of your comfort zone?
 - d. your comfort with your appearance?
 - e. your communication skills?

f. your confidence level?

13. If you had to give your life an overall rating, what would it be?

14. What would you most like to learn by taking this class?

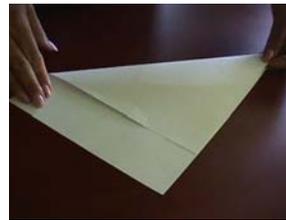
15. What changes do you most want to make in your life?

Origami Fortune Teller Directions

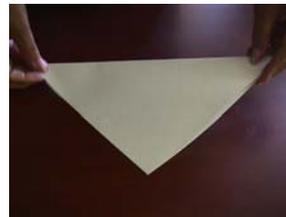
This is a pictorial set of directions for making the origami. For video directions, please go to the YouTube video (<http://www.youtube.com/watch?v=6cUj-vWRKoE> or use this easy to understand link <http://tinyurl.com/origamifortuneteller> .

For this project, use standard white or colored copy paper which is rectangular in shape. Distribute sheets of copy paper to students. Provide scissors and markers.

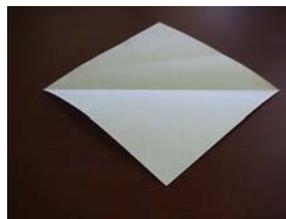
1. Fold one corner of the paper over as shown, creasing the paper along the fold.



2. Cut the rectangular piece from the bottom and discard. The shape should look like the second picture below after the rectangular piece has been discarded.



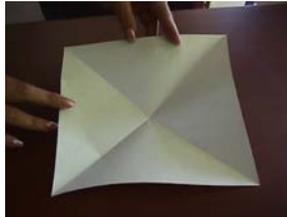
3. Open the fold to form a square.



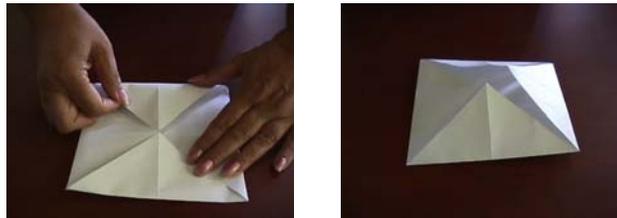
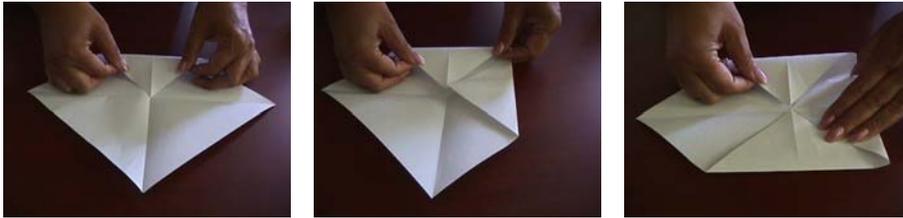
4. Fold the square in the opposite manner than it just was (put the two points together that have fold marks on them). Crease the fold sharply.



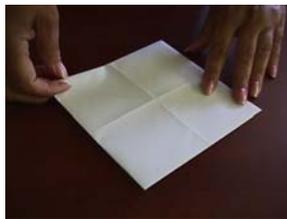
5. Open the paper up again so it's again a square with an 'X' visible.



6. Fold each corner so that it touches the center of the 'X'. Crease as you go.

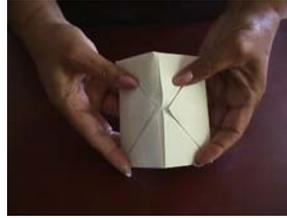
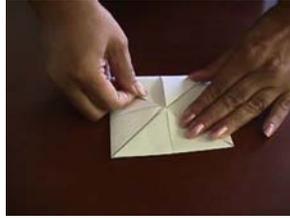


7. Turn it over.

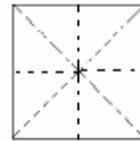


8. Fold each corner so that it touches the center of the 'X' just as you did in Step 6. Crease as you go.

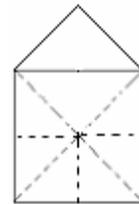




8. At this stage, it will look like this when the side with the openings faces up:

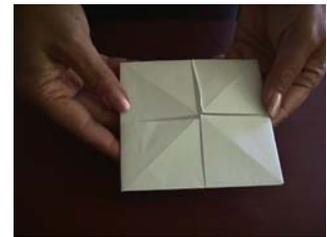


You will see 8 small triangles. Students should write a question on each small triangle.



9. Have students lift each of the 4 large triangles and write the answers to the questions they wrote.

10. When all questions have been answered, fold all the triangles back up so that only the questions show. Turn the figure over so that it looks like this →

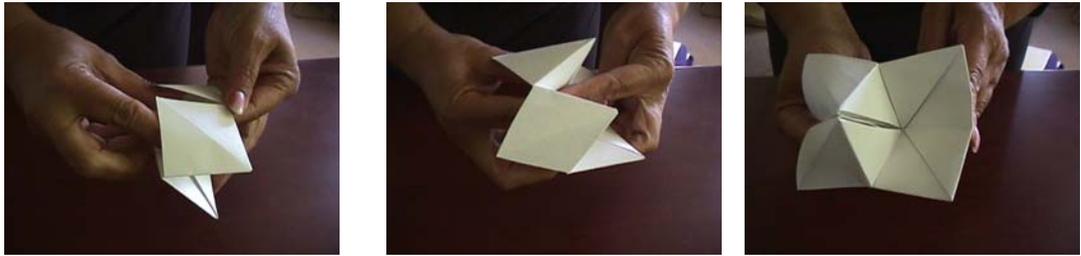


11. Have students write something on each of the 4 small squares – 4 low numbers, 4 colors, 4 favorite teams, etc.

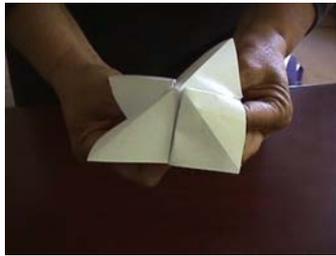
12. To use the origami fortune teller, fold it in half so that the numbers (or colors or teams) still stay on top.



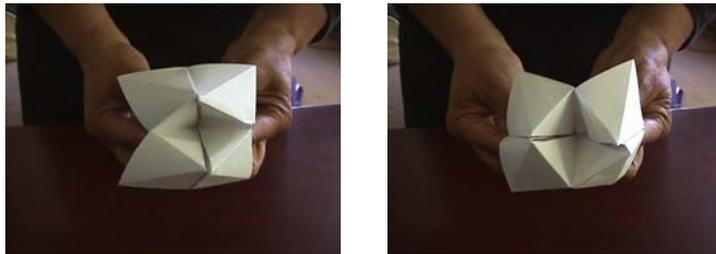
13. Slide your fingers under the squares on top, pinching as you go. Do the same to the side underneath.



14. It should look like this when you have your fingers inside the origami.



15. Here is how to use it. Open it up one way as shown and then move your fingers so that it opens the other way.



Student A will ask Student B to pick a number (color, team, whatever they have written on the outside). Student A will move the origami back and forth as detailed in #15 the number of times Student B named. If there are words, the origami will move to spell out the words.

Once the movement has stopped Student B will point to a question inside the origami. Student A asks him/her that question.

Sample Sign-in Sheet

| | |
|--|-------------------|
| Period 2 | Date _____ |
| Sign in next to your name (be sure to sign yourself) | |
| Student 1 | |
| Student 2 | |
| Student 3 | |
| Student 4 | |
| Student 5 | |
| Student 6 | |
| Student 7 | |
| Student 8 | |
| Student 9 | |
| Student 10 | |
| Student 11 | |
| Student 12 | |
| Student 13 | |
| Student 14 | |
| Student 15 | |
| Student 16 | |
| Student 17 | |
| Student 18 | |
| Student 19 | |
| Student 20 | |
| Student 21 | |
| Student 22 | |

Discovering Your Learning Style and Brain Dominance

For each of these, decide if it's

3) Most like you

2) Sometimes like you

1) Least like you

1. I learn best when I see information
2. I learn best when I hear information
3. I learn best when I have hands on experience
4. I like pictures and illustrations
5. I like to listen to CD's and hear stories
6. I like working with people and going on field trips
7. I love books, pictures and puzzles
8. I enjoy listening to music for pleasure
9. I enjoy sports or working in the yard for pleasure
10. A good textbook and visual aids are important to me
11. I learn best in class when hearing, rather than reading
12. I learn best when I can take things apart and put them back
13. I remember what I see better than what I hear
14. I remember best when I recite information
15. I learn best by doing
16. I have a strong fashion sense and pay attention to details
17. I am talkative and love to tell jokes and stories
18. I use a lot of gestures, am well coordinated and like activity
19. My room is generally neat and visually attractive
20. My room is generally messy and disorganized
21. I don't spend much time sitting in one place to study
22. I like logical and rational thinking
23. I like creative and open-ended thinking
24. I learn best when it's quiet and organized
25. I learn best when there is music
26. I learn best when there is action and physical activity
27. I like structure and work steadily at completing projects
28. I like flexibility and often procrastinate
29. I like to break problems down and solve them in small steps
30. I like to look at the big picture

Scoring: Add up your score. The highest total indicates your predominate style.

Total your answers to 1, 4, 7, 10, 13, 16, 19, 24 Visual _____

Total your answers to 2, 5, 8, 11, 14, 17, 20, 25 Auditory _____

Total your answers to 3, 6, 9, 12, 15, 18, 21, 26 Kinesthetic _____

Total your answers to 19, 22, 24, 27, 29 Left Brain _____

Total your answers to 20, 23, 25, 28, 30 Right Brain _____

My primary learning style is _____

My primary brain dominance is _____

This survey can be found in the book Connections by Sharon K. Ferrett, PH.D

See “Works Cited” for full copyright details.

Strategies for Success – Commitment to Excellence

I, _____, as a member of the *Strategies for Success* class
commit to the following:

1. To participate fully each day
1. To take responsibility for all assignments whether I am in class on a given day or not.
2. To listen respectfully to the opinions of others
3. To treat everyone with kindness and respect
4. To keep an open mind to the possibilities that are placed before me
5. To respect the privacy of others in terms of what happens in this class
6. To bring a journal, something to write with and a good attitude to class every day
7. To use my best Star POWER each day
8. To uphold school rules at all times including
 - a. No food or electronic devices in class
 - b. Being on time and taking the consequence without argument if late
 - c. Using language and subject matter appropriate to school
 - d. Respecting other people’s property
9. To share experiences with the class so that we might we learn from each other

I acknowledge that I have the “freedom to pass” at any time if I am asked to contribute something that I am not comfortable with. I know there will be no penalty for “passing” but I also will not use this to free myself from meaningful contribution.

I acknowledge that my journal writing will not be shared with anyone besides (instructor’s name) unless something is found that could be considered potentially harmful to me.

I acknowledge that successful people do what the rest of the people refuse to do and that I will do whatever it takes to become the success I want and deserve to be.

Signature

Date

“Remember the Titans”

Please answer these as you watch the movie. The questions are in order. Some may require that you finish them later. Questions from this movie will be on the final exam. If you miss any part of the movie, see me about how to view it. **Enjoy!!**

(Since there are 3 pages and we will watch the movie over 3 days, this will count as 3 homework assignments). Is the story true? _____

1. In what year did the story take place? _____
2. Where? _____
3. What was the name of the high school? _____
4. What are the names of the two head coaches? _____ and _____
5. What did the coach do to make the players get acquainted sooner on the trip out to camp?

6. What human needs did this satisfy? _____
7. What was the penalty for ‘not being perfect’? _____
8. What did the coach want them to do with their anger towards each other? _____
9. How many feet in a mile? _____
10. At lunch, the coach asked them to tell 3 facts about their roommate. Why? Why did I have you learn 4 things about everyone else in the class? _____
11. What was the penalty for not getting to know all the players of the opposite race?

12. What did Gary have to tell his girlfriend on the phone? _____
13. Who’s the team captain? _____
14. Who said, “Attitude reflects leadership”? _____
15. What time was the ‘walk in the woods’? _____
16. Would you say that the team members had to go ‘past their comfort zone’ for this walk?

17. Where did the walk/run end? _____
18. If they didn’t come together there, then they would be _____.
19. They didn’t have to like each other, just _____ each other.

20. What started to change in the practice that happened after that walk/run?

21. Who was Ronnie? _____
22. Why did his father bring him to that school? _____
23. What did the rest of the team call him? _____
24. When did things begin to truly change between the races?

25. To motivate the team, they used a few Power Phrases. They were: “Mobile, _____,
_____” and “Will you ever quit? No we want _____.”
26. How different was the ride home from camp compared to the ride there?

27. What was the first day of school like?

28. What would happen to Coach Boone if he lost a game? _____
29. Why did the coach say they were already winners even though they hadn’t played a game yet? _____
30. The coach said, “Let nothing tear us apart” and “Rule like the Titans”. How does this message apply to life as an American in these times? _____

31. What happened at the pool hall? _____
32. Why was Coach Boone so tough on everyone? _____

33. How did Gary’s mother feel about his friendship with Julius at first? _____
34. How did the math teacher help the team? _____
35. Why did the players call a team meeting? _____
36. In game 3, the team came out singing and dancing. Why do you think they did that?

37. When Coach sent Sunshine in, he gave him a pep talk about 12 brothers and sisters. How did that change Sunshine’s StarPOWER? _____

38. When Gary asked to cut Ray, the coach agreed but told him he had to support his decision. What was so important about that decision? _____

| Item | 10 points | 5 points | 0 points |
|------|-----------|----------|----------|
|------|-----------|----------|----------|

-
39. Ray was not willing to take responsibility for his poor playing. How do you feel about people who don't help out the team (or the class...or the school) because they have their own agenda? _____
40. Why were they trashing a car? _____
41. Why did the restaurant take down their sign that said, 'Titans Eat Free'? _____
42. Why was the town so proud of the team? _____
43. Why did Coach Yoast stand up to the referees at regionals? _____
44. Why did the team do High 5's before the game? _____
45. Gary was afraid of Julius at first. Then he realized he was hating his 'brother'. What does that tell you about people you have negative thoughts about but don't really know? _____ Do you have some people like that in your life? Imagine what you could be missing.
46. Sometimes life's too hard for no reason at all. Gary said, "I'm hurt, I ain't ____".
47. How did Gary choose to pursue sports after his accident? _____
48. Where was their focus during the first half of the championship game? _____
49. They had been 'playing their best' instead of their usual way which was 'to be _____'
50. Who said, "Trust the soul of a man, rather than the look"? _____
51. They said it was their time. Is it your time now?

Successful Person Project Rubric

| | | | |
|--|---|---|--|
| Turning in name of person to be presented | Done as assigned | Told at a later date | No name given until the day it was presented |
| Paper | Neatly typed Easy to understand Covers all areas required | Typed Understandable Most areas covered | No Paper |

| | | | |
|---|--|---|-------------------------------|
| Presentation Style | Easy to hear Good eye contact Evidence of strong StarPOWER | Not as easy to hear or understand Some eye contact Moderate StarPOWER | No presentation |
| Prop | Available that day to pass around Appropriate for your person | Prop is not appropriate Prop not available that day but brought in later | No prop |
| Gave the history of their person | Listed a thorough history of their person | Gave some of the history | No mention of the history |
| What makes the person successful in your eyes | Details are mentioned | Some details are mentioned | No mention of this category |
| Quote from your successful person | Have a quote available on the poster, in the paper, and read to the class | Quote listed or said in some of the places required | No quote mentioned or written |
| Education that your successful person received | Describe both high school and college education received if any in presentation and in paper | Mentioned only in presentation or in the paper | No mention of education |
| Style of Poster board | Neatly done Colorful Easy to see for those seated | Not as well done Not easy to see for those seated | No poster |
| Content of poster board | Contains person's name in large letters, several pictures and a quote | Some elements missing | No poster |

Student _____ Points earned (minus late points) _____

Quotes on Failure

A minute of success pays for years of failure.

Robert Browning

Failure has been correctly identified as the path of least 'persistence'.

Failure is an absolute prerequisite for success. You learn to succeed by failing.

Failure is deadly, but not defeat. It is a temporary detour, not a dead-end street.
William Arthur Ward

Failure is merely another opportunity to more intelligently begin again.
Henry Ford

Fall in love with what you are going to do for a living. To be able to get out of bed and do what you love to do for the rest of the day is beyond words. I'd rather be a failure in something I love than be successful in something I hate.
George Burns

I don't know the key to success, but the key to failure is trying to please everybody.
Bill Cosby

I wasn't afraid to fail. Something good always comes out of failure.
Anne Baxter

If you have made mistakes there is always another chance. You may have a fresh start any moment you choose, for this thing we call 'failure' is not the falling down, but the staying down.
Mary Pickford

If you worry about yesterday's failures, then today's successes will be few.
Brian Tracy

If you're gonna be a failure, at least be one at something you enjoy.
Sylvester Stallone

Imagine that you are already the very best in your field; how would you behave differently? The fear of failure is the greatest single obstacle to success in adult life.

It is not failure itself that holds you back; it is the fear of failure that paralyzes you.

Many times the difference between your accomplishment and your failure is attitude.

Most people achieved their successses one step beyond what looked like their greatest failure

Ninety-nine percent of the failures come from people who have the habit of making excuses.
George Washington Carver

No experiment is ever a complete failure. It can always be used as a bad example.
Paul Dickson

No man is a failure who is enjoying life.
William Feather

Not failure but low aim is a crime.
Ernest Holmes

Remember that failure is an event, not a person.

The great dividing line between success and failure can be expressed in five words: 'I did not have time.'

The price of success is much lower than the price of failure

The successful person is prosperous, because he has developed ninety-five percent of his ability. The failure is poor, because only 5% of his natural talents have been utilized.

Charles E. Popplestone

The tendency to follow the path of least resistance guarantees failure in life.

There is no failure except in no longer trying.

Elbert Hubbard

Think continually in terms of the rewards of success rather than the penalties of failure.

We cannot choose the things that will happen to us. But we can choose the attitude we will take toward anything that happens. Success or failure depends on your attitude.

Alfred A Montapert

We need to teach the highly educated person that it is not a disgrace to fail and that he must analyze every failure to find its cause. He must learn how to fail intelligently for failing is one of the greatest arts in the world.

Charles Kettering

What is defeat? (failure) Nothing but education, nothing but the first step toward something better.

Wendell Phillips

You learn from successful failures.

Quotes on Happiness

A lifetime of happiness. No man alive could bear it; it would be hell on earth.

George Bernard Shaw

Action may not always bring happiness; but there is no happiness without action.

Benjamin Disraeli

Almost all your unhappiness in life comes from your tendency to blame someone else for something.

Happiness is like a butterfly. The more you chase it, the more it will elude you. But if you turn your attention to other things, it comes softly and sits on your shoulder.

Happiness is not a reward, it is a consequence. Suffering is not a punishment; it is a result.

Robert G. Ingersoll

Happiness is something to do, something to love, something to hope for.

Chinese proverb

Happiness is that state of consciousness which proceeds from the achievement of one's values.
Ayn Rand

Happiness should always remain a bit incomplete. After all, dreams are boundless.
Anatoly Karpov

Happiness? That's nothing more than good health and a poor memory.
Albert Schweitzer

I live by this credo. Have a little laugh and look around you for happiness instead of sadness. Laughter has always brought me out of unhappy situations. Even in your darkest moment, you usually find something to laugh about if you try hard enough.
Red Skelton

If you wait for the perfect moment when all is safe and assured, it may never arrive. Mountains will not be climbed, races won, or lasting happiness achieved.
Maurice Chevalier

It's pretty hard to find what does bring happiness. Poverty and wealth have both failed.
Kin Hubbard

Most people are searching for happiness. They're looking for it. They're trying to find it in someone or something outside of themselves. That's a fundamental mistake. Happiness is something that you are, and it comes from the way you think.
Wayne Dyer

Remember that happiness doesn't depend upon who you are or what you have; it depends solely on what you think.
Dale Carnegie

Remember, every minute spent angry is sixty seconds of wasted happiness.”

Stress and unhappiness comes not from situations but from how you respond to situations

The grand essentials of happiness are: something to do, something to love and something to hope for.
Allan K. Chalmers

The greatest part of our happiness or misery depends on our dispositions and not on our circumstances.
Martha Washington

The person born with a talent they are meant to use will find their greatest happiness in using it.
Goethe

The two foes of human happiness are pain and boredom.
Arthur Schopenhauer

There is no cosmetic for beauty like happiness.
Marguerite Gardiner Blessington

There is no happiness in having or in getting, but only in giving.

Henry Drummond

True happiness and fulfillment comes when you feel that you are making a valuable contribution to your world. What is yours?

When one door of happiness closes, another opens – but often we look so long at the closed door that we do not see the one that has been opened for us.

Helen Keller

Your incredible brain can take you from rags to riches, from loneliness to popularity and from depression to happiness and joy – if you use it properly.

Quotes on Success

A minute of success pays for years of failure.

Robert Browning

A positive mental attitude goes hand-in-hand with success in every area of your life.

A strong positive self-image is the best possible preparation for success in life.

Dr. Joyce Brothers

Always bear in mind that your own resolution to success is more important than any other one thing.

Abraham Lincoln

Be willing to launch in faith, with no guarantee of success. This is the mark of personal greatness.

Eighty percent of success is showing up.

Woody Allen

Even the woodpecker owes his success to the fact that he uses his head and keeps pecking away until he finishes the job he starts.

Coleman Cox

Every successful person I have heard of has done the best with the conditions as he found them, and not waited until next year for better.

E. W. Howe

Failure is an absolute prerequisite for success. You learn to succeed by failing.

Failure is the condiment that gives success its flavor.

Truman Capote

Fall in love with what you are going to do for a living. To be able to get out of bed and do what you love to do for the rest of the day is beyond words. I'd rather be a failure in something I love than be successful in something I hate.

George Burns

God gave us two ends. One to sit on and one to think with. Success depends on which one you use; heads, you win - tails, you lose.

Anonymous

Good people are good because they've come to wisdom through failure. We get very little wisdom from success, you know.

William Saroyan

I don't know the key to success, but the key to failure is trying to please everybody.

Bill Cosby

If you conduct yourself as though you expect to be successful and happy, you will seldom be disappointed.

If you worry about yesterday's failures, then today's successes will be few.

Brian Tracy

Imagine that you are already the very best in your field; how would you behave differently? The fear of failure is the greatest single obstacle to success in adult life.

In any project, the important factor is your belief. Without belief there can be no successful outcome.

William James

It takes twenty years to make an overnight success.

Eddie Cantor

Many of the most successful men and women in the world never graduated from college. They attended the 'school of life' instead.

Most people achieved their successes one step beyond what looked like their greatest failure.

Nature is neutral; if you do the same things that other successful people have done, you will inevitably enjoy the same success they have.

Nothing in the world can take the place of persistence. Talent will not. Nothing is more common than unsuccessful men with talent. Genius will not. Unrewarded genius is almost a proverb. Education will not. The world is full of educated derelicts. Persistence, determination and hard work make the difference.

One of the secrets of success is blaming no one when things go wrong but doing whatever you can to improve matters."

People begin to become successful the minute they decide to be.

Harvey Mackay

Perseverance is a great element of success. If you only knock long enough and loud enough at the gate, you are sure to wake up somebody.

Henry Wadsworth Longfellow

Planning for happiness is rarely successful. Happiness just happens.

Robert Half

Success comes from having dreams that are bigger than your fears.

Terry Litwiller

Success comes when you do what you love to do and commit to being the best in your field.

Success consists of a series of little daily efforts.

Mamie McCullough

Success consists of getting up just one more time than you fall.

Oliver Goldsmith

Success is a numbers game; there is a direction relationship between the number of things you try and your probability of ultimately succeeding.

Success is dependent on the glands – sweat glands.

Success is more a function of consistent common sense than it is of genius. Hoping is active and wishing is passive. Hoping means seeing that the outcome you want is possible and then working for it. Wishing means just sitting there, waiting for a miracle to happen out of the blue.

Bernie S. Siegel, MD

Success is not the result of spontaneous combustion. You must first set yourself on fire.

Fred Shero

Success means we go to sleep at night knowing that our talents and abilities were used in a way that served others.

Marianne Williamson

Success occurs when opportunity meets preparation

Success seems to be largely a matter of hanging on after others have let go.

William Feather

Success...seems to be connected with action. Successful people keep moving. They make mistakes, but they don't quit.

Conrad Hilton

Successful people are very clear about who they are and what they want.

Successful people do not always make the right decisions but they make their decisions right.

Successful people use their strength by recognizing, developing and utilizing the talents of others.

The disease of excusitis is invariably fatal to success.

The elevator to success is out of order. You'll have to use the stairs...one step at a time.
Joe Girard

The great secret of success is that there are no secrets of success; there are only timeless principles that have proven effective throughout the centuries.
Brian Tracy

The key to success is to decide what's most important to you and then take massive action each day to make it better, even when it doesn't look as if it's working."

The key to success? Work hard, stay focused and marry a Kennedy.
Arnold Schwarzenegger

The most important single ingredient in the formula for success is knowing how to get along with people.
Theodore Roosevelt

The people you choose to associate with will determine your success as much as any other factor.

The price of success is much lower than the price of failure

The secret of success is being grateful for what you have, however little, and not resenting life for what it hasn't given you."

The success you are enjoying today is the result of the price you have paid in the past.

The successful family has Work as the father and Integrity as the mother. If you can get along with the parents you won't have any trouble with the rest of the family

There is no point at which you can say, "Well, I'm successful now. I might as well take a nap."
Carrie Fisher

There is nothing more difficult to take in hand, more perilous to conduct or more uncertain in its success, than to take the lead in the introduction of a new order of things.
Inscription on Machiavelli's tomb

Those who want to succeed will find a way; those who don't will find an excuse.
Leo Aguila

To be successful, do what other successful people have done and keep doing it until you get the same results.

Too many people spend more time planning how to get the job than on how to become productive and successful in that job.

We cannot choose the things that will happen to us. But we can choose the attitude we will take toward anything that happens. Success or failure depends on your attitude.
Alfred A Montapert

You already have every characteristic necessary for success.

You learn from successful failures.

Your success in life will be in direct proportion to what you do after you've done what is expected of you.

A minute of success pays for years of failure.

Robert Browning

A positive mental attitude goes hand-in-hand with success in every area of your life.

Things to avoid (from the book 101 Great Answers to the Toughest Interview Questions)

- Poor grooming
- Showing up late
- Inappropriate dress
- An answer, good and specific or not, that simply does not answer the question
- Defensiveness, especially if it's about something that doesn't appear to need defending.
- Lack of knowledge of the college, company, job or industry (evidence of poor or nonexistent preparation and research).
- Dishonesty.
- Lack of enthusiasm/interest
- Asking the wrong questions.
- Any answer that reveals you're clearly unqualified for the job.
- Any disparity between your resume/cover letter and interview answers (such as providing details about jobs not on your resume).
- Lack of focus.
- Lack of eye contact.
- Any negativity, especially in discussing people (your last boss, co-workers).
- Inability to take responsibility for failures/weaknesses/bad decisions/bad results or taking full credit for what clearly was contributed by others

Now that you've got the job:

- Give your best always.
- Follow the rules.
- Don't whine.
- Be honest and trustworthy.
- Keep the drama out of the job.
- Be a part of the team.
- Don't gossip.
- Don't badmouth the boss.
- Treat customers like gold.

100 Simple Secrets of Happy People: What Scientists Have Learned and How You Can Use It by David Niven.

- Have a purpose in life.
- Choose your comparisons widely.
- Turn off the TV. "Watching too much TV can triple our hunger for more possessions while reducing our personal contentment by almost 5% for every hour of day we watch." (*We've heard this before as part of other strategies.*)
- Be open to new ideas.
- Share with others how important they are to you.
- If you're not sure of something, guess positively. (*Remember Dr. Wayne Dyer's suggestion that if you're not 100% sure, choose positive?*)
- Don't confuse stuff with success.
- It's not what happens; it's what you think about what happened. (*What else could it mean?*)
- Don't let your entire life hinge on one element. (*A person, an event, a possession*)
- Laugh, smile, be agreeable and have fun.
- Busy is better than bored.

- Try to think less about the people and things that bother you. (*Stop looking for reasons to be offended*)
- Be a peacemaker. (*Do an act of kindness.*)
- Never trade your morals for your goals.
- Accomplish something every day. (*Maybe something on your JET?*)
- How we see the world is more important than how the world is.
- Don't accept the view of the world that you see on TV or online.
- Enjoy the ordinary.
- Focus not on the world's tragedies but on the world's hope.

Strategies Post-Assessment

This survey will be used to determine where you are in various categories of your life. This will count as a class work assignment.

Please place a number from 0 to 10 after each comment with '0' meaning you could use improvement in this area and '10' being meaning that you're totally comfortable at your current level. Put 'n/a' if the category does not apply to you.

1. How do you handle frustration?
2. How would you rate your level of happiness?
3. How would you rate your ability to deal with stress?
4. How would you rate your ability to get along with your parents?
5. With your teachers?
6. With other people your age?
7. With your employer?
8. With your co-workers?
9. How patient are you?
10. How concerned are you with other people's well being?

11. How would you rate yourself in terms of being self centered?
12. How would you rate:
 - a. your level of self-esteem?
 - b. your school grades?
 - c. your ability to step out of your comfort zone?
 - d. your comfort with your appearance?
 - e. your communication skills?
 - f. your confidence level?
13. If you had to give your life an overall rating, what would it be?
14. What were the most important things you learned this semester?
15. What changes have you made in your life while you took this course?

Global Belief Answers from Previous Strategies Students

Life is:

- | | |
|-----------------------|--|
| ➤ Pleasant | ➤ Sometimes hard |
| ➤ Confusing | ➤ Unhappy |
| ➤ Alright | ➤ Screwed up |
| ➤ Good if you like it | ➤ Not always easy |
| ➤ Priceless | ➤ Wonderful |
| ➤ Amazing | ➤ Adventure |
| ➤ Short | ➤ Ok |
| ➤ To enjoy | ➤ Short but fun |
| ➤ Hard | ➤ Wonderful |
| ➤ Fair | ➤ Full of surprises |
| ➤ Good | ➤ Too short to waste |
| | ➤ Great, sometimes rough but still great |
| | ➤ Pretty good |
| | ➤ Unfair |
| | ➤ Amazing |
| | ➤ Hectic |

- Great
- Short
- Not so good
- Fun
- Unpredictable
- What you make it
- Your way of expressing yourself
- A gift

Money is:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Great but sometimes not good • A green piece of paper • Important • Useful • Not everything • Hard earned but not always • Not for free, you've got to work for it • Pointless • Unfortunately means a lot, maybe too much • Good to have • Good • Good/bad • Nothing • Overvalued • Helpful to buy stuff • A savior • Everything • Good but can be evil • Fun • Not the means for happiness | <ul style="list-style-type: none"> • Important to survive • Good to have • Power • Awesome • Necessary to have • Overrated • Nice • Needed to live in this world • The best • An important part in society • Sweet • What makes people greedy • Cool • Nice to have • Is the root of all evil • Dirty • Powerful • Worthless • Misjudged • Hard to keep in your pocket |
|---|--|

The world is:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Special • Beautiful • A mess • Crazy • Dangerous • Hectic • Chaotic • A small place after all • Good but could be better • A screwed up place • Unfair • Very divided | <ul style="list-style-type: none"> • Where we live • Full of problems • Round • Different • Crazy • Has problems • Small • Cruel • Big • Chaos • Blue • Our home • Strong • Undefined • Amazing • Not as small as it seems • Nonsensical • Not too bad |
|--|--|

- Full of hate, anger, terrorist, war and sadness
- Not safe anymore
- Cool...how does it stay like that?
- Polluted
- Great and amazing
- Where many different people live
- An awful place
- In a rough spot right now
- Ugly now
- Beautiful

School is:

- | | |
|---|--|
| <input type="radio"/> Good | <input type="radio"/> Helpful |
| <input type="radio"/> A gift | <input type="radio"/> Fine |
| <input type="radio"/> An intro into life | <input type="radio"/> Mostly fun/sometimes fun |
| <input type="radio"/> Tough | <input type="radio"/> Filled with nonsense |
| <input type="radio"/> Educating the lifestyles | <input type="radio"/> A great experience |
| <input type="radio"/> Good and fun | <input type="radio"/> Educational |
| <input type="radio"/> Dumb | <input type="radio"/> Great |
| <input type="radio"/> Sometimes enjoyable | <input type="radio"/> Stressful |
| <input type="radio"/> Not that great | <input type="radio"/> A good opportunity |
| <input type="radio"/> Ok | <input type="radio"/> Stressful |
| <input type="radio"/> A great successful place | <input type="radio"/> Too long |
| <input type="radio"/> What you need for success | <input type="radio"/> Wondrous |
| <input type="radio"/> Humorous | <input type="radio"/> Livable |
| <input type="radio"/> Like jail sometimes | <input type="radio"/> Very important |
| <input type="radio"/> Boring but you need the diploma | <input type="radio"/> Not so good |

| | | |
|-----------------------------------|---------------------|---|
| The Latte Factor Challenge | | Name _____ |
| Day _____ | | Date _____ |
| Item I bought | What it cost | Did I really need this? (Put check for no) |
| 1 | | |
| 2 | | |
| 3 | | |

| | | |
|--|--|--|
| 4 | | |
| Total cost of checked items (Latte Factor) | | |
| | | |
| Multiply the Latte Factor x 30 Put Monthly Latte Factor here → | | |
| Multiply the Latte Factor x 365 Put Yearly Latte Factor here → | | |
| Multiply the Latte Factor x 3650 Put 10 Year Latte Factor here → | | |
| Use this website http://finishrich.com/lattefactor/ to calculate the numbers below. | | |
| If I invested my latte factor for 10 years, it would be worth: \$ _____ | | |
| If I invested my latte factor for 20 years, it would be worth : \$ _____ | | |
| If I invested my latte factor for 30 years, it would be worth: \$ _____ | | |
| If I invested my latte factor for 40 years, it would be worth: \$ _____ | | |

Quizzes and the Final Exam

(Full printable ready-to-use versions of these assessments can be found on the CD.)

Quiz 1

1. Name the 3 primary learning styles.
2. How would an auditory person study for something that they really wanted to do well in?
3. What is the breathing ratio?

4. Give 3 reasons why deep breathing is important.
5. Name the 5 elements of Star POWER
6. How would you let a visual person know you care about them?
7. Why do we do the activities we do in class?

Quiz 2

1. Should you have a credit card?
2. Give 3 reasons why or why not.
3. Do you want an annual fee? Why or why not?
4. Do you want a low or high interest rate?
5. Who is responsible to pay the bill if your card is lost or stolen and you don't report it?
6. How much do you have to pay if you report it?
7. What happens to your rate if you miss a payment?
8. What is the Rule that tells how fast your money doubles?
9. How long would it take for your money to double if you invest it at:
a. 3% b. 8% c. 12%
10. Why should you begin investing early?

Quiz 3

| SEATING CHART QUIZ | | | NAME _____ | | |
|--------------------|--|-------------------------------|------------|--|--|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | This is the front of the room | | | |

Quiz 4

1. What do the letters in **StarPOWER** stand for?
2. What makes a goal **SMART**?
3. What does it mean to **JET** your way to success?
4. What are the human needs that take you **PLACES**?
5. What are the three primary learning styles?
6. What are the 4 power questions?

Final Exam

Write a complete answer for each of these. Be sure to express yourself clearly and write neatly. If you need to stretch during the exam, please feel free to stand as long as you do it without disrupting others in the room.

1. **StarPOWER** determines the state you're in
 - a. List what the letters in **StarPOWER** stand for.

- b. Describe what the **StarPOWER** would be like for someone who is bored in class. Be very specific.
 - c. How could that person change their **StarPOWER** so that they would not be bored?
- 2. Name **and** describe how you would use a strategy you learned this semester to handle each of these situations in a productive, mature, non-violent way
 - a. You hear that someone in school has been talking about you in a negative way
 - b. Your significant other breaks up with you
- 3. You recently did a final goal setting session. State your top 3 one-year goals. Make sure they are stated properly.
- 4. What do you think are the top 3 reasons that the people you heard about in the “Successful Person” presentations were successful?
- 5. We’ve all played either computer or video games. Which human needs does playing one of these games meet? Name the needs that are being met by playing the game and describe how the game meets those needs.
- 6. We all use **Power Phrases** in our lives whether we’re aware of them or we’re not.
 - a. What is a **Power Phrase**?
 - b. Give an example of a negative one
 - c. Why would you want to have a positive **Power Phrase** in your mind?
- 7. Suppose you’re in a class that you must take but you do not feel comfortable in it because you know don’t know anyone there. State the **Power Questions** and answer the questions to show how you would use them to handle the situation.
- 8. Many successful people keep gratitude journals.
 - a. What part of the **StarPOWER** changes when you think about what you’re grateful for?
 - b. Name 3 things that you’re grateful for today.
- 9. We all have beliefs about ourselves and the world around us
 - a. Name two beliefs that you have about yourself. They could be positive or negative.
 - b. For each belief, give 2 reasons why you believe this.
- 10. We started almost every day with a quote
 - a. State your favorite quote for this course
 - b. What is the meaning of that quote?
 - c. Why did you choose it?

- d. What are your two favorite success quotes? What do they mean to you?
11. In the movie “Remember the Titans”
- a. What did Coach Boone do to make sure that all the players got to know something about each other?
 - b. Was this a true story?
 - c. What was so special about this Coach and this team?
12. One of the reasons I had you do a presentation for your “Successful Person” project was to get you out of your comfort zone.
- a. What is the purpose of the doing something outside your comfort zone?
 - b. How did you feel after you did the presentation? Did your comfort zone expand at all? (If you didn’t do the presentation, tell me how presenting makes you feel)
13. We did some activities to create connection between two people.
- a. What is rapport?
 - b. Why would you want to have rapport with someone?
 - c. Name a business situation where it would be great to be in rapport.
14. What is the purpose of the following:
- a. Deep breathing
 - b. The journal
 - c. The music each day
 - d. Stand and Deliver
15. We discussed financial success briefly
- a. What is your belief about money? Money is _____
 - b. Describe in detail what you learned about credit card use.
 - c. Describe why you should invest early and how it relates to the Rule of 72.
16. If you had to choose one strategy to use in your life that you learned in this class, which do you think would be the most useful and why?

As you leave Strategies I today....

I wish you much success, happiness and peace!