

MAKE YOUR DAY

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



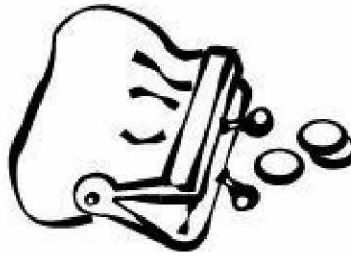
Earl's Corner

Wouldn't our students be at a greater advantage for learning if everything we taught them went from short-term to long-term memory? Wouldn't we have the best chance of reaching more of our students if both auditory and visual methods were employed on all lessons?

When studying for a test, we generally study and restudy material. Some will read out loud in order to "hear" what is being read. When students are expected to introspect at the end of a lesson and verbalize key points that were taught thirty minutes earlier and then other students hear these key points verbalized, we've expanded our lesson to a multi-modality approach.

Confirmation in Points is that model. "Tell me how you earned your points." or "Tell me something you learned today." These statements require students to refocus on the previous lesson and our chances of moving information from short-term to long-term memory are enhance. Test scores will show this to be so.

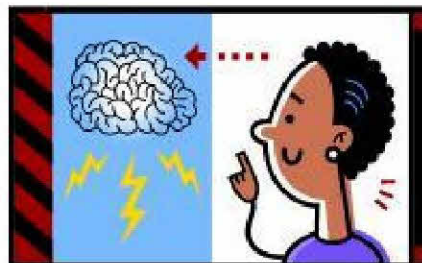
Happy Holidays. Stay safe. Refresh. Thanks to all for thirty years of MYD.



Cheryl's Two Cents - Recommitting to MYD

Returning to school after a long break can be a challenge for students and teachers. Students have become accustomed to sleeping late and teachers are trying to remember what their lesson plan is for the first day back. I can't help you with the sleepy students, but I can help you with your lesson plans. Based on what we have found to be best practices over the years, it will be critical for you and your students to once again begin from the beginning with MYD - "Why do we have rules?" Taking time to make a commitment again to MYD sets the tone for the rest of the school year. It also allows those students who joined your class after the beginning of the year to truly be a part of agreeing to the school rule. Those teachers who have taken the time to do this report to us that it makes a significant difference in the focus and behavior of their students.

On the website, you will find materials that have been developed by your colleagues for just this purpose. These materials will give you a good head start on your first set of 2008 lesson plans. Follow this link:
<http://www.makeyesterday.com/materials-schoolwide.htm>

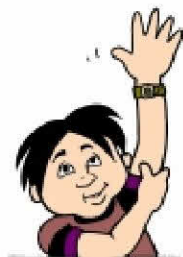


Brainstorm: Sharing Ideas

MYD Trainers often hear that older students don't find MYD valuable. Gary Benson, Principal of Morris Ford Middle School in Washington, shared the following observation with us in reference to requiring that students validate both how they earned and didn't earn points.

"We at Ford are finally feeling like we are making progress toward a citizenship-based program. This year we are asking students to tell us how they earned points as well as how they didn't. This has resulted in a radical change of attitude in how students view Make Your Day. An additional piece that many teachers are now adding is a "compliments" portion after points and concerns is finished.

I am feeling like these changes are very good for our kids here at Ford."



From a Student Point of View

During the first year of MYD staff and students are learning many new techniques and approaches, which provides the adults with many opportunities to model making a mistake and acknowledging this to students.

While visiting a new school, a staff member brought a fifth student to me who had chosen Step 4; however, she told the student that she wanted to make sure that she was following the correct procedures. In exploring the situation, we came to the conclusion that it was simply a Points issue not a Step 4. The teacher immediately said to the student, "I'm sorry. I made a mistake. I'll walk you to class."

As they were walking back to class the young lady said to the teacher, "No adult has ever apologized to me for anything. You are the first adult that has ever apologized to me for making a mistake."

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