

## MAKE YOUR DAY

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



### Earl's Corner - Welcome Back

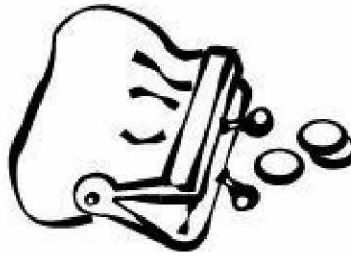
As MYD enters the thirty-third year of implementation, we to thank those of you who continue to use and improve the system. We are looking forward to day when former MYD students join the ranks of the MYD Trainers. Several of these students are now teaching and using MYD. What an interesting perspective.

As we welcome back our students it is important to them that we re-establish ownership. Each year we work with our new groups of students as though they are all fresh to MYD. We certainly encourage participation from our veteran MYD students, but summer and possible modifications from their previous experience taint their views. It is beneficial for us to listen closely to their take on the system as it will give us a greater understanding of what has and has not been internalized. Some teachers give the students a questionnaire about their experience and understanding of MYD. This helps the teacher determine what may need greater and lesser focus.

We will be working with our first high school this year. I am still struggling with how Steps might fit in for our 17 and 18 year-old students. If you have any insights as to the modifications that might be needed in a high school setting, please email me with ideas. ([earlandcheryl@makeyourdays.com](mailto:earlandcheryl@makeyourdays.com))

Wishing you a good year in which fatigue comes from teaching, not micro-managing.

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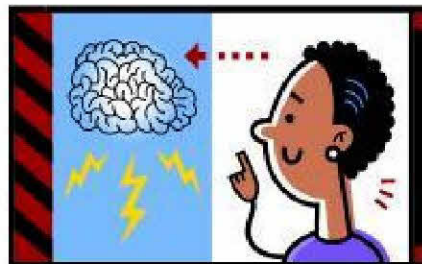


## Cheryl's Two Cents - What Will Your Legacy Be?

I was working at one of our neighborhood schools, Desert Sun Elementary, with a staff who really cares about doing the best for students. Among them, one teacher stood out because of her fiery passion to do her best for all students. We were discussing the concept of equitable vs. equal. Brenda Waffle, who unexpectedly passed away this summer, related how she explained this concept to her students and gave us permission to use the following explanation when teaching students about how teachers are fair to each student. I think you'll understand part of the legacy she left behind after hearing her simple, but elegant, example.

She said, I tell my students that there are three people in my class that I want to help. One student has a cut, one student has a broken arm, and one student has a disease that can never be cured. But in fairness to everyone I'm going to help each person exactly the same way because I don't want anyone to think that I'm not being fair. I'm going to give each student a band-aid. The student with the cut can put it on the cut. The student with the broken arm can put it on her broken arm and I'll put a band-aid on the student that is very sick. Now I'm being fair to everyone because I helped each person in the same way. Right?

As you can imagine that always triggered a discussion about how equal is not always equitable and students always understood the concept. I believe it's a lesson her former students will always carry with them and will remember it when they become parents.



## Brainstorm: Sharing Ideas

Ashlee Walker, a new teacher at Mirage Elementary School who attended a Regional MYD Training, created some examples for teaching Recourse to her students.

She wanted students to understand that people can have different opinions based

upon their perspectives. This can be a difficult concept to teach to elementary students but she used common, everyday examples that would make it easy to teach.

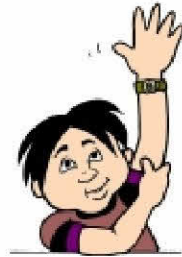
Ashlee drew an "X" and asked the participants what they thought it was. They thought that it was an "ex" or a multiplication sign. Without all the facts, either answer could be correct. No one is lying, they just see it differently - just as a student and a teacher may "see" a situation differently in reference to Steps.

"How did you choose Step 1/2/3/4?"

"You said I was whistling, but it wasn't me."

The student has provided his perspective. The teacher may or may not share his perspective. If the teacher isn't sure, then an apology is in order. If the teacher saw the tune fly out of the student's mouth, they just agree to disagree. Life goes on.

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### From a Student Point of View

We haven't talked to any students this summer, however, we have heard from a few former MYD students who are now teachers. The common thread they share is that they are passionate about implementing MYD correctly because of their experiences - both positive and negative.

While we're on the road gathering more student input, keep the following in mind as you implement MYD at your school. One of your students could be a future colleague. What do you want them to remember about how you implemented MYD in your classroom?

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