

MAKE YOUR DAY

A SCHOOL-WIDE CITIZENSHIP PROGRAM THAT ALLOWS
TEACHERS TO TEACH AND ALLOWS STUDENTS TO LEARN



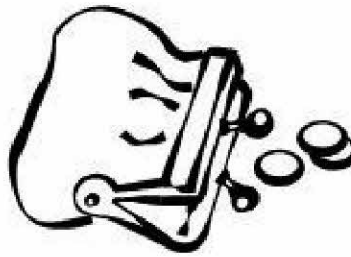
Earl's Corner A Social Conscience...

Our jails and prisons are full of "out of the box" thinkers or square pegs. The majority of society's square pegs are productive citizens who contribute to the greater whole. What is the difference? I would say that what most of those who are incarcerated lack is the understanding of social responsibility: a social conscience. This moral compass starts to develop at a young age as children learn that their choices have consequences for themselves and those around them.

Perhaps, instead of using a "box" or "boundary" analogy, we should consider thinking about providing acceptable norms as a Venn diagram. If the center circle represents the norm, the remaining circles overlap the circle containing the acceptable norms. Our goal should be to develop students who operate effectively in all systems. This would eliminate the stagnation that occurs within a single circle or norm.

For our purposes, the center circle represents the acceptable norms for the school environment. From our students' point of view, their center circle likely represents the acceptable norms for their family. Additional circles would likely consist of acceptable norms for their peer groups, their volunteer work, their jobs, etc. Where the circles overlap represents the shared norms that are expected within all the circles that provide a tether to the basic fabric underlying the

"greater good." As you set clear and reasonable expectations that are supported by your follow through, you are helping your students develop a social conscience that will serve them well throughout their lives.

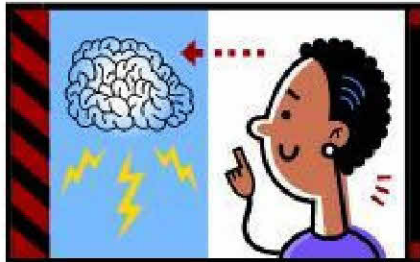


Cheryl's Two Cents Will They Ever Learn?

Most students seem to have grown-up overnight during Winter Break, which helps us realize that all of the hours we've put into providing the best possible educational environment are starting to pay off. And, for the most part, that is true; however, there are always a few students (the tip of the iceberg) who seem to continue to make the same behavioral mistakes and push the same limits. It would seem appropriate with those students to raise the stakes by imposing harsher and harsher consequences until we find something that will cause them to change their behavior. We do that and they continue to make the same behavioral mistakes over and over, which causes frustration for all parties.

It occurred to me recently that there are people who don't change their behavior regardless of the consequences. They aren't people who lack intelligence or motivation to change. For whatever reason, they exhibit the same behaviors and experience the consequences of those behaviors over and over before they acknowledge that a change is necessary. We can all relate to wanting to be healthier, more organized, less stressed, more punctual, along with other behavioral changes that we would like to make. As adults, we clearly know and understand the consequences of our choices, but still may find it difficult to make behavioral choices that would eliminate these problem behaviors.

If we, as adults, struggle then we should be more understanding as our students face the same struggles. Understanding does not mean giving up, but simply being patient over and over as a few of our students experience the same consequences over and over. Patience and consistency, rather than frustration, will help students focus on their behavioral choices rather than feeling the need to defend themselves against the frustration of the adults. Next year's teacher may have the same opportunity to help these students.



Using Points to Validate Learning

Thanks to a teacher at Peachland-Polkton Elementary School

In Anson County Schools, North Carolina, teachers can regularly expect the Superintendent, Dr. Greg Firn, to drop into their classes. He recently shared an experience he had in a classroom in which the teacher asked students to validate their points by stating the total points earned in the form of an equation that was different than the students that had gone before them. Not only were the students able to do this, but they were quite creative in the types of equations that they formulated. Dr. Firn instantly knew how much they students had learned to that point. Always one to spread good ideas, he tried the same approach in a high school math class. "In about five minutes, we are going to do Points. I'd like you to validate points earned in the form of a quadratic equation. Feel free to write down that quadratic equation." All of the students were able to state their point values as a quadratic equation.

This variation goes far beyond asking students to state what they just learned, taking the value of points to an entirely new level. We encourage you to try this approach in your subject area. Please share with us ways that you find of using this in other subject areas.



Ideas

Materials

Forms

Information

FAQs

www.makeyourday.net

MYD Regional Training via Video Conferencing

If you are new to a MYD school or would like a refresher on MYD, we are scheduling training via video conferencing.

Please click on the URL below in order to register.

[Registration](#)

Dates for Upcoming Session

March 15, 17, 22, 24

Cost

\$80/per person
8 hours of training

Topics

Philosophy and Ownership of the Rule
Steps 1-4 and the Step 4 Conference
Points: Logistics and Benefits
Concerns and Closing Out the Day

Materials

A copy of your school's *MYD Training Manual*
A computer with access to the internet
A camera (recommended is Logitech QuickCam Pro 9000)
A headset with microphone

or

If your district has video conferencing capabilities, you may use those.

Prior to the training, please schedule a time to test your system with Cheryl. Call 480-419-0605 to schedule an appointment

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