

# TABLE OF CONTENTS

TITLE

PAGE

**Principle One: Take A Look in the Mirror .....10**

The Preliminaries .....11  
    Activity One.....11  
    Activity Two .....12  
    Activity Three .....12

The Facts.....13

The Activities .....14  
    You're in the Movies.....14  
    The Morning Greeting.....16  
    The Morning Greeting (Part Two) .....18  
    The Launching Pad .....20  
    Forgiving Yourself .....22

The Homework .....24

**Principle Two: "But They Didn't Tell Me This In College" .....26**

The Preliminaries .....27  
    Activity One.....27  
    Activity Two .....28  
    Activity Three .....28

The Facts.....29

# TABLE OF CONTENTS

The Activities .....	31
My Favorite Book or Film .....	31
My Theme Song .....	33
The Wind Beneath My Wings .....	34
I Want To Be You When I Grow Up .....	35
Just The Facts Ma'am .....	36
The Velveteen Rabbit Was Correct .....	37
The Homework .....	39
<b>Principle Three: Building My Tribe .....</b>	<b>40</b>
The Preliminaries .....	41
Activity One .....	41
Activity Two .....	43
The Facts.....	45
The Activities .....	47
World View .....	47
Transactions With Others .....	49
Standing On The Desk Top .....	51
Common Ground .....	52
Maintenance, The Key To Survival .....	52
The Homework .....	54

# TABLE OF CONTENTS

## **Principle Four: Building A Solid Foundation .....55**

The Preliminaries .....	56
Activity One.....	56
Activity Two .....	58
The Facts.....	60
The Activities .....	62
Creating Proactive Rules .....	62
Creating A Classroom Culture .....	63
Using The Culture Of Students.....	64
Identifying Needs .....	64
Status and Recognition .....	66
Walls of Roads .....	67
My Mentor.....	68
The Homework .....	69

## **Principle Five: How To Handle Challenging People .....70**

The Preliminaries .....	71
Activity One.....	71
Activity Two .....	73
The Facts.....	75
The Activities .....	77
Responding To Anger .....	77
The Blame Game .....	79

# TABLE OF CONTENTS

Resolving Conflicts .....	81
Pothole Or Oasis.....	83
Three Little Words.....	85

The Homework .....	87
--------------------	----

## **Principle Six: Getting Home Before Dark.....89**

The Preliminaries .....	90
Activity One.....	90
Activity Two .....	91

The Facts.....	93
----------------	----

The Activities .....	95
Setting Priorities .....	95
Gaining More Control Over Your Time.....	97
Dealing With Procrastination .....	99
Making The Most of Meetings .....	101
Corralling Correspondence .....	103

The Homework .....	105
--------------------	-----

## **Principle Seven: Coping With Change .....108**

The Preliminaries .....	109
Activity One.....	109
Activity Two .....	111

The Facts.....	114
----------------	-----

# TABLE OF CONTENTS

The Activities .....	116
Assessing Your Reactions .....	116
Cleaning Out The Closet.....	118
Holding On And Letting Go.....	119
Closing A Door .....	120
Sorry To Say.....	121

The Homework .....	122
--------------------	-----

## **Principle Eight: The “F” Word (Fun)..... 124**

The Preliminaries .....	125
Activity One.....	125
Activity Two.....	127

The Facts.....	129
----------------	-----

The Activities .....	131
A Date With Yourself.....	131
Favorite Things .....	133
As The District Turns.....	135
Read and Reflect.....	136

The Homework .....	138
--------------------	-----

References .....	140
------------------	-----

About The Author .....	141
------------------------	-----

# THE ACTIVITIES



## **Activity Three: Standing on the Desk Top**

The world is filled with many different ethnic and cultural differences. Sometimes these differences are judged and dismissed because they are different from the ones that we hold. Reacting in this manner can have a negative impact on our relationships with others and can limit our own awareness and acceptance of those individuals and groups that are different.

In the film *Dead Poets Society*, the teacher has his students stand on the tops of their desks so that they can view their classroom and lives from a different perspective. The following activity invites you to “stand on the top of your desk” and see what you may learn about relationships with people who are different.

### **Step One:**

Select an individual or group that is significantly different from you. Suggestions include people of different races, religions, ethnic backgrounds, disabilities, sexual orientations, or gender.

### **Step Two:**

Spend time with this individual or group. Have NO agenda. Just be present, participate, and observe.

### **Step Three:**

After the experience, take time to reflect on what you expected, encountered and felt. What differences did you observe? More importantly, what similarities did you observe? **Remember, it is through or similarities that we build bridges to and from relationships with those who are different.**

# THE ACTIVITIES



## **Activity Four: Common Ground**

This activity may appear simple; however, it can lead to new and exciting relationships with people who are culturally different from you. Here's what you need to do. First, if there is a group of individuals in your school who are culturally different from you take time to learn more about that culture. You can certainly read books or watch films, but you make learn more by spending time with a member of that group.

After beginning this process, ask yourself to identify what you are learning. This new learning can lead to "common ground" that can facilitate a culturally and personally rewarding relationship.

## **Activity Five: Maintenance, The Key To Survival**

Many years ago at the church that I was attending, we made a concerted effort to recruit new members. Our "outreach" efforts were significant and we brought many new members to our church. After a while we discovered that our many new members did not continue to attend. Then we had a stark realization. We had spent so much time on recruiting that we spent little time on maintaining. I guess that we learned the old truth which states "Every day that I'm not working for my relationship, I might be working against it."

Now it's your turn to see how well you maintain your personal and professional relationships. Answer these questions and see what you may learn.

# THE ACTIVITIES



> How much time do I spend with the people for whom I care?

---

---

---

> Do I thank others when they are helpful or kind?

---

---

> Do I only connect with others when I need something or have a concern?

---

---

---

> How quick am I to apologize? Do I carry grudges? Do I forgive others when they make mistakes?

---

---

---

> How often do I affirm other people?

---

---

---

> How well do I trust other people?

---

---

# THE HOMEWORK



This assignment focuses on developing positive and productive relationships in our classrooms or learning environments. Try these suggestions and see where they may carry you.

## **Celebrating Differences**

- > Display symbols of the ethnic and cultural groups in your classroom. (Better yet, have the students and their families participate in this process.)
- > If your students speak other languages, learn some words from their language and use them in your instruction.
- > Conduct a discussion on how we are different AND how we are alike.

## **Building Trust**

- > Assign students classroom or school responsibilities. Remind them of their importance in developing the classroom or school.
- > Forgive a student when he or she breaks a rule. Often through forgiveness we learn to trust.
- > Give students ownership, where possible, with the development of rules, assignments, and other projects.

## **Step Up**

- > Be the first to step up and greet someone who is new or alone.
- > Model what you preach.

## **And Remember...**

***The nature of the relationships among the adults who inhabit a school has more to do with the school's quality and character and the accomplishments of its pupils than any other factor.***

— Roland S. Barth