

MAKE YOUR DAY

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



Earl's Corner *Where Do We Start?*

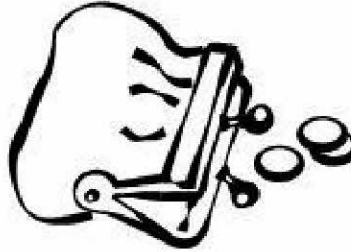
Bullying, intimidation, harassment, and put-downs are all identified as problems in our schools. Where do these behaviors come from? Are they learned? Are they innate? Are our students exposed to these behaviors in the real world?

Have you watched the political ads? Have you watched the TV dramas, the sitcoms, or even the cartoons that our students watch? Some of our students get first-hand experience in their homes. We have little control over these experiences, but what we can do is expose these behaviors to our students and discuss the merits of being either the bully or the victim. Once our students recognize these behaviors it is our job to teach them how to compensate, modify, or, ideally, eradicate them.

MYD provides an opportunity to integrate a compensating mechanism several times throughout the academic day. We give the victim an opportunity to verbalize their concern and the bully an opportunity to respond. If practiced consistently throughout a student's career in school, we can embed the knowledge that accepting the role of a victim is neither necessary nor healthy. Additionally, we give an opportunity to the bully to view the world through the eyes of their victims.

Will this change the world? Will we see an improved level of civility

on television or in their homes? Will students still be exposed to adults validating that bullying has value? One step at a time... If we can help one student learn how to stand up for themselves or if it changes the behavior of one bully, then the time spent on Concerns has value. Where else does this exist in the daily experience of a child?



Cheryl's Two Cents - A Real-Life Example

A few years back a school polled their students to find out what was working with MYD and what wasn't working. On one hand, the students said that teachers show respect to students; however, they also said that many students were scared to have Concerns for teachers.

It was obvious that students felt that they were respected by the teachers, so why would some of them be afraid to share a Concern with a teacher? Teachers do want to know when they might be interfering with a student so it's just a matter of building a bigger bridge. Recently, I was talking to a former teacher who said that he used the first week of school to set expectations for the students AND he asked the students to set expectations for him. He wanted students to clearly state what role they expected him to take in their learning and in maintaining their classroom environment. That's the bigger bridge because, in MYD, a teacher could then ask the students to share a Concern if those expectations were not met. It's a clear message to students that everyone is responsible for maintaining a positive learning environment and that everyone can be held accountable for fulfilling their responsibilities.



Ideas
Materials

Forms
Information
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