

MAKE YOUR DAY

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

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Our office will be closed March 7-13. Our daughter is getting married!

**On-Line
Conference
Registration
Opens
March 1**

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1-866-MYD
QUESTION

[MYD ListServe](#)

[Website for
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[Website for](#)

Earl's Corner

The Optimum Classroom Structure for MYD

Each new school that adopts MYD presents new and exciting challenges. There are, however, some challenges that are shared by each school. It seems the most difficult transition that teachers have with the implementation is when they feel that they really don't need the program. A common statement made by these teachers is that "my classroom was already under control."

It is sometimes easier to train teachers who have few management techniques versus those who have been trained in other systems. If the MYD trainer has done their job well, more time is spent on philosophy than logistics. Those teachers who internalize the philosophy figure out the logistics. Those who simply utilize the logistics cannot allow the system to evolve.

It isn't a function of how much experience a teacher has to how open they are to embracing new systems. Master teachers are always seeking to improve their setting for their students. The age of the students or their socioeconomic circumstances should never inhibit the success of the program.



Just as we model subject matter, we must also model the components within the structure of MYD. As students begin to internalize the philosophy and demonstrate greater levels of understanding it becomes our job as mentors to allow our students greater levels of independence.

When we are absent from class and the students maintain the learning atmosphere we know that they are demonstrating ownership for their behavior. When substitutes leave us a note acknowledging the positive atmosphere and behavior of our students we have written confirmation.

Just as we don't expect perfection from our students,

The perfect classroom for MYD doesn't exist. The perfect teacher does. Those teachers who willingly give control for behavior in their classrooms back to their students see the greatest level of results. Teachers who are able to give full focus to academics because the students in the classroom control themselves have established the perfect classroom.

we should not expect the perfect classroom. When and if we can identify the perfect classroom in MYD, the system will ultimately stagnate and deteriorate. We ask our students the best they can. We, as teachers, should hold ourselves to no less standard.

Next month - a view of your classroom from the perspective of your most difficult students.



Cheryl's Two Cents

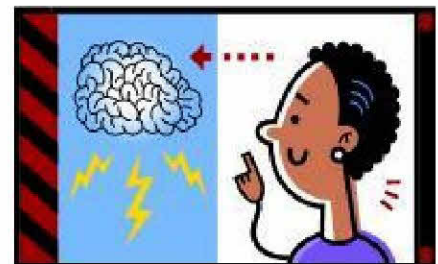
Out of the Ordinary Activities - Deciding Who Is Eligible

Schools are rapidly approaching the time of year in which students have many opportunities to participate in activities such as field trips and dances. These activities require a greater degree of self-discipline on the part of the students so teachers set parameters for participation. We've already discussed how pairing participation with making one's day causes students to lie in order to participate - the opposite result we want in reference to self-evaluation. What we look at next would be establishing non-participation based on choosing Steps 4/5. This would be the appropriate indicator but it's important to contemplate how that is presented.

If we phrase it as "taking away the privilege," we're missing the learning lesson. Students who choose step 4s and 5s have demonstrated that they currently do not have the ability to behave in a responsible manner when it comes to those activities that require a higher level of self-discipline. Therefore, not being able to go to

field trips and dances based on exceeding the limits of the classroom (step 4) or the school (step 5) is not a "taking away a privilege" but simply a student who has "not qualified" for those activities. It might seem like semantics, but the verbiage is critical. "Taking away" is control-oriented. Students choosing to qualify or not qualify for activities are making an informed choice based upon reasonable and predictable expectations. It is important when implementing this that student's have a chance to begin anew. For example, students who don't qualify to attend the spring dance based on choosing step 4 have a fresh start after the dance. They can qualify for the end of the year dance based on not choosing step 4. Step 5 consequences may be handled differently dependent on the offense and district/school policies e.g. they may not get a fresh start after each event.

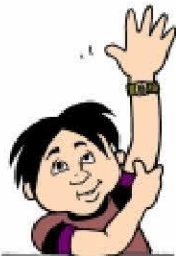
As our friends in the food business say...It's all about presentation.



Imbedding MYD in the School Culture

El Mirage School is in their second year of implementing Make Your Day. Their MYD committee is working hard to weave the structure and philosophy into the school community. To help achieve this goal they recently designated the week of February 12 as "MYD Recommitment Week." Teachers were asked to cover a specific component of the program each day: Monday -

Rule, Tuesday - Steps, Wednesday - Points, and Thursday - Concerns. The morning announcements included vocabulary such as "solidarity with our community," "citizenship," and "be the best we can be." They had daily activities such as a "Wear the Rule Day." The culminating activity on Friday was a celebration of school spirit that included a school-wide BBQ and everyone signing the rule banner.



MYD from a Student POV

Sometimes students notice aspects of ourselves that we don't know are impacting them. All of us who work with students would benefit from an occasional self-check as to how our mood impacts them. The following quote was overheard by an observer in a classroom.

"The teacher's all happy today. That's a good thing."

???

What
About

This
???

Student
Questions

SAVE THE DATE

Make Your Day Conference
Wenatchee, Washington

October 9 and 10



On-line registration begins March 1

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