



Think | Build | Live
SUCCESS™

Empowering You to Reach Your Full Potential

Instructor's Guide

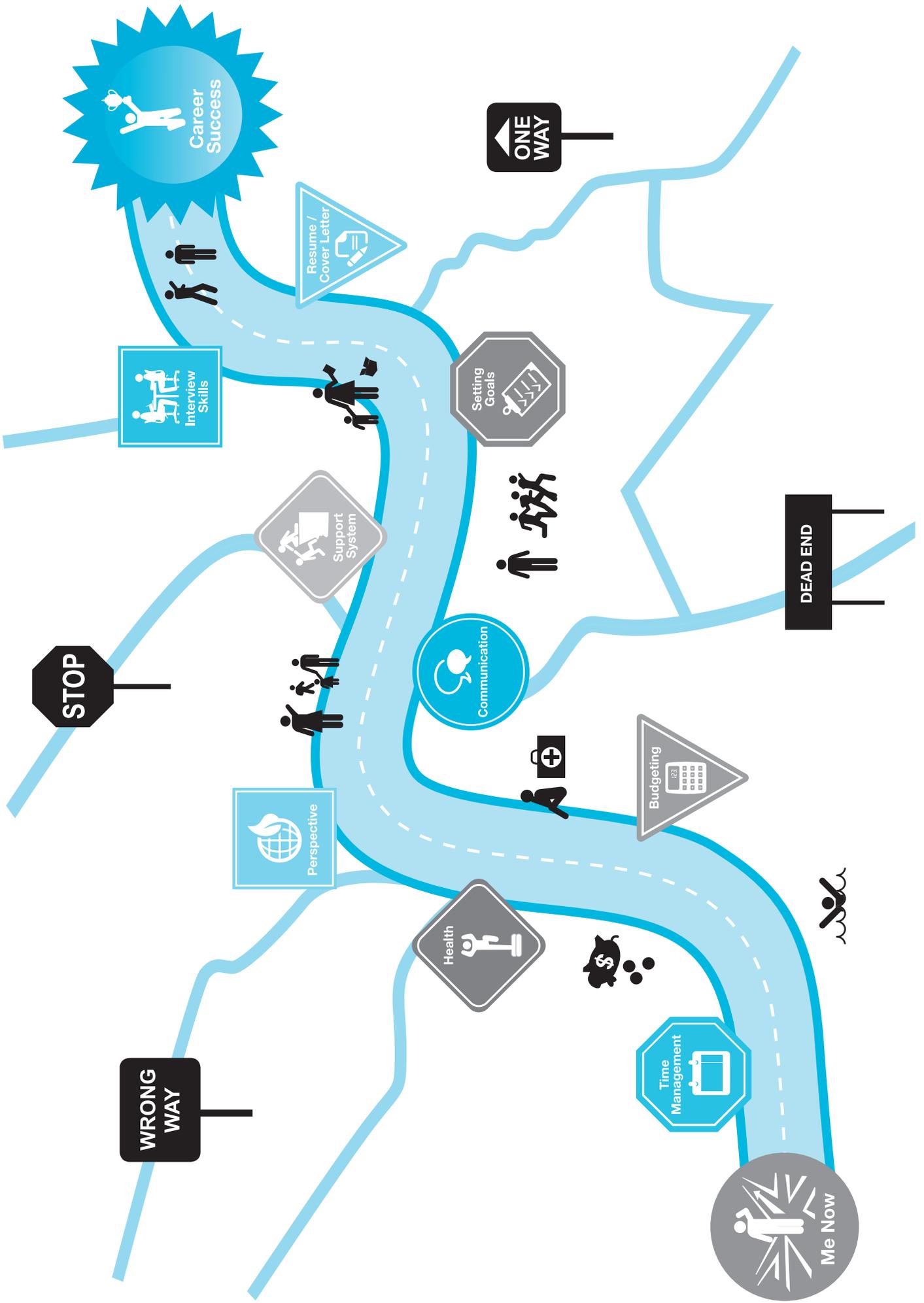
Created by **Elizabeth Kemler**

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Think | Build | Live SUCCESS™

Think•Build•Live Success™ is a three-part life and career skills program whose goal is to help students realize their full potential, both personally and professionally. The program is designed to be relevant for everyone, regardless of background or current circumstances. The tools offered address real world issues and challenges, and will empower participants to make changes that can dramatically improve the quality of their lives. TBLSTM utilizes a variety of creative means to help students assess their strengths and weaknesses, recognize those thought patterns and modes of behavior that are—and are not—working for them, and then identify and practice making constructive choices to support ongoing, positive change in all areas of their lives. Additionally, students will learn techniques for self-motivating, communicating with integrity, finding and getting the job they want, establishing and achieving goals, and staying on track with a sustainable plan of action.

About this Guide

The **TBLS Instructor's Guide** is designed to help you become familiar with and enthusiastic about the material you will be teaching, and to aid you in crafting lesson plans that will effectively engage your students. The guide also offers strategies for handling challenging behaviors, invaluable resources for your classroom, and a well-rounded explanation of all the different roles you will play as a TBLS Instructor, or what we call, a Teaching Leader. To further support you throughout the guide, pay attention to each:



Try it Out — an idea to try out with your classes.



Talk it Out — an opportunity for you to discuss the theme of the section.



Think About It — space to write out your ideas about the subject matter.



Teaching Tip — a helpful hint for using the ideas in the section.

Your Role as a Teaching Leader

TBLS is based on the belief that, to achieve the greatest degree of personal and professional success, we need to be self-empowered. This means recognizing, utilizing and taking responsibility for the power of choice we have in all aspects of our lives. As a Teaching Leader, you will help your students to understand and achieve this by teaching them how to assess themselves and their circumstances, envision and create positive life changes, and master the skills that will lead them to success. In facilitating this program, Teaching Leaders play the critical role of empowering students to realize their full potential and pursue their dreams.

The Bargain Students Make With Teachers

If you will...	Then we will...
Show you know and care about the material	Believe the material can be important for us to learn
Treat us as smart and capable of challenging work	Feel respected and rise to the challenge of demanding work
Allow us increasing independence but agree with us on clear expectations	Learn to act responsibly on our own, though we will sometimes make mistakes in the process
Model how to act when you or we make mistakes	Learn to take intellectual risks; learn to make amends when we behave badly
Show respect for our differences and individual styles	Let you limit some of our freedoms in the interest of the group
Keep private anything personal we tell you	Trust you with information that could help you teach us better

From the best-selling book, *Fires in the Bathroom: Advice for Teachers from High School Students*, by Kathleen Cushman and the students of *What Kids Can Do, Inc.*

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Your Students

Understanding Your Student Body

A Word About Success

A 'D MINUS'

I remember my Landon Junior High School seventh grade, math teacher's name very well. It was Mr. Young. He stood out because the kids made fun of him. He was missing one of his fingers, and always pointed at students with his middle finger.

For some reason I was not very good in school. English and Math were my worst two subjects. There was just something wrong with me, inside my head. No matter how hard I tried, I just could not figure out why I did not understand what all the other kids found so easy to learn. I don't think there was ever a day I went to school that I was not afraid.

One day, I was told by Mrs. Winters, the head matron of the Children's Home Society Orphanage, that if I got one more E on my report card, I would be taken to the Juvenile Court in downtown Jacksonville, Florida. She would tell the judge to send me away to the 'big prison for kids.'

I tried really hard for weeks to learn how to multiply, do fractions, and compound things. I just couldn't understand how to make different parts of numbers into whole things; my brain just couldn't do it, no matter how hard I tried.

The day before report cards were to come out, I knew that Mr. Young would give me an E, just like he always did.

After class ended, I went to Mr. Young and told him that the orphanage was going to send me to the big prison if I got another E on my report card. He told me there was nothing he could do; it would be unfair to the other kids if he gave me a better grade than I had actually earned.

I smiled at him, turned and walked towards the door, then I stopped. I looked at the teacher and said, "Mr. Young, you know how all the kids make fun of you because you're missing your finger?"

He looked at me, moved his mouth to one side, like he was biting the inside of his gum, and said nothing.

"They shouldn't do that to you because you can't help not having a finger, Mr. Young. Just like I can't help not being able to learn numbers and stuff like that," I said. Again, he said nothing as he looked down at his desk, and began grading papers.

The next day, when I got my report card, I tucked it into one of my books. While on the school bus, I opened the report card envelope and looked at my grades: Geography; B+, Mechanical Drawing; C-, English; D-, History; C-, Gym; B+, Art; C, Math; D-.

That math grade was the most favorite one I ever received in my whole life. Not because I didn't get sent to the big prison for kids, but because I knew that someone in the world finally understood what it was like for me to be missing a finger inside my head.

— from *American Orphan: Stories by Roger Dean Kiser*

Your Students

The first step to being a successful TBLS Teaching Leader is to understand your unique student population. In any given class, you are likely to have students from a variety of backgrounds and with varying levels of education, styles of learning, and temperaments. In addition to their personal histories, each student's current circumstances (financial, physical, emotional, etc.) can affect the day-to-day learning environment, overall class dynamic, and influence retention rates. Understanding where your students are coming from, what they hope to achieve in class, and some of the challenges they currently face will greatly support your ability to address individual students' needs, create a supportive, focused group, and promote lasting success — whatever that means to them.

UNDERSTANDING YOUR STUDENT BODY

While the needs of each class are unique, a number of issues and concerns come up regularly for students of TBLS which fall under one of three categories: **Educational**, **Practical** and **Personal**. We have outlined several of these situations on the next few pages to give you a better understanding of what your students might be going through. Each challenge is followed by an effective approach to handle it, including an exercise from the books that may be helpful for certain students.

NOTE: Don't feel like you have to wait to reach a certain chapter before using specific content; if there's an exercise that might be helpful for a student (or students) right away, feel free to make copies and hand it out.



TRY IT OUT

Find friendly, non-threatening ways to get to know your students and some of the challenges they face. Refer to **Activities, Games and Resources** at the back of this guide for a private questionnaire to distribute on the first day of class, as well as some fun, effective icebreakers.

The following pages describe some of the Educational, Practical and Personal challenges your students may be facing.

Student Challenges

EDUCATIONAL

Poor Study Habits

Challenge: Many of your students will have had a history of negative school experiences—possibly as a result of undiagnosed learning disabilities, discouraging or inept teachers, or simply an unproductive learning environment. Any of these things could lead a student to assume they're not smart enough, or just “no good at school”.

Approach: Help these students understand that there is more than one type of intelligence and, as a result, more than one way to study and learn. Make it your goal to help each student understand their own learning style. When creating your lesson plans, include elements that will appeal to all types of learners, and activities that can be adapted or differentiated for your students' diverse needs. **(See *What Type of Learner are You?*, Book 1: Chapter 4)**

Poor Time Management

Challenge: Time management is a common issue, especially for students who are also parents and/or employed full- or part-time. Even students without other major responsibilities may feel unprepared or overwhelmed when TBLS coursework is added to their plates.

Approach: Have students brainstorm time-saving tips and share time management strategies that have worked for them in the past. Offer to assist students who may benefit from your confidential outside eye in setting priorities, using their time more efficiently, and holding themselves accountable. **(See *Time Evaluation*, Book 1: Chapter 3).**

English Language Learners

Challenge: Communicating complicated ideas to students can be a challenge in itself, but without a common language or culture, the process can seem exceedingly tough—for both you and them.

Approach: Once you've met your students, perform some basic research to understand the cultural differences and experiences among them; knowing their backgrounds will also help you navigate through deeper class dialogues. For students without proficient English-language skills, consider finding someone in class who can assist as a translator and/or help them locate a local ESL class or tutor. You can further assist these students by making use of pictures, media, and other non-verbal tools. **(See *ESL Classes, TBLS Student Survival Guide*)**

PRACTICAL

Child Care

Challenge: While all TBLS students face the challenge of fitting classes and coursework into their lives, it can be especially difficult for students with families to take care of. Keep in mind that many of the students may be single, working parents as well.

Approach: Provide the students in your class with community resources for child care and let them brainstorm other solutions during class time. By doing this, you demonstrate an understanding of their needs and empower them with the essential tools to help them stay in school. **(See *Child Care, TBLS Student Survival Guide*)**

Employment

Challenge: Finding employment is a constant challenge for many TBLS students, and in this particularly harsh economic climate, may have limited time to search for jobs, feel unsure about how to get started, or how to look strategically.

Approach: Facilitate a class discussion where students share job-search strategies, direct them to the many resources found in **Book 3**, and consult your career services office for more ideas. Consider meeting one-on-one with students to confidentially discuss their employment situation and create a plan of action. **(See *The Job Search*, Book 3: Chapter 1)**

Economic Pressure

Challenge: Each TBLS student population has a unique set of circumstances, often more difficult than one can see from the outside. Some students begin their journey between homes, without work, and with a family to feed. While situations vary, the psychological effect is the same; it challenges their human dignity. They may be afraid, malnourished, or simply exhausted.

Approach: We want to make sure that no student is made to feel ‘different,’ and that, whatever their situation, they have access to resources and a supportive community. Set the tone for camaraderie by creating a welcoming, judgment-free classroom, and be sure to refer them to the **TBLS Student Survival Guide**, which is filled with helpful resources. You might also pre-empt your students’ practical needs by keeping the classroom stocked with water, snacks, informational brochures, etc. **(See *Practical Resources*, TBLS Student Survival Guide)**

PERSONAL

Feelings of Unworthiness

Challenge: Students who were not given support or encouragement growing up, or who do not currently have a strong support system, may feel unimportant or undeserving of success. These feelings are often expressed as apathy, discomfort with attention or praise, and self-deprecation.

Approach: The goal with these students is to help them recognize their value and self-worth, further their existing skills and encourage their progress. Teaching Leaders are uniquely positioned to help students reframe their past experience in terms of success, and offer validation for current achievements. **(See *The Reality Check*, Book 2: Chapter 1, Part 1)**

Feelings of Insecurity

Challenge: Some students perceive themselves as failures, and have little or no faith in their ability to alter that perception. They often assume that any negative judgments others have made about them are true. In the classroom, insecurity can manifest in many ways; the student may be very quiet and shy, dominate class time, or aggressively reject everything as “stupid” or “a waste of time”.

Approach: When working with students who are feeling insecure, take the time to listen to what they have to say—whether it’s a negative perception of themselves or the class—and reflect back to them what you’re hearing. If they are self-critical, help them challenge their negative self-image by directing their attention (in private) to anything positive you’ve observed or learned about them. If they are vocally critical about the class, be sure to acknowledge their feelings before respectfully challenging their assertion. **(See *Getting Constructive*, Book 2: Chapter 1, Part 1)**

Feelings of Guilt

Challenge: Some students have done things in the past that they're not proud of, leading to feelings of guilt and shame. They may have trouble moving beyond their history, seeing themselves as permanently guilty and therefore undeserving of anything good.

Approach: Encourage these students to view their past actions not as 'good' or 'bad,' but simply as experiences to learn and grow from. Help students identify their strengths and assure them of their capacity to develop their potential. (See *The Real Me, Book 2: Chapter 1, Part 1*)

Stuck in Old Patterns

Challenge: Some students find it difficult to free themselves from old habits and destructive patterns; they may be resistant to turning off their cell phones while in school, constantly talking or texting with unsupportive friends and family, engaging in distracting exchanges, and/or have difficulty prioritizing their time and energy (e.g. missing classes, not completing homework assignments).

Approach: Beyond reminding students of school/class rules, it can help to highlight the benefits of giving school their full attention. A growing body of research suggests that, if you want someone to change their behavior, you're more likely to be successful with reinforcement of constructive actions rather than criticism or punishment of the destructive. (See *Self Picture Snapshot, Book 2: Chapter 1, Part 1*)

Teaching TIP

Student Survival Guide

Upon enrollment in the program, students will receive the **TBLS Student Survival Guide**. This booklet was created to aid you and your students in finding local and national assistance for the above educational, practical, and personal issues. Please refer students to it as challenges arise and follow up with their progress. You can also help us keep the guide updated by sharing other resources with the TBLS team at: info@tblsuccess.com



TALK IT OUT!

- Which, if any, of these student challenges have you encountered before?
- Which challenge do you feel most prepared to deal with? For which are you least prepared?
- As a group, brainstorm some scenarios where these challenges might present themselves, and consider how a Teaching Leader might best handle them.

A Word About Success

Success means different things to different people. It may involve having a certain amount of money or material comfort, the love of family and friends, good health, education, a fulfilling career, social status, adventure, wisdom, or any combination of these or other things. While definitions of success vary greatly, we all tend to experience it in much the same way—as a deep sense of satisfaction at having accomplished something we set out to do. It leaves us feeling good about ourselves, and like we are capable of further fulfilling our potential. Success, however, is not a solid, fixed destination; we may reach a place we had aimed for, only to find that it’s not exactly what we wanted, or that we simply want to go further. Our lives are not static—they keep moving forward—which makes achieving success a process we’re engaged in throughout our lives.

Depending upon their circumstances up until this point, your students may feel as though they’ve had few real choices in life. They might feel that they’ve done the best they can with what they’ve been given, but that success is ultimately unattainable for them. The truth is, however, that each student is already the star of their own success story. That story is what brings them to where they are today—consciously working to improve themselves and their lives. Your job as a Teaching Leader is to help students reframe their experience, so that they can begin to see their lives in terms of past successes and future opportunities.



TALK IT OUT!

-  What are some different ways you have defined success for yourself in the past?
-  Has your definition of success changed over the years?
-  How might you introduce the idea of success to your class?



TRY IT OUT

- Share your definition of success with the class, and ask your students to start thinking about how they might define it. Emphasize that there is no one definition.
- Write the sentence, “To me, success means...” on the board and ask your students to finish the sentence, or use it as a prompt for free-writing.



I think this is the other thing that really excited me about this work, which is ... some people say ... is this a formula? And the answer is, no, it's not a formula — that behind every artist is an artisan, that you learn the techniques, you master the tools... I use an analogy in the book of a sculptor, that to be a great sculptor, first you have to learn to handle a hammer and a chisel. There are concrete techniques you need to make the chisel run across the rock. But then to be a great artist, you apply it with discretion and mastery.



Transcribed from a National Public Radio interview with teacher, principal, consultant and charter-school founder Doug Lemov.

2

Becoming A Teaching Leader

Presentation Skills — Confidence,
Credibility, Knowledge and Enthusiasm

The Four Roles of a Teaching Leader —
Expert, Motivator, Nurturer and Authority

Self-Evaluation



Some people say I'm crazy because I put so much effort into dealing with the kids. But when the kids see my effort, it makes them put forth more effort.

The main motivator, whether in rural North Carolina or Harlem, is letting the kids know that you care about them and that you're interested in their success. Sometimes it takes other motivators, like jumping rope with them. When I first got to Harlem, jumping rope was the thing—all the kids were out there doing Double Dutch. So I tried it—I knew that if I could learn to do it, it would earn me points with them.



— Ron Clark, named Teacher of the Year at the 2000 Disney Teacher Awards

Read more about Ron here:
<http://www.oprah.com/spirit/Phenomenal-Man-Ron-Clark>

Becoming A Teaching Leader

Leading a TBLS class is a little like being on stage. An effective Teaching Leader has to have strong communication skills, to make sure the message reaches the audience, while seamlessly stepping in and out of different classroom roles and constantly improving through self-evaluation.

PRESENTATION SKILLS

Can you imagine if the President of the United States delivered an important speech while looking down, swaying, and mumbling quietly through the words? We probably wouldn't take that kind of leader very seriously.

While what you say is important, your body language and voice will send as strong a message to your students as your words. Presentation skills don't always come naturally, and most of us have unconscious habits that can detract from our presence in the classroom. However, by recognizing these habits and making adjustments now, you can ensure that, from the first moment the students enter the classroom, you will model the power of effective communication.

What Does an Effective Communicator Look & Sound Like?

Extensive research shows that four of the most commonly identified characteristics of effective communicators are: **Confidence**, **Credibility**, **Knowledge**, and **Enthusiasm**. But how does someone physically or vocally express confidence, credibility, knowledge, and enthusiasm?

We typically determine a person's level/degree of:



CONFIDENCE

Through their posture, the way they carry themselves, and their vocal projection (how clearly and loudly they speak).



CREDIBILITY

Through their eye-communication (how consistent and comfortable their eye contact is), and their listening skills (how attentively they listen).



KNOWLEDGE

By the pace of their speech (how quickly or slowly they speak), and the amount of 'verbal filler' they have ("um," "you know," "like").



ENTHUSIASM

By their vocal inflection (variation in tone), facial expression (animation), physical gestures, and humor.

On the following pages you'll find some helpful presentation tips.

Common Mistakes and Simple Fixes

The following are some common presentation challenges, how they may ‘translate’ in a classroom, and how to address them. Use these *Simple Fixes* to ensure that the impression you make is a good one.

CONFIDENCE		
Mistake 	Translation	Simple Fix 
Posture Standing Posture <ul style="list-style-type: none"> Folded arms → Defensive Shifting side to side → Nervous Leaning → Apathetic Hands behind back → Aggressive 		Stand with your feet slightly apart, no wider than your shoulders. Ideally, hands are neutral at your sides or loosely clasped in front of you (until you begin to speak with gestures).
Posture Sitting Posture <ul style="list-style-type: none"> Slouching → Passive, shy Leaning back casually or stretching legs in front of you → “Whatever” attitude Leaning too far forward → Too eager 		If teaching while sitting, keep your body engaged, sitting upright or leaning slightly forward. You might consider using a stool instead of a chair if possible.
Composure Fidgeting <ul style="list-style-type: none"> Wringing hands, tapping feet, playing with hair → Nervous, uncomfortable 		Instead of putting your nervous energy into these distracting habits, take a deep breath, relax, and put your focus on the class.
Vocal Projection Poor Volume/Clarity <ul style="list-style-type: none"> Mumbling, speaking softly → Unsure of yourself, distracted 		If you stand or sit up straight and take a full breath before you speak, your speaking volume will be just right. (Make sure you pause after a sentence to get enough breath for the next sentence.)

CREDIBILITY

Mistake

Translation

Simple Fix

Eyes	<p>Poor Eye-Communication (looking down, around the room or anywhere other than at your students, eyes shifting quickly and often)</p>	<ul style="list-style-type: none"> - Dishonest - Distracted - Uncomfortable - Disinterested 	<p>You'll want to maintain consistent eye contact with your students while you or they are speaking. That said, it's okay to glance away occasionally as you're thinking about the next thing you want to say.</p>
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Listening	<p>Interrupting or beginning your response before the student has finished speaking</p>	<ul style="list-style-type: none"> - Disrespectful - Aggressive - Egotistical - Impatient 	<p>Stay attentive and focused on what the student is saying. Wait until they finish speaking, take a breath and then respond. That way, you make it clear that you're really listening and giving serious consideration to their thoughts and questions.</p> <p>Nodding your head slightly in acknowledgement also demonstrates interest and good listening skills.</p>
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TALK IT OUT!

Take a moment to think of someone who you feel is an effective presenter, or someone whose communication style has made a strong, positive impression on you.

-  How would you describe this person?
-  How do you think their presentation skills affect the way people perceive and respond to them?

KNOWLEDGE		
Mistake 	Translation	Simple Fix 
Verbal Filler	<p>Using Verbal Filler ("um, I mean, you know, like, so..." etc.)</p> <ul style="list-style-type: none"> - Unprepared - Unsure of yourself - Inexperienced 	<p>Pause and breathe at the end of every sentence or complete thought to eliminate filler words. It only takes half a second, is discrete, and gives you time to think about the next thing you want to say.</p>
Pacing	<p>Speaking too Quickly or Rambling → Nervous, anxious, trying too hard</p> <p>Speaking too Slowly → Unsure of what you want to say, boring, spacey</p>	<p>Pause and breathe between your sentences/thoughts. In addition to slowing you down, this also dissipates nervous energy. Think about keeping the conversation energized (see <i>Enthusiasm</i> on the next page).</p>
Language	<ul style="list-style-type: none"> - Lack of self-respect - Unknowledgeable about professional standards 	<p>Make it a point to notice when you might use unprofessional language in daily conversations, and begin thinking of alternative phrases to use in the classroom. Remember, you're modeling professionalism as well as knowledge.</p>

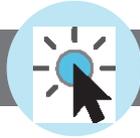
ENTHUSIASM

Mistake 

Translation

Simple Fix 

<p>Vocal Inflection</p>	<p>Speaking in Monotone (without inflection, one tone, sounding robotic or flat)</p>	<ul style="list-style-type: none"> - Dull - Disinterested - Depressed 	<p>Take a breath for support and practice varying your pitch (high and low).</p> <p>Animate your speech with excitement, passion, and curiosity, perhaps imagining that you're telling an interesting story.</p>
<p>Facial Expression</p>	<p>Negative Facial Expressions</p> <ul style="list-style-type: none"> • Blank expression → Bored • Angry expression → Out of Control • Smirking → Condescending 		<p>Leave all personal 'baggage' at the door and maintain a pleasant facial expression. Allow yourself to smile sincerely, if and where appropriate. Don't allow your face to show negative reactions to things your students say.</p>
<p>Gestures</p>	<p>Lack of Gestures (locking hands together, keeping hands in pockets, etc.)</p>	<ul style="list-style-type: none"> - Uncomfortable - Disengaged - Stiff 	<p>Free your hands—unclasp them and allow them to express what you're saying. Also be sure to release elbows from your sides to allow for a full range of motion. As with vocal inflection, imagining you're telling a story can help gestures come more naturally.</p>
<p>Humor</p>	<p>Taking Things too Seriously</p>	<ul style="list-style-type: none"> - Uptight - Trying too hard - Arrogant - No fun 	<p>Allow yourself to incorporate humor when appropriate (best to stay away from jokes or self-deprecation). Genuine laughter creates a comfortable atmosphere. If a student says something funny, you can be yourself and laugh.</p>



TRY IT OUT: Practice Presentation

The only way to practice speaking with confidence, credibility, knowledge and enthusiasm is to practice speaking! Take a few minutes to prepare a short (2-3 min.) presentation of some of the TBLS material. Make a few notes about what you want to say and any stories you want to incorporate. Once you're ready, make your presentation in front of a group or with a partner/friend. Before you speak, make sure they review the information below, and use the form on the following page to give you feedback on your presentation skills.

DID THEY COME ACROSS AS **CONFIDENT**?

Posture: How did they sit? How did they stand?

Composure: Was there anything they did that you found distracting? How relaxed did they seem?

Vocal Projection: Were they clear and audible?

DID THEY COME ACROSS AS **CREDIBLE**?

Eye Communication: Did they remain focused on the audience or did their eyes wander?

Listening: How attentive did they seem to be? How closely did they listen?

DID THEY COME ACROSS AS **KNOWLEDGEABLE**?

Verbal Filler: Did they use any verbal filler ("um," "you know," "like," etc.)? How often?

Pacing: How easy was it to follow what they were saying?

Language: Did they use professional language throughout the whole presentation?

DID THEY COME ACROSS AS **ENTHUSIASTIC**?

Vocal Inflection: How much enthusiasm came through in their voice?

Facial Expression: Was their face animated? Friendly?

Gestures: How expressive were their gestures?

Humor/Tone: Did they put the audience at ease?

Practice Presentation Feedback Form

	What Did Work	What Didn't Work	How to Fix It
 Confident			
Posture			
Composure			
Vocal Projection			
 Credible			
Eye-Communication			
Listening			
 Knowledgeable			
Verbal Filler			
Pacing			
Language			
 Enthusiastic			
Vocal Inflection			
Facial Expression			
Gestures			
Humor/Tone			

Notes on Nervousness

Nervousness can seem like the enemy when it gets a hold of you before a class. The fact is, though, nervousness is just energy—energy you can use to help propel you through the class with enthusiasm. Often when you don't feel nervous at all, it's because you don't have a great deal invested in the outcome. Really caring about doing a good job usually comes with a little nervousness.

The following are some helpful hints on reducing or managing your jittery nerves.

- Practice your presentation skills. They fall quickly into place!
- Allow yourself to make mistakes—you are human. Even if a class doesn't go exactly as you hope, it's a great opportunity to hone your skills.
- Release your internal judges. Tune out your “inner critic” and tune into your “inner coach” for encouragement and support.
- Remember, the students are on your side; they *want* you to do well so the class is interesting and worthwhile for them.
- Relaxation exercises can help you reduce your level of stress. Practice taking in full, deep breaths, and allowing yourself not to think about anything for five minutes before the class.

You'll find lots of simple techniques for practicing your presentation skills on the following pages.

Practice Techniques

The following techniques will help you to address anything that didn't work in your Practice Presentation, or that you are aware of from past experience. The purpose of these techniques is to help you **become aware** of your distracting, unconscious habits, and to **replace them** with more effective, conscious behaviors. With only a few weeks of practice, you'll find that the skills no longer require much effort, they just fall into place naturally.

Standing Posture

NOTICE, ADJUST: As often as you can, notice how you are standing when waiting in line, waiting for the elevator, or when you're standing and speaking to someone. Every time you notice yourself slouching, shifting and leaning, or standing with your arms crossed, simply adjust yourself so that your arms are relaxed at your sides and your weight is evenly balanced on your feet. Though it may feel a bit unnatural at first, with time it will start to become more comfortable and dramatically improve your posture overall.

Sitting Posture

SHIFT IT: As with the standing posture practice, the idea is simply to make a conscious shift every time you become aware of slouching or having your arms crossed. The more you make the adjustment, the more good posture will become natural for you.

Composure

HANDS OFF: Whenever you're sitting at a desk, in the passenger seat, or anywhere else you typically sit for an extended period of time, practice keeping your hands either comfortably at your sides or in your lap. As soon as you notice yourself fidgeting, nail biting, or playing with your hair, simply place your hands back in their original position. If that becomes too difficult, try holding your hands together in your lap, and every time you get the impulse to fidget, give your hands a firm squeeze until the impulse subsides.

Vocal Projection

READ (AS IF) TO YOUR NEIGHBOR: Every night for one week, read aloud from a newspaper or book as though you were reading to someone in the next room. So as to maintain a natural sound and not strain your voice, make sure to take full breaths (into the belly) between your sentences. **NOTE:** This is just to help strengthen your voice and is not meant to be the volume you actually use in a class.

A BIG SIGH: Once a day, set aside a few moments for the following exercise: take a deep breath, and on the release let out an audible sigh, allowing the sound to carry until the breath runs out. Repeat this four times. This releases tension from the vocal cords and gets you comfortable with taking the kind of deep breaths needed for good volume.

(Active) Listening

LISTEN CLOSELY: Whenever you are engaged in conversations with friends, family, or colleagues over the next few weeks, practice listening closely to what they're saying without interrupting, mentally jumping ahead or planning your response. It helps to keep your eyes on theirs so your mind doesn't wander.

Eye-Communication

EYE TO EYE: Using either friends and/or family members as an audience, do a practice presentation where you focus on keeping your eyes connected with each person until you finish your thought or sentence.

STAY CONNECTED: It helps to practice your eye communication on a daily basis in group settings as well. Pick low-stress situations where you can stay connected to each person for a full thought or sentence, remembering to take a pause and breath in between!

Verbal Filler & Pacing

TRADE YOUR "UM" FOR AN INHALE: To get yourself speaking at a comfortable pace, and get rid of "um's," "likes," "you knows," and other distracting verbal filler, practice taking a pause and a breath after every sentence (speaking on the exhale) while you're in a conversation. Though you may feel self-conscious, and the pause may seem a bit long (in fact, it only takes about half a second), the only thing people will notice is that you are clear and easy to understand.

MESSAGE TO SELF: Another helpful technique is to send yourself one long voicemail message every day for a week. When you play it back, listen for any filler or non-words and, each day, try to improve upon the pace and clarity from the day before.

Eyes and "Um's"

Our eyes and words tend to work together. Most filler words come out when we're looking away from a person; rarely do we "um" while looking directly into someone's eyes. When you coordinate your eye-communication with your pausing/breathing, both become much easier to do.

USE A 'POST-IT' AUDIENCE: To practice eliminating "um's" while keeping your eyes focused and speaking at a comfortable pace, draw faces on 3 or 4 post-its and stick them around your room (objects can also work if you don't have post-its). Then, using your *Practice Presentation* as the content, simply connect with the "eyes" of each post-it as you complete the sentence, pause and breathe, then go onto the next post-it until you've finished your answer.

Language

CLEAN IT UP: Eliminating unprofessional-sounding language from your speech requires simply noticing every time you use it (cursing or slang), and consciously choosing to stop. Every time you take note of what you're saying and affirm your desire to stop, your brain receives the message to make a change. It's only a matter of time before that change becomes permanent.

Vocal Inflection/Facial Expression/Gestures

These three 'animators' tend to work together. For instance, you don't often see someone with a very expressive face or voice who's not using gestures, or someone gesturing enthusiastically but with no facial expression and a monotone voice.

ANIMATE IT: Find some time when you can be alone for at least twenty minutes. Choose a piece of content that you are familiar with—it could be your *Practice Presentation*, a story about some part of your life, a TV show plot, anything you find interesting to talk about—and then say it out loud, using your hands, face and voice to animate the material as much as possible (it may help to imagine you're speaking to a group of little children). If you have access to a video camera or a tape recorder, try recording yourself to see if you look/sound as expressive as you feel.



THINK ABOUT IT

Refer back to your *Practice Presentations Feedback Form*, circle any presentation skill(s) you think would be important for you to work on before classes start, and write them in the *Challenge* column. Then, in the *Fix It* column, write in one or two things that you can do to address that challenge (use the *Practice Techniques* on the previous pages or any other ideas you may have).

CHALLENGE	FIX IT

? Did you become aware of any unconscious habits you have? Was there anything that came up during the *Practice Presentation* that surprised you? _____

? Which presentation skill(s) is/are working best for you? _____

? Which skill(s) do you think will be most challenging to address? _____

? What did you learn from watching other people's presentations? _____

Teaching TIP

Don't cheat yourself out of the opportunity to present your very best, most professional self. Take a few minutes every day over the next few weeks to practice the techniques listed here so that you can be assured of teaching exceptional classes!

The Four Roles of a TEACHING LEADER

Expert, Motivator, Nurturer and Authority

As a Teaching Leader you will be the expert on TBLS content and materials, the motivator that helps students see beyond their perceived limitations, the nurturer that makes them feel safe, and the authority figure who helps keep them on task. In other words, Teaching Leaders play a number of different roles in the classroom: **Expert, Motivator, Nurturer** and **Authority**.



EXPERT

Teaching Leaders are **experts** in TBLS methodology. This doesn't mean you have all the answers, but rather that you know how to use the TBLS material to help guide students to make their own discoveries and come up with their own answers.



MOTIVATOR

Teaching Leaders are **motivators**, empowering students with the tools to change their lives and follow their dreams. If students are apathetic or pessimistic, your positive energy and encouragement can inspire them to push beyond their perceived limitations.



NURTURER

Teaching Leaders are **nurturers** who know that creating a safe learning environment is key to the program's success. Students may sometimes ask you to be a trusted friend and confidential ear, and will always need you to be sensitive to the often personal material covered in TBLS.



AUTHORITY

Teaching Leaders round out their roles with **authority** in order to facilitate productive classes. Your adult students may not need bathroom passes, but they will need strong leadership and structure in the classroom.

Each role is explored more fully on the following pages.



Expert

Teaching Leaders demonstrate their expertise by establishing early on that they have a thorough understanding of the material. They explain and utilize relevant terminology, can facilitate productive discussions, and make the most of teachable moments.

Some of the ways you can be an Expert Teaching Leader:

WHAT:	Review terminology.
WHY:	Many of the terms used in TBLS are going to be new for students. Teaching the terminology at the beginning ensures that everyone has the same information, and that no student will be embarrassed about not understanding the language used.
HOW:	Review in-class whatever new vocabulary words will be coming up and, if necessary, briefly review past terms. You might try asking them to call out ('popcorn style') what they think of when they hear each term, and writing their answers on the board, before reviewing the TBLS definition. You may also want to add a "Vocabulary Chart" in the room, where you can add new words and definitions each week.
WHAT:	Address students' concerns and doubts about the program with information and evidence.
WHY:	Students will ask a wide variety of questions when first encountering TBLS, often to express resistance to the material. Some common questions and concerns include: "What's the point of this?"; "What does this have to do with me?"; and "This will never work." By addressing these questions at the start, you acknowledge the students' doubts and fears, and begin to break through them.
HOW:	First, let your students know that you understand their concerns and that you take them seriously. Then, assure them that they will absolutely get something out of the program. Support your case by sharing previous students' success stories or showing them TBLS testimonials. You may even want to bring in a past TBLS student who, though initially resistant, ended up getting a great deal from the program.
WHAT:	Identify and make the most of teachable moments.
WHY:	Allowing a relevant detour from the lesson plan to further explore an event or class discussion can validate the student's sense of self worth ("this was worth talking about") and build community through impromptu, shared experience.
HOW:	When studying new concepts, it's common to see these ideas evidenced in new and interesting places. Utilizing a teachable moment means highlighting something that just happened, or something that was said, and exploring how it might support (or contradict) a key concept. Allow yourself to be inspired at these times; you might just articulate the connection and then get right back to the main lesson, or you could decide to open up a discussion or do a related activity. By getting to know your students and actively listening to what they have to say, you will begin to hear how the successes and challenges in their lives support what you are teaching with TBLS.



Motivator

Teaching Leaders motivate their students by helping them to see how the material is relevant to their lives, and keeping the class energized, positive, and focused. You will want to challenge your students to work hard and succeed, encouraging them to stretch outside their comfort zone and beyond what they think is possible.

Some of the ways you can be a Motivating Teaching Leader:

WHAT:	Draw connections between the material and real life situations.
WHY:	Students will be reminded regularly that what they are learning isn't 'theory,' but rather practical techniques for tackling the many challenges life presents.
HOW:	For each exercise you want to do, use your lesson plan to articulate one or two reasons why it is useful, and highlight a real-life situation where it could apply.
WHAT:	Reinforce the positive aspects of a student and their work.
WHY:	Students need to feel that their efforts are taken seriously and that they are in a good starting place for progress.
HOW:	When sharing as a group, remind students that you want their unique, individual perspectives. This will open up dialogue among students and allow for many voices and opinions to be heard. In discussions or exercises, avoid thinking of answers as right or wrong, instead asking the student(s) what might be working, and what might not be working with an idea or plan.
WHAT:	Share success stories.
WHY:	By sharing stories of those who rose above their circumstances, you put a face with the successes students are striving towards and remind them that they are not alone in their struggles. Sharing in the success of others also helps provide role models, inspiring students with the confidence they need to take risks and push themselves further towards their goals.
HOW:	When an opportunity presents itself, tell your class about previous students and individuals you know (without using names) who have faced what seemed like insurmountable obstacles, and were successful in overcoming them. If possible, ask the person to come into the class and tell their story first-hand.

WHAT:	Lead group activities.
WHY:	Learning is a social process. TBLS is designed to inspire conversations between students, so that they get to know and trust one another, and build a resourceful community.
HOW:	Refer to <i>Activities, Games and Resources</i> for many great group exercises, and brainstorm further ideas with other Teaching Leaders.
WHAT:	Challenge students to push themselves out of their comfort zone and beyond what they think they are capable of.
WHY:	Student may be tempted to play it safe, doing the least amount necessary or avoiding investing themselves in parts of the work.
HOW:	Take the time to get to know your students' strengths, and also notice what aspects of TBLS they tend to shy away from. You can then use your students' previous successes to ease them into more challenging work. It's important to note that, rather than coddling your students when they become frustrated or overwhelmed, you will want to support and inspire them, while emphasizing that they are responsible for their own success.
WHAT:	Use appropriate humor.
WHY:	Making your students laugh can go a long way towards putting them (and you) at ease.
HOW:	Incorporate relevant and appropriate humor into your lessons, and allow your natural sense of humor to be another aspect of your teaching. You may want to bring in funny stories, articles or cartoons you find that relate to the material you're teaching.



Nurturer

Teaching Leaders nurture their students by creating a comfortable, safe environment where each student can feel supported.

Some of the ways you can be a Nurturing Teaching Leader:

WHAT:	Greet students when they come in.
WHY:	It gives you the opportunity to make the first impression, and allows you to begin familiarizing yourself with the class. There's a lot you can learn about how a student is doing on any given day just from the way they greet you at the door (e.g. smiled and said hello vs. came in hunched over and tense).
HOW:	Depending on how many students are coming in at once, this may just mean opening the door and smiling warmly as they enter. On the first day, tell them your name, ask for theirs, welcome them to the class.
WHAT:	Actively listen.
WHY:	Listening closely to what is being said lets the student know that they matter. It allows you to take in the necessary information so that you can offer the most intelligent and appropriate response.
HOW:	Stay focused on what the student is saying. When responding, first rephrase what the student said to make sure you understood it. Then, build upon their idea and connect it to the topic at hand. When facilitating group discussions, get others involved by using the initial idea as a springboard for questions (e.g. "Does anyone have a different idea?" or "Has anyone else had a similar experience?"), or to help students see trends and contradictions in their thoughts as a group. Encourage students to stay involved in the main conversation, and to avoid tangents and random observations.
WHAT:	Do each exercise yourself, sometimes modeling the process for the class.
WHY:	By making yourself the guinea pig, you demystify the process for your students. As you have your own realizations in doing the exercise, the students will grow to feel that they can relate to you and will be more likely to open up themselves.
HOW:	Try out each exercise in earnest before you teach it. This will give you an experiential understanding of the process, and help you decide what you might feel comfortable sharing with the class. When it is helpful to make yourself the example, briefly model the exercise, referencing relevant personal experience, before asking the class to complete the activity.

WHAT:	Keep a positive attitude and a professional demeanor.
WHY:	You are modeling the type of behavior that you want to see from your students. It is difficult—and unfair—to expect something different from your students than what you are offering to them.
HOW:	Don't allow yourself to bring in negativity from outside, into class. No matter how you're feeling on a given day, forcing yourself to focus only on the class and your role as Teaching Leader, will ensure that you do your best, not to mention, giving you a mental break from whatever's troubling you.

WHAT:	Maintain the class as a safe space.
WHY:	As some of the material in TBLS is of a personal nature, it's essential that students feel comfortable and safe, whether or not they choose to share.
HOW:	When delving into any of the more 'sensitive' material, remind students that everything said in class is confidential. You might say before beginning an exercise: "We are all sharing personal information and are committed to keeping it in this space. Can I get everyone's agreement on that?"

Teaching
TIP

Make sure that students have your contact information and any office hours you might keep.



Authority

Teaching Leaders establish and maintain authority by setting expectations and establishing appropriate consequences, in order to provide a clear and sustainable structure for the class.

Some of the ways you can be an Authoritative Teaching Leader:

WHAT:	Go over the logistics.
WHY:	When students are informed, they are put at ease and more willing to trust you.
HOW:	Briefly, remind the students how long the class is, where the bathrooms are, and review the syllabus of the day so they know what to expect. You may also find it helpful to write the syllabus on the board, so the students can follow along with the class' progression.
WHAT:	Set a consistent example of fairness and respect.
WHY:	Whether you consider yourself a 'hard' or 'easy' teacher, the teachers that gain students' trust and respect are those perceived as fair.
HOW:	Treat all students equally, holding them all to the same standard. If a student breaks a rule, be sure to follow up with the agreed-upon consequence. Make sure all students have the same amount of time to talk in class, and validate their points equally. While it is inevitable that you will prefer some students over others, be sure to keep your behavior from revealing that.
WHAT:	Enforce rules and establish expectations from the outset.
WHY:	When students have well-defined expectations and know what not to do, they are better able to focus and creatively explore what they can do.
HOW:	In addition to ensuring that school rules (e.g. coming on time, cell phones on silent) and TBLS class rules (e.g. everything said in class, stays in class) are followed, you will also want to make clear your personal expectations of the students (e.g. participating in class, completing all assignments, giving your full attention and effort). Determine beforehand what the consequences will be when rules are broken.
WHAT:	Hold yourself accountable.
WHY:	When you follow through on your commitment to the students, you let them know that class expectations apply to you as well as them. Meeting these expectations ensures that you gain your students' trust and have the authority to hold them accountable.
HOW:	If you tell the students you are going to do something, follow through with that promise. Do not agree to something that you know you are not capable of doing, and don't be afraid to admit if you're unsure about something.

Self-Evaluation

While it’s important for Teaching Leaders to reflect and self-assess at the end of each individual class, conducting a more thorough evaluation at the beginning, middle and end of the semester (at least) is essential for taking stock of your expectations, considering challenges and identifying where there is room for professional growth. While supervisors and peer Teaching Leaders can be key allies in helping you develop and your teaching skills, part of what makes a strong Teaching Leader is knowing when something isn’t working, being able to identify the problem, and then taking steps towards solving it.

PART ONE: Below you’ll find a rubric and several guiding questions to aid you in the process of self-evaluation. This is by no means the only way to check-in, and you may also find it helpful to keep a TBLS journal. When journaling, simply outline your daily class objectives (*Chapter 3: Lesson Planning*) and expectations before class starts, and afterwards write a brief account of how it worked. This can be a useful tool in tracking what worked or didn’t work in any class, and will allow you to go back, reflect, and chart the overall experience.

	Very Confident	Somewhat Confident	Lacking Confidence	No Confidence
In my role as an <i>Expert</i> (having a strong command of the TBLS material), I am:				
In my role as a <i>Motivator</i> (keeping my students engaged and continually encouraging them), I am:				
In my role as a <i>Nurturer</i> (able to put my students at ease and make them feel safe), I am:				
In my role as an <i>Authority</i> (commanding my students’ respect, and holding them to a high standard of performance and behavior), I am:				
As a Teaching Leader in general, I am:				
In my ability to further develop my skills as a Teaching Leader, I am:				

PART TWO: This next exercise will give you an opportunity to look more closely at any area where you feel less than ‘very confident’, consider what might be holding you back, and how you could do things differently for a better result. First, try to identify when it is that you lack confidence in playing a given role (e.g. “I feel less than confident as an Expert when students ask me specific questions about the material.”). Then, see if you can determine why that might be (e.g. “This may be because I haven’t read through the material thoroughly enough.”). Based on that answer, give yourself a way to improve (e.g. “I can become more confident as an Expert by re-reading the material I am teaching before each class.”).

NOTE: If you think you could benefit from the objective eye of an outside observer, consider asking a fellow Teaching Leader to sit in on one of your classes.

I feel less than confident as an Expert when: _____

This may be because: _____

I can become more confident as an Expert by: _____

I feel less than confident as a Motivator when: _____

This may be because: _____

I can become more confident as a Motivator by: _____

I feel less than confident as a Nurturer when: _____

This may be because: _____

I can become more confident as a Nurturer by: _____

I feel less than confident as an Authority when: _____

This may be because: _____

I can become more confident as an Authority by: _____



TRY IT OUT: Reflect Daily on Your Class

As we ‘talk the talk,’ teaching our students to continually reassess their progress, make new choices, and keep striving for success, it’s just as important that we ‘walk the walk.’ Take ten minutes after every class to reflect on the day’s work. Ask yourself: Did my students understand the work we did today? What evidence do I have that they did or did not? What did I do today to acknowledge my students’ strengths and achievements? What did I learn today about my students and their lives? How might I use what I learned to help them connect to TBLS?

“

Tell me and I'll forget;
show me and I may
remember; involve me
and I'll understand.

”

— Chinese proverb

3

How to Present the Material

Classroom Setup

Lesson Planning

Objectives and Suggested Techniques
for Each Book by Chapter

Sample Lesson Plan

Lesson Plan Template

How to Present the Material

If being a Teaching Leader is like playing a role, then the classroom is like the stage and TBLS materials are the script. On this stage, however, your scenery is made of desks and chairs. You might read some of your lines directly from the workbook, but first consider what it is that you're trying to get across. How do you plan to make sure your students understand, and what are the different obstacles that might stand in your way?

In this section, we will consider how your physical space (the classroom) can help support your teaching. You'll explore how to craft an effective lesson plan using the Objective/Strategy model, so you can be armed with activities, ideas, and a solid structure for every class. We'll provide suggestions and tips for each chapter in the book, and finish up with a sample lesson plan and template to get you started on your way.

CLASSROOM SETUP

As soon as your students walk into the room, they'll begin gathering information and creating expectations based on what they see. While you may not be able to control all of the elements that contribute to your classroom environment, know that even little changes can make a big difference.

The following are some helpful hints to get you started:

WHAT:	Let your lesson plans inform how you arrange the desks and floor space.
WHY:	Not all room arrangements are created equal. Setting up beforehand gives your class the ideal space for the day's activities, and means you don't have to spend class time moving furniture.
HOW:	Arranging the desks in a circle enables everyone to see and hear one another and is great for sharing. If students will be working in small groups, consider creating clusters of desks. On a day where the class will be doing role-plays or other presentational material, try arranging the desks in a semi-circle facing the playing space, rather than facing all the desks forward, lecture-style.
WHAT:	Utilize your wall space to reinforce the major themes of the program, and create a positive atmosphere.
WHY:	Because it's a space where you'll be spending time, it's best if the posters and décor are pleasing to you. As a part of your learning environment, walls can be a great place for commonly referenced information and ideas.
HOW:	You can find many different kinds of posters and wall hangings online or with your schools TBLS supervisor. You might want to use your walls for a photograph of an inspirational speaker, a motivational phrase, meaningful artwork, or a corkboard where new terminology words can be posted. If you are sharing the space with other classes, find out if you can get a space sectioned off for TBLS; it's important that the program has a visual presence in the classroom.

WHAT:	Make sure the day's syllabus is already visible when the students arrive.
WHY:	When students are wondering how long an activity will take, what's going to happen next, or when there will be a bathroom break, they are not giving you their full attention. Giving them this information at the beginning goes a long way toward maintaining focus.
HOW:	Whether you're using a chalk or dry-erase board, overhead projector, or post-it charts, establish a place where the day's activities are routinely written.
WHAT:	Maintain a designated space for community resources, and keep them well-stocked.
WHY:	Ideally students come to class prepared, but often things may be forgotten. Providing resources ensures that they can focus on the class, instead of worrying about practical needs.
HOW:	Keep a resource kit in each classroom with pencils, paper, notebooks, and anything else needed for class exercises and activities. It may also be beneficial to make water, juice or small snacks available. You could offer small sheets of bubble wrap for those needing stress-relief, start a small library of books to trade, and even ask students to contribute supplies and ideas. Feel free to get creative!
WHAT:	Use natural light when possible.
WHY:	Sunlight awakens tired bodies and is much easier on the eyes than fluorescent light.
HOW:	Use lamps and overhead lights to supplement rather than replace sunlight. Depending on the fire codes in your building, consider how candlelight might help accent the mood at certain times.
WHAT:	Make sure your room has a pleasant, subtle aroma.
WHY:	Smell is one of our strongest senses, and can be a major influence on how we perceive our surroundings. Don't let a bad smell sabotage your class.
HOW:	Any number of products, when used in moderation, can help create a welcoming space for our noses. Try a spritz of air freshener or room deodorizer, lighting candles or incense (if permitted), or strategically placing a bowl of potpourri or aromatic oil in the room.
WHAT:	Set a time when the classroom door opens.
WHY:	As Teaching Leaders, one of the most important things we do is to create structure and boundaries for our students. Determine when students should have access to the class—and to you.
HOW:	Some Teaching Leaders like to maintain an open door policy, and allow students to enter the space whenever they arrive. Others prefer to ask students to wait in the hallway, and always open the door at a specific time (e.g. fifteen or five minutes before class starts). Whichever you decide to do, be consistent with your choice.

Lesson Planning

Having students complete the *TBLS Student Assessment* that first day (see *Activities, Games and Resources*), will tell you a lot about what they already know and, more importantly, what they do not know. Once you've established this information, however, how will you use your lesson time to help them learn what they lack? In this next segment, we will give you some tools to help you break down TBLS material into clear, engaging lesson plans.

Crafting an effective lesson plan is an acquired skill. Though there are many different philosophies for writing a good lesson plan, the method we recommend is OBJECTIVE based. This means that each lesson is driven by the need to get main ideas or key concepts across to the students, and/or accomplish something concrete.

To achieve your OBJECTIVES, you'll want to devise a STRATEGY with a clear beginning, middle and end, and utilizing various TECHNIQUES throughout. This means starting with an engaging introduction to the objectives, presenting the material in a way that reinforces the objectives, and ending each class with a closing that brings everything back to the objectives in a clear, fluid way.

Taking all of these factors into consideration helps ensure that both you and your students will get the most out of every class, and be fully prepared to ace the test at the completion of each book.



OBJECTIVES: What You Want to Achieve

Having clear objectives means knowing the main ideas/key concepts you want to get across, and what concrete actions you want your students to take. It forces you to stay on point and makes it possible to organize all of your exercises and materials according to common goals.

When you sit down to write your lesson plan for the week, first consider your objectives. Ask yourself:

- What big ideas do I need to get across?
- Why is this material important?
- What do I want the students to walk away with, and what will they do with what they've learned?

When writing your objectives, be as concise as possible. Try using one of the following prompts to get you started:

- “The purpose of this lesson is to....”
- “Students will understand that...”
- “By the end of the lesson, students will know how to...”

Write your objectives at the top of your lesson plan so you can keep them in mind as you create a strategy.

Though it may seem like a lot of work upfront, starting your process with clear, strong objectives will make writing the rest of your lesson plan significantly easier. Allowing the lesson to develop out of the objectives gives your plan a natural flow, and ensures that, from opening to closing, all parts will be connected.



STRATEGY: Achieving Your Objectives

Now that you've identified the concepts and skills you want your students to take away from the lesson, you need to determine how to make that happen. The best way for students to really 'get' a new idea is to become curious about it, seek out and discover the information for themselves, and then finally reflect on what they've learned. For Teaching Leaders, this means designing a **strategy** with calculated **techniques** to create an intriguing opening, dynamic main activities (including texts and exercises), and a thoughtful closing. Remember, the best lessons will empower students to be the driving force behind their own education, and will help you to gently guide them towards their big realization: the **objectives**.

OPENING

You will want to open every class in the same way, with a brief, ritualized activity. This might be a reflective, physical or team-building exercise, and can be as simple as taking three deep breaths together as a class, or going around the circle and asking everyone to say one word that summarizes their day so far. Repeating this ritual every week will help your students to check-in, get focused, build community and re-establish the safe, judgment-free space.

Teaching TIP

See the resources at the end of this guide for more games and ideas, and feel free to adapt or combine activities to fit the tone you'd like to set. Note that, while this opening exercise should be repeated ritually, it can also become more developed and involved over time.

Now that the class is ready to go, it's time to 'hook' them, and get them excited about the day's material. Because the primary goal of the activity is to pique the students' curiosity, the exact aim of the warm up activity need not be instantly clear. You might play a quick game, ask students to free-write from a prompt, or start a discussion around a quote, story, song, or artwork. With a clear objective in place, however, you will use the opening as a way to prime the students for what you want them to walk away with that day.

MAIN ACTIVITIES

WORKING WITH TBLs CONTENT

With your objectives in place and a great opening to hook your students, you can now transition into your main activities. Making up the bulk of your class time, this is when you will lead the students through TBLs texts, exercises, and activities to explore the day's objectives in detail.

While much of the content is already written out in the student workbooks, you will want to read through the chapter—keeping your objectives in mind—and decide how to introduce and frame the material. As you consider the best way to execute each exercise, be sure to think it through from start to finish, noting how long you'd like to spend on each part. Ask yourself the following questions:

- ✓ Does the exercise require a framing question (something to give the exercise more context)?
- ✓ Should the instructions be explained by the Teaching Leader or read out loud by a student?
- ✓ Should students complete the exercise individually, in partners, or in small groups?
- ✓ Is the exercise best followed by a group discussion or an independent debrief?
- ✓ How should you transition out of one exercise and into the next activity?

It may take you some time to get a sense of the speed at which your class will work. Even after you're accustomed to the pace, planning more exercises than you may actually have time to do ensures that, if things happen to move quickly, you will still be able to use class time productively. Remember, it's much better to be over prepared than under prepared.

Teaching TIP

Plan for flexibility in your lesson plans.

When you're running out of time: Always be clear about how much time you have for your lesson; though timing may vary, the average class meets for two hours. When planning, highlight key exercises and concepts (you'll see a spot for *Key Concepts* on the *Lesson Plan Template*) in order to identify where you could make cuts if need be. Keep in mind that *Break it Downs* and other debriefing opportunities are crucial for securing retention of the content, and for assessing your students' progress—so don't skip them.

When you are unable to get through all of the exercises: Consider having discussions in small groups, and doing activities in pairs, in groups, or as a class to save time. Students should work independently when dealing with personal information, but have the opportunity to hear other opinions, feed off of one another, and build relationships when working together. You may also want to assign certain exercises as homework.

CLOSING

Planning a lesson is a little like planning the menu for a great meal. If the warm up was your appetizer and the main activities your main course, then your closing is dessert—a bit of sweetness to compliment the meal and leave the students feeling satisfied. The closing is not the place to introduce new concepts, but to tie the day's work together and allow the students to articulate what they've learned.

Constructive closings can come in many forms; you could lead the class in a final discussion, asking students to reflect on the main activities and helping them relate their experience back to the objectives. You might have students journal their thoughts and then share a small piece of what they've written (from a short phrase to a few sentences). You can also think of creative ways that your closing can serve your objectives. For example, if one objective was for students to identify their best traits, you could close by asking students to pay each other compliments. There are as many different ways to close a class as there are to begin it, and, as with your opening, you may choose to incorporate a brief, ritualized activity as well. Whatever you choose, however, the key is to find a closing that helps students relate the lesson back to your objectives.



TALK IT OUT!

- Think back to when you were a student. What lessons stand out in your mind? What made these lessons memorable?
- How could you incorporate interesting, 'out of the box' ideas into your lesson plans? What opportunities might there be to use music, video, art, social media (e.g. *Facebook* and *MySpace*) or other web pages into your lesson plans?

DAY ONE: Setting Yourself Up for Success

The first day of class will be unlike any other day. Using the tips below will ensure that you start strong.

WHAT:	Introduce yourself to your students.
WHY:	As the Teaching Leader, you can create an open, sharing classroom community right from the start by modeling the behavior you expect from students. Also, they will be curious!
HOW:	First tell the students your name and how you got involved with TBLS. You might then share how you became a teacher, your favorite hobbies, a relevant challenge you overcame, or whatever else interests and inspires you. Do note, however, that you are the facilitator and not a student, so please be conscientious about sharing too much personal information.
WHAT:	Have students introduce themselves.
WHY:	By asking everyone to share a little about themselves, you honor each individual's presence, help students learn each other's names, and set a precedent for participation. This is also an opportunity for you to learn about your students, enabling you to better connect the material to their interests and experience.
HOW:	After asking students to share their names and something basic about themselves (e.g. where they're from), play one of the name games and/or other icebreaker activities included in Activities, Games and Resources. (To be sure that students actually remember one another's names, you will likely need to do this again at the start of the first two or three classes.)
WHAT:	Introduce students to TBLS.
WHY:	By giving students information about the class and the general program overview up front, we make sure that everyone is on the same page.
HOW:	Read to your students from the first page of their workbook, where there is a summary of the three-part program and whichever book they're currently working with. Better yet, review these short paragraphs beforehand, and share it with the class in your own words.
WHAT:	Create the class rules together.
WHY:	When you involve students in creating the rules, and the consequences for breaking them, you empower them to be responsible for their own learning and give them a sense of ownership. Practically speaking, students are more likely to follow rules and accept consequences that they themselves determined.
HOW:	Ask them to call out what they feel is essential to creating a safe, non-judgmental learning space (e.g. "silencing all cell phones," "everything said in class, stays in class"). Write their suggestions on the board and find a way, depending on the classroom space, to have these rules present every time the class meets. For anything vital to the students' success (e.g. attendance), consider drawing up a written agreement and asking them each to sign two copies—one for their reference, and one for your files.
WHAT:	Have students complete the TBLS Student Assessment for whichever book they're working with.
WHY:	The assessment benefits students by giving them a sense of what they'll be learning, while their answers will indicate to you which topics might need more attention.
HOW:	Distribute copies of the <i>TBLS Student Assessment</i> as provided by your supervisor. Explain that they are confidential, will not be graded, and that it's okay to leave answers blank if necessary.

Objectives and Suggested Techniques for Each Book by Chapter

In the next part of this section, you'll find tips and suggestions to help you plan strategic, dynamic lessons for each chapter in all three TBLS workbooks. If you'd like to see a sample lesson plan before continuing, please refer to the end of this chapter.

BOOK 1: Building A Foundation

Book 1 will prepare students for success by giving them a strong foundation from which to build. Each of the six chapters will assist them in developing essential skills immediately applicable to all aspects of their lives.

HELPFUL HINTS:

-  Free-Write — For in-class writing exercises, encourage students to free-write; in other words, to write continuously without editing their spelling, punctuation or thoughts, and without judging their work. Explain that, though it may be unfamiliar, this technique is an excellent way to process ideas and feelings. Aside from being useful in the moment, referring back to these writings later on is a great way to keep track of their own journey and progress.
-  Journal — Building upon in-class writing assignments, encourage students to use the journal pages at the end of each chapter as a free space to write down thoughts and responses to the day's lesson, either during class or on their own time.
-  Participation — Remind students that they will never be required to share what they've written in their workbooks. That said, they are expected to participate in class conversations and complete all exercises.
-  Section Review — As you finish each chapter, complete the *Section Review* as a class. Create a list of "What Stood Out?" on the board as students call out their ideas.

DON'T FORGET!

Have the students fill out the *TBLS Student Assessment* before the beginning of each book, and then again as a test once the book is completed. Let the students know that, though there will be a final test, they will not be required to share any personal information on it. (The assessment/test can be found at the back of this guide, and student copies will be provided by your TBLS supervisor.)

Chapter 1: What it Took to Get Here



PRIMARY OBJECTIVE: Enhance the students' self-confidence with the recognition that they already have what it takes to succeed.



SUGGESTED TECHNIQUES:

- To begin class, share the story of a previous student who faced what seemed like insurmountable obstacles, but was able to overcome them and be successful. Talk about the challenges they faced, how they worked through them, and where they are now.
- For the exercise *My Success Story*, you may want to write, "My desire was to..." on the board and then record your students' responses underneath (e.g. "change my circumstances," "create financial security," "develop a career").
- To wrap up the chapter, ask students if they would like to share their story as it relates to desire, courage and determination. You may also have them share insights they had while completing the writing activities.

Chapter 2: How We can Help



PRIMARY OBJECTIVE: Have students identify and make a plan to utilize educational, practical, and/or personal resources that can benefit them.



SUGGESTED TECHNIQUES:

- You might find that *Life Scenarios* works well as a group exercise. Try breaking the class into four groups, reading the *Life Scenarios* sheet to the class, and assigning one scenario to each group.
The group's job is to determine how best to address the needs of each character by utilizing all available resources.
 - After they have brainstormed on their own, pass out the *Student Survival Guide*. As you go through it, give a scenario from your own life, or that of a previous student, where the same or similar resources were utilized. Make sure to include details about how those particular resources offered support.
 - Write down any suggestions students have about resources to add to the list. Consider asking a student to type up the list so that you can print it and pass it out.

Chapter 3: What You Need to Succeed



PRIMARY OBJECTIVE: Help the students to become better organized, more effectively manage their time, and create a workable budget using the tools in this section.



SUGGESTED TECHNIQUES:

- When completing the *Space Makeover* activity, be sensitive to the fact that some students may be between homes or lack a space of their own. In these instances, gear the exercise toward organizing the bag they use for school.
 - Starting with the ideas provided in the book, ask students to brainstorm additional free and inexpensive organizational materials. Help students reduce clutter and assist one another by having them bring in any spare items to be shared with the class.

- Whether your students are parents of small children or have jobs in addition to school, time management is a common challenge; with the addition of TBLS coursework, they may feel bombarded and overwhelmed. As you instruct them in *Time Evaluation*, offer to make copies of *My Week* and *My Day* sheets to help them stay organized with their time.
 - Encourage students to move items that were not completed to a higher level of priority for the following week or day.
- Explore *Student Loans* and *Evaluating Your Credit Cards* in detail, as most students will have both of these and need help in managing them. Direct students to the listed resources for additional assistance.
- For *My Monthly Budget*, you may find it beneficial to brainstorm with the class on easy ways to save. As students become better at managing their time and finances as a whole, ask them to share where in their lives they were able to cut costs and become more efficient.
 - After identifying common financial challenges, consider asking different students to research the best deals and report back to the class.

Chapter 4: You've Got What it Takes



PRIMARY OBJECTIVE: To have students identify their particular type(s) of intelligence and learning style(s), and employ methods for best utilizing their strengths.



SUGGESTED TECHNIQUES:

- Have students first read the *Check it Out* at the beginning of the chapter silently to themselves. Then, as a class, take turns reading them aloud. Do the *Talk it Out* together focusing on the “proof that our brains are incredible tools.”
- Students may best understand *Types of Intelligences* if you read the passage under *Consider This 1* aloud (“Every one of these incredible tools...”). Ask students to brainstorm other well-known people who demonstrate strength in one or two specific types of intelligence.
- To begin *What Type of Learner are You?*, first read aloud the “Sample Lesson Exercise” instructions from the *Visual Learner* page. Then read the *Sample Lesson*, pausing after each point. While you read, make sure the students are following the directions given. Remind them that doing this will help them determine their particular learning style, which will dramatically improve their chances for success in school. Go through each of the learning style sheets in the same way.
- As students study different learning styles, introduce alternative methods for them to present their knowledge (e.g. creative writing assignments, multi-media presentations, spoken word performances).
- When wrapping up *Chapter 4*, it may be helpful to have the class brainstorm and share information about what tools they think will help them be more successful in school. Suggest a study partner or study group as a great way to pool talents, learn from one another and make studying more fun.


**Teaching
TIP**

Be aware that many students were not previously successful in school, and have yet to understand their own learning style or how to study effectively. In addition to teaching them personalized study habits, it is essential to create lesson plans that target a broad audience of students. Ask yourself, would this reach each kind of student? Following a lesson, you can even point out to your students how multiple intelligences were incorporated.

Chapter 5: A Healthier You



PRIMARY OBJECTIVE: Inspire students to adopt a healthy lifestyle with tips for eating better, getting enough exercise, managing stress, and staying motivated.



SUGGESTED TECHNIQUES:

- We tend to underestimate the importance of taking care of our bodies; it doesn't help that healthy choices are often more expensive as well. Ask students to casually research the cost of healthy foods the next time they're in the grocery store, and to share with the class where they found the best deals. In addition, consider organizing a voluntary field trip to the local farmer's market (many of whom take food stamps) or helping interested students find a CSA (Community Supported Agriculture).
 - To help students understand how they can improve their health by making simple substitutions, review the *Food for Life* chart. You may also want to consider bringing in a copy of David Zinczenko's popular food guide, *Eat This, Not That* for them to peruse.
- Ask students to suggest free, fun ways to exercise, and record their suggestions on the board. Have students write their name under three physical activities they enjoy, and encourage them to form exercise groups with their classmates.
- Encourage students to continue engaging with the material outside of class by distributing copies of the *Food Log*, *My Get Out of Bed Message*, *What I am Grateful For*, *The Me List*, and *I Deserve the Best*.
 - Encourage students to take their favorite of the above exercises and come up with a single sentence that summarizes what they've written. Have them write the sentence on a piece of paper they can keep with them at all times to read when they need encouragement.

Chapter 6: Making it Happen



PRIMARY OBJECTIVE: Help students stay on the path to success with tools to assess their progress, imagine a better future for themselves, and create a plan of action to make that future a reality.



SUGGESTED TECHNIQUES:

- Encourage students to express what they *Imagine* in creative ways (e.g. drawing, creating picture collages, compiling songs into a motivational playlist).
- Distribute copies of each exercise in this chapter, and encourage students to repeat them every month or so. Ask students to find an accountability partner to keep them on task, discuss challenges, and celebrate achievements.

BOOK 2: Becoming Self-Empowered

Book 2 helps us to achieve self-empowerment by promoting personal development in three key areas: self-perspective, communication, and creating success. Each of these is explored in depth in the following three sections:

- 1) **Become Aware** — Recognizing our perceptions, thoughts and actions, and how they may or may not be helping us.
- 2) **Make Choices** — Identifying challenges and making informed, constructive choices.
- 3) **Support Your Choices** — Creating a plan of action to integrate new, self-supporting behaviors into our daily lives.

HELPFUL HINTS:

-  **Prepare by Doing** — Give yourself at least a week to read through the book and complete the exercises for yourself. Once you've gone through the book as a participant, re-read it as a Teaching Leader, highlighting key concepts and making notes.
-  **Determine What's Essential** – **Book 2** covers a lot of ground, and it is not realistic to expect that you'll be able to get through every exercise in class. Determine which exercises are absolutely essential in each *Become Aware*, *Make Choices* and *Support Your Choices* section.
-  **Demystify Book 2** – On the first day, help students understand how each chapter is broken down, and give special attention to the *Terminology* page.
-  **Safeguard Students' Personal Information** — Remind the students that everything expressed in class is confidential and must not leave the classroom. Likewise, assure them that while they must demonstrate having done the activity, they are not obliged to let you read what they've written.

Chapter 1: Self-Perspective

Part 1: Self-Picture



PRIMARY OBJECTIVE: Help students to identify those aspects of their self-picture that are and are not supporting their personal development and success.



SUGGESTED TECHNIQUES:

- Ask students to bring in a favorite photograph of themselves. As part of your warm up, have each student talk a little bit about the image, where it was taken, why the student likes it, etc. Consider asking students to make a list of all their positive perceptions, emphasizing that these things don't just apply to the photo, but to their whole selves.
- Have students make two lists—one for all their negative/destructive assumptions and judgments, and another for those that are positive/constructive—and ask them to draw a version of themselves based on each list. Among other ideas, you might then instruct them to label each (e.g. “The Me I Don't Have to Be” vs. “The Me I'm Becoming”), or rip up the first drawing and put the second somewhere they can see it daily.

Part 2: Outlook



PRIMARY OBJECTIVE: Assist students in determining how their perceptions of other people, and their outlook on life in general, is impacting their lives.



SUGGESTED TECHNIQUES:

- Ask students to think about a time when they had to deal with someone who had a negative attitude, and then someone with a helpful attitude. Have them share how the person's attitude made them feel in each case. You might also have them imagine how these people might have answered the *Outlook Snapshot* questions.
- Have students bring in songs, stories, or jokes that help them maintain a positive outlook. Share one or two each day as part of your warm-up. You might also compile them into a class playlist or story/joke book.
- Invite students to share brief stories of times when they have made assumptions about people that later turned out to be wrong.

Chapter 2: Communication

Part 1: Self-Talk



PRIMARY OBJECTIVE: Assist students in becoming aware of how they communicate with themselves and how their 'self-talk' reinforces either a positive or negative belief system.



SUGGESTED TECHNIQUES:

- Consider which exercises might work well in pairs, small groups or as a class to save time. Leave plenty of time for debrief and discussion.
- *Remessaging* may be a new and challenging concept for many students. Offer to assist those students having difficulty by confidentially meeting with them one-on-one after class. If they are comfortable with it, students can also find a partner to help them shift their self-talk. One creative way to do this is for a student to text message their partner with negative self-talk, and have the partner text back a positive reconstruction of the statement.
- To help students identify which type of negative self-talk they use most, create a small chart with 'Self-Deprecating,' 'Fear-Based' and 'Language of Failure' at the top. Have students observe their self-talk throughout the day, and tally their thoughts in the appropriate column.

Part 2: Self-Expression



PRIMARY OBJECTIVE: Assist students in finding ways to continuously express their best possible selves in words and actions.



SUGGESTED TECHNIQUES:

- As a way of hooking students into this concept, bring in magazine advertisements, and ask them to articulate what the pictures are trying to 'say.' You could also do this exercise with famous photographs instead of advertisements.
- To help students become conscious of how they express themselves through body language, find a few opportunities during class and ask them to observe their bodies. You might say, "If someone were to walk in right now, what might they think just by looking at us?"
- Consider creating a wallet-sized reference card for your students that includes the mantra "Always Maintain Your Dignity" and the Coach's three tools for Respectful Communication (*Get Perspective, Be Perceptive, and Communicate Constructively*) printed on it.

- Have students create tableaux in front of the class to help them visualize the different modes of self-expression (e.g. aggressive, responsive, dishonest). Use the sample dialogue in the workbooks, or ask them to come up with their own.

Chapter 3: Creating Success

Part 1: Life Direction



PRIMARY OBJECTIVE: Encourage students to consider what success means to them, and to develop clear goals and a plan of action to help them achieve it.



SUGGESTED TECHNIQUES:

- If you started the very first day by sharing your definition of success with the class, and asking them to think about how they might define it, reintroduce your definition to the students and ask whether they want to refine theirs. Even if you did not do this the first day, you can still work on defining success in this way.
- If you have a particularly good-humored class, to ‘hook’ students and illustrate the importance of determining a life direction, bring in a dartboard, “Pin the Tail on the Donkey,” or similar game. Ask one student to complete the activity blindfolded, and have another do it with sight intact.
- When completing *My Vision*, encourage students to create picture collages at home of their life direction, finding at least one image for every relevant value category.

Teaching TIP

Incorporating visual art into your lessons and assignments appeals to creative learners and keeps things interesting. You and your students can easily find photographs, graphics, paintings, etc. online simply by using the ‘image’ option in your favorite search engine.

Part 2: Support System



PRIMARY OBJECTIVE: To identify the people in each students’ life who can play a part in supporting their success.



SUGGESTED TECHNIQUES:

- Allow plenty of time for completing these exercises. Prepare the class for any potential difficulty they may feel completing this section by mentioning that some people have a strong emotional response to the material. Reassure them that that’s okay, and know beforehand what you’ll do in case students do become emotional (e.g. suggest they take a break outside the classroom, or allow them to finish the exercise at home).

Part 3: Self-Support



PRIMARY OBJECTIVE: Find ways to reduce stress, manage emotions and stay motivated.



SUGGESTED TECHNIQUES:

- Ask students to bring in a picture or an object they find calming and talk about why they feel it has that effect on them.
- Have students think about someone in their support system who always seems to stay motivated. Ask them to speak to this person in order to find out how they do it. If they’re willing, have them share what they’ve learned during the next class.

BOOK 3: Joining the Workforce

Book 3 provides your students with the tools they need to find and secure the job that's right for them. By the end of the book, they will know how to execute a targeted job search, be able to present themselves impressively on paper, interview with ease and succeed in the workplace, both personally and professionally.

HELPFUL HINTS:



Remember that Anything is Possible — Assist the class in identifying their talents and abilities, and assure them that, though they may currently lack the education or experience necessary to get the kind of job they want, they are capable of developing whatever skills are required.



Cover All Content Thoroughly — Dive right into the material from day one, and do not skip sections.



Make Use of Experts — If your school has a career counselor or you know an expert in a particular field of interest to your students, ask if (s)he would be available to do a brief presentation and answer questions. You may also want to bring in a career services person to offer additional guidance on resumes, cover letters, and dressing for success.



Make Use of Resources — There are further resources provided at the end of every chapter. By spending half an hour online visiting the websites and browsing through the books (you can—at the very least—see the Table of Contents and read reviews through any web-based bookseller), you'll be better able to empower your students through targeted recommendations.



Take the Edge Off — Looking for a job can be a great source of stress for students. Help keep them present and positive by revisiting *Reducing Stress* from **Book 2**.

Chapter 1: The Job Search

Part 1: What's Out There?



PRIMARY OBJECTIVE: To assure students that, if they focus their efforts on attaining the necessary education and skills, there are a multitude of career options open to them.



SUGGESTED TECHNIQUES:

- The first day you work on **Book 3**, consider sharing your own success story.
- Bring in pictures of real professionals to go with each area of interest.

Part 2: What Does Your Ideal Job Look Like?



PRIMARY OBJECTIVE: To educate students regarding possible job features and benefits, helping them to be as specific—and realistic—as possible about what they want.



SUGGESTED TECHNIQUES:

- Go through *Features and Benefits* as a class, elaborating on each point and providing real-world examples to help students get the full picture. Make sure students understand that most jobs come with both advantages and disadvantages; this is an opportunity for them to decide what features are most important to them.

Part 3: Where to Look (Resources & Search Strategies)



PRIMARY OBJECTIVE: To show students that there are potential job leads all around them, and encourage them to reach out to the people in their social network and community to identify those leads.



SUGGESTED TECHNIQUES:

- Remind students that, in addition to the people already in their social circle, they are now a resource for one another. As students begin to figure out where their interests lie, encourage students to help one another to network and make contacts.
- Consider organizing a voluntary field trip to a local networking event.
- In order to utilize the time most effectively when going through the list of websites, divide students up into small groups (randomly or by interest), have them each research a few listings and then report their findings back to the class. Use these sites as a starting place, encouraging students to compile further resources for the class.

Part 4: Making the Initial Contact



PRIMARY OBJECTIVE: Make students aware that first impressions are critical, and give them the tools to impress from the start.



SUGGESTED TECHNIQUES:

- Ask students to recall the first time they met someone with whom they became good friends, and also someone who they grew to dislike. Lead a brief discussion on how that first impression may have influenced the relationship.
- In partners or small groups, have students role-play the various initial contact scenarios.

Part 5: Keeping Track



PRIMARY OBJECTIVE: Provide students with the organizational skills needed to keep track of their job search progress.



SUGGESTED TECHNIQUES:

- Ask students to choose an accountability partner to provide mutual support and help keep each other on track with their job search.

Chapter 2: Presenting Yourself on Paper

Part 1: Resume



PRIMARY OBJECTIVE: Emphasize the importance of taking time to create a professional, tailored resume.



SUGGESTED TECHNIQUES:

- A resume is simply a clear, organized way of telling your employer about what you have to offer—very much like a restaurant menu. Hook students into this idea by reading them a menu in a chaotic fashion, then demonstrating how much clearer the information is when presented in an arranged, ordered format.
- It's likely that many of your students will have had similar job experiences in the past. After giving them a few minutes to complete *Mining for Gold* on their own, provide some time for students to brainstorm as a group, helping each other to come up with any nuggets they may have missed.
- To follow-up on *Part 1*, have students bring in a draft of their resume to be looked over by a partner, and encourage them to utilize these partners as they continue to refine it. In addition, consider making yourself a resource and offering 10-15 min. conferences with each student to review their resume progress.

Part 2: Cover Letter



PRIMARY OBJECTIVE: Make sure that students are clear about proper cover letter format, and can target their letter to specific job types.



SUGGESTED TECHNIQUES:

- On day one, read a short, silly cover letter to your students (e.g. one that includes random or unrelated facts or ideas). Lead a brief discussion about what was and was not effective about your letter before reading a professional, targeted letter.
- Ask students to circle any job profile language they are having trouble with, and set aside a few minutes of class time to brainstorm cover letter language as a group.
- Have students proofread each other's cover letters. If there is time, offer to proofread a final draft of each student's best cover letter and give feedback. You might also ask students to email you a draft so you can make sure they understand the formatting differences.

Part 3: Job Application



PRIMARY OBJECTIVE: To familiarize students with and get them comfortable filling out job applications, in addition to selecting appropriate references.



SUGGESTED TECHNIQUES:

- Ask a few local organizations to provide you with sample job applications that you can copy for the class, or compile to create a reference library. As students apply for jobs, ask them to report back on anything new they've learned regarding applications.
- If students are having trouble coming up with job references, have them look through their phone and email contacts, in addition to their resources from *Chapter 1: Part 3*.

Teaching TIP

Some students may approach you to be a reference; be sure to check with your supervisor on the school's policy regarding teacher recommendations. Ideally you will only want to speak on behalf of students about whom you can honestly say positive things.

Chapter 3: Preparing for the Interview

Part 1: Dressing for Success

PRIMARY OBJECTIVE: Teach the importance of appropriate, professional appearance.



SUGGESTED TECHNIQUES:

- Your first day teaching this chapter, have some fun playing dress-up. Read over the common mistakes and wear an outfit that needs to be fixed. When students comment on your unusual choice of clothes, probe them on why it doesn't seem right for their Teaching Leader to be dressed in this fashion. Use this as your hook into how, when securing employment, we need to dress the part.
- Bring in or ask students to research pictures of appropriate interview and/or work clothes. Online and print catalogues are a great resource for images of this nature.
- To follow up on *Part 1*, ask students to plan an appropriate interview outfit, and set a date for when they will wear it to class. Have everyone include at least one mistake, and as a class, in groups or pairs, or through anonymous forms, ask students to critique one another. Make sure students have enough time to prepare, and consider doing it the same day as the *Practice Interview* or making it part of a chapter review.

Part 2: Interview Questions

PRIMARY OBJECTIVE: To familiarize students with the interview process, and prepare them to effectively answer the kinds of questions interviewers ask.



SUGGESTED TECHNIQUES:

- Be sure to play the *TBLS Book 3 Video* for examples of interviews that both did and didn't go well, based on what the interviewee was saying and their presentation skills.
- Going on an interview can be a daunting task. A quick *YouTube* search can provide students with plenty of examples for interviews (of politicians, celebrities, etc.) that went very well, and also horribly, hilariously wrong.
- Read through the *Sample Interview Questions and Answers* out loud as a class. Utilize the examples in the book, and feel free to provide some of your own. Better yet, give students the task of providing one answer that doesn't work and one that does, ideally from their own experience.
- When role-playing interview scenarios, try to let each student play both parts. Have the class reflect not only on how it felt to be interviewed, but also how it felt to be asking the questions.

Part 3: Presentation Skills

PRIMARY OBJECTIVE: To replace students' distracting, unconscious habits with empowering, effective choices.



SUGGESTED TECHNIQUES:

- As suggested in *Dressing for Success*, consider starting the class with poor presentation skills, and leading a discussion about what students observed.
- Think back on your own experience developing the presentation skills necessary for this job. Not only will this help you to frame the process for your students, you can also use your story of becoming a Teaching Leader as part of your hook the first day.

- Demonstrate separately each point made in *Common Mistakes and Simple Fixes*, or ask students to be the models.
- Have everyone in class give a three-minute presentation on their favorite musician, TV show or film. Give them 10-15 minutes to prepare, but tell them that they must give their talk without notes. Ask everyone to evaluate themselves in terms of the challenges listed in this section's *Common Mistakes and Simple Fixes*. If they are able, consider asking students to offer one another constructive feedback.
- Consider bringing in an audio or video recording device, and giving students time in or after class (solo or in pairs) to record and assess themselves.

Chapter 4: Succeeding in the Workplace

The Five Keys to Work Success



PRIMARY OBJECTIVE: Motivate students to give the best of what they have to offer, both personally and professionally.



SUGGESTED TECHNIQUES:

- Be sure to play the *TBLS Book 3 Video* which has examples of challenging work scenarios that are both well- and poorly-handled.
- To illustrate the quote at the beginning of this chapter, you might tell the story of somebody famous (e.g. Mother Teresa of Calcutta) or someone you know who has pursued fulfilling, meaningful work with little regard to financial gain. Alternately, consider asking students to compare Mr. Van Ekeren's quote (at the beginning of this chapter) to these words by Dr. Martin Luther King, Jr.: "If a man is called to be a street sweeper, he should sweep streets even as Michelangelo painted, or Beethoven composed music, or Shakespeare wrote poetry. He should sweep streets so well that all the hosts of heaven and earth will pause to say, here lived a great street sweeper who did his job well."
- As you read over *The Five Keys to Work Success*, ask students to think of people they know who exhibit these qualities at work or in general, and also some who do not. (They may write the names in the margins or on a separate sheet of paper if it's helpful.) Have them reflect on who came to mind, and consider how the keys might be working—or not working—for these people.
- If there's time, ask students to share workplace scenarios from their own experience. Use these as role-play exercises, or have students revise the situation through writing a script.
- Encourage students to again utilize accountability partners as an aid in staying motivated, keeping track of progress, and continuing to excel in the workplace

Sample Lesson Plan

Book 1, Chapter 2: How We Can Help

OBJECTIVES: Students will be able to recognize the resources and assets already available to them through their family and school, in addition to finding new ones in the *TBLS Student Survival Guide*. Students will identify their current needs and find resources to address them.

OPENING: Italian Juggling (see *Activities, Games and Resources*)

- Toss the beanbag around the circle first using names until order is established.
- Change the rules: “When you catch the beanbag, share something that has gone right for you today.” (My examples: “Totally prepared for class,” “A friend complimented my outfit,” “I aced a test.”) Play three rounds max or until they’re out of ideas.
- Debrief: “Go back to your seats and take three minutes to journal about one or more of the things you shared. What made that ‘right’ moment possible?” (E.g. “Set alarm early, so had extra time to prepare,” “My mother bought me a new outfit for my birthday,” “A friend tutored me before the test.”)
- Share: “What are some things you came up with?”

TIME: 15 min.

INTRO:

- “These things you mentioned are just a few of the many (*write on board*) resources we have at our disposal to help us get the most out of life.”
- “What do you think I might mean by resources?” (*get suggestions for definition*)
- “Maybe the simplest way to think of them is as tools that help us accomplish things—an alarm clock to wake us up, the internet for researching, or friends who help us through tough times. **We have so many resources already in our lives**, and today we’re going to explore some that we may not have known are available to us.”

TIME: 5 min.

KEY CONCEPTS:

- ✓ Anything that helps us in our lives is a resource, including objects, places and people—even ourselves.
- ✓ Whatever we might need help with, there are resources available if we know how and where to look.

EXERCISE 1: Life Scenarios

- Break class into four groups, assign each a scenario, and give them five minutes to come up with resources for the character.
- Briefly introduce the *Student Survival Guide* in front of class, then pass them out.
- “Now using the guide, see what other resources your group can find that would be helpful in the scenario. We’ll come together in ten minutes, and each group will have five minutes to present their findings to the class.”
- Group presentations.
- Debrief. “How did you prioritize what to take care of first? Were any of these resources new to you? Any we should add to the guide? (*Take notes for future.*) Does our definition from earlier still hold up?”

TIME: 45 min.

KEY CONCEPTS:

- ✓ There's no shame in needing help. Be accepting of wherever you are, but also be proactive to improve whatever situations you're unhappy with.
- ✓ Figure out which needs are causing you the most stress so you can address them first, and then focus on the smaller things.

EXERCISE 2: My Resources, Part 1

- “In the first column, brainstorm your current needs in these three areas of your life: (*write on board*) educational, practical and personal. Think of as many as you can, and use an extra sheet of paper if necessary.”
- “Under *My Resource Options*, write down any resources that could help.”
- “Read over your list, and put a star next to the five that are most urgent.”
- Assign Part 2 as Homework.

TIME: 20 min.**CLOSING:**

- “We all have two great resources in common: (*write on board*) 1) TBLS, 2) each other.”
- Brainstorm on board ways to make use of TBLS and each other.
- Back into Italian Juggling circle: “Everybody take a few deep breaths and close your eyes. Think about all those resources we talked about today, and so many more that you have at your disposal. Think of one that you are most grateful for. We'll pass the beanbag one more time, and this time, say that thing.”
- “See you next week!”

TIME: 15 min.**HOMEWORK: My Resources, Part 2**

- “Complete *Organization's Information* for all five items you starred, and contact two or more of them to fill in the next two columns. If you can, take those next steps!”
- Journal about how it feels to be proactive in addressing your needs.

EXTRA EXERCISES:

- If time in class, start on My Resources, Part 2.

Lesson Plan Template

Book _____, Chapter _____: _____

OBJECTIVES:

OPENING:

-
-
-
-

TIME: ____ min.

INTRO:

-
-
-
-

TIME: ____ min.

KEY CONCEPTS:

- ✓
- ✓
- ✓

EXERCISE 1:

-
-
-
-

TIME: ____ min.

KEY CONCEPTS:

- ✓
- ✓
- ✓

EXERCISE 1:

-
-
-
-

TIME: ____ min.

CLOSING

-
-
-
-

TIME: ____ min.

HOMEWORK:

-
-
-

EXTRA EXERCISES:

-
-



I am a teacher! What I do and say are being absorbed by young minds who will echo these images across the ages. My lessons will be immortal, affecting people yet unborn, people I will never see or know. The future of the world is in my classroom today, a future with the potential for good or bad. The pliable minds of tomorrow's leaders will be molded either artistically or grotesquely by what I do.

Several future presidents are learning from me today; so are the great writers of the next decades, and so are all the so-called ordinary people who will make the decisions in a democracy... I must be vigilant every day lest I lose one fragile opportunity to improve tomorrow.



— Ivan Welton Fitzwater
(teacher, counselor, principal and superintendent)

4

Trouble- shooting

Dealing with Challenging Behavior

Troubleshooting

No matter how active, engaging and carefully planned a Teaching Leader's lessons may be, there is still one thing that's impossible to predict: exactly how the students will act. In this section, we will help you prepare for the inevitable by offering you practical strategies that allow you to address the situation while keeping the class on track.

DEALING WITH CHALLENGING BEHAVIOR

Some of your students may be dealing with difficult circumstances that make them emotionally vulnerable and occasionally reactionary. This can express itself in the classroom in a variety of ways: a student may inappropriately demand attention, share uncomfortably personal information, bully classmates, or exhibit a range of other distracting behaviors. As these issues arise, it will be essential to keep your composure and authority over the classroom and maintain a productive, safe-feeling classroom environment.

The following are some tips to help you stay on track when dealing with a variety of behavior issues: :

- Attention-Seeking
- Bullying
- Insecurity/Self-Doubt
- Shyness
- Difficulty Focusing
- Inappropriate/Excessive Talking

Teaching TIP

Criticize the behavior, not the student.

When dealing with challenging behaviors, it's important to remember that the student is not defined solely by their actions on any given day. That is to say, though a student may be acting 'badly,' they themselves are not 'bad.' Reinforce this distinction when addressing the student by using language like, "I feel like you have been making destructive choices lately..." or, "You have so much potential, but this behavior has been derailing you."

ATTENTION-SEEKING

− **WHAT DOESN'T WORK: Spending too much time with or ignoring the student.** The longer you focus on dealing with them, the more negative attention they get while the rest of the class feels overlooked. Pretending the problem doesn't exist, however, often makes it worse.

+ **WHAT DOES WORK: Giving the student positive attention.** Assure the student that their needs will be addressed. Sit down with them one-on-one to help them understand that the class is a community and you have to work with everyone equally. Consider setting aside a time that is just for them; even a five-minute period before, during or after class can help. You might also give the student a specific responsibility or job—ask them to take notes during class discussions, keep time during exercises, etc.—anything that makes them feel special and keeps them on task.

BULLYING

− WHAT DOESN'T WORK: **Ignoring or shaming the student.** It is very common to unconsciously retreat or shut down when faced with a bullying or aggressive student. Others may feel the need to argue back, matching the student's energy and thereby escalating the situation. Reacting in these ways, however, allows the student to take over, sending the message that you lack confidence and control over the classroom.

+ WHAT DOES WORK: **Respectfully asserting your authority.** If a student is bullying another student, invoke the class rules or make clear that their behavior is not acceptable. Without insulting or embarrassing them, say something like: "To remain in this class you'll need to find another way of expressing yourself." It's also important to establish the facts. You may have difficult days in the classroom but look at each situation with an open mind and try to detect what the underlying struggle is. If students are acting out, address the situation/facts and not the attitude they give you. What is it they might be reacting to, and why is it affecting them in this way? You may also want to refer to **Book 2, Chapter 2: Communication** for other effective ways of dealing with this kind of challenge.

INSECURITY/SELF-DOUBT

− WHAT DOESN'T WORK: **Lowering your expectations.** In your role as a motivator, it's essential to convey confidence and positivity; even if you are unsure of what to do/say next to encourage a student, never give up on them. If the student recognizes that you are asking less of them, they will, in turn, ask less of themselves.

+ WHAT DOES WORK: **Reassuring and supporting the student.** Acknowledge the student's feelings and the challenges they face, while helping them to see the ways in which they are already successful. Remind them that, though it may be a difficult process at times, every step brings them closer to accomplishing their goals and improving their lives. Share relevant TBLS success stories, and consider partnering them with a past or current student who dealt/is dealing with similar circumstances, encouraging them to support and motivate each other.

SHYNESS

− WHAT DOESN'T WORK: **Forcing the student.** While TBLS encourages sharing and participation, putting shy or reluctant students on the spot, or demanding that they share, will only make the student feel unsafe and drive them further into their shell.

+ WHAT DOES WORK: **Respecting, acknowledging and validating.** If a student does not wish to share, respect their wishes and give them space; this student may have a lot to offer but is intimidated by the group setting. Acknowledge their reluctance and validate their right to feel as they do. They may benefit from alternative outlets for expression (e.g. share a drawing or piece of writing on their behalf, have them record something you can play for the class or write something you could read aloud). Continue to build a safe environment for this student, gently encouraging them to open up and drop their guard over time. When they do share, however much, be sure to validate their participation and give them positive reinforcement.

DIFFICULTY FOCUSING

-  **WHAT DOESN'T WORK: Belaboring or qualifying your point.** If you find that students are beginning to lose focus and become distracted, you may be taking too long to get to the point. Similarly, if you continue to explain an idea that students have already understood, they may mentally check out. Charging ahead and further qualifying your point only ensures you lose more students, and may make students question your expertise.
-  **WHAT DOESN'T WORK: Ignoring the student.** When students become distracted or disengaged, they may be signaling to you that the material doesn't feel relevant to them. While ignoring the student allows you to focus on those who are engaged, it also gives the student permission to mentally check out, and excuses them from being accountable to the class.
-  **WHAT DOES WORK: Making connections and involving each student.** As you become more familiar with your students, try to connect with each of them throughout the lesson. If you know that a particular concept is especially pertinent to one or more individuals, you may want to point out the connection for them (if appropriate). As you notice a student's attention drifting, reengage their focus by involving them directly. You might ask them to read a passage, volunteer for an activity, answer a question, re-state the idea in their own words, or share an opinion or personal connection to the main point. In the case of students for whom focus is a common problem, speak to them after class to make sure it's not a physical distraction (e.g. fatigue, hunger), and that they are equipped with techniques that work for their particular learning style. As with the attention-getting students, consider giving the disengaged individual a special responsibility in class.

INAPPROPRIATE/EXCESSIVE TALKING

-  **WHAT DOESN'T WORK: Being disrespectful.** Some students may bring up unrelated topics, ramble, or feel the need to comment on everything that happens in class. Ignoring the situation, mocking the student's contributions or rudely telling the student not to share will only make things worse. You don't want to create a disrespectful atmosphere, turn the class against the talkative student, or have anyone think that their contributions won't be valued.
-  **WHAT DOES WORK: Validating the student's main idea.** When a student is talking extensively off-point, gently interrupt by saying something like: "I have to stop you there, as we have a lot to cover today. Why don't we try to come back to that later if there's time?" This validates what the student wants to discuss while moving the class forward. Often times you will not revisit what the student is talking about in class, but instead meet with them after. When a student is rambling, you might say, "This is very interesting, but we do have a lot to get done. Can you summarize the big idea for us?" If this continues to be an issue with a particular student, bring the situation to their attention after class and work to find a mutually agreeable solution (e.g. a gesture that subtly indicates they should get to the point, or impose an informal time limit). If a student is talking out of turn, invoke the class rules and remind them to share in appropriate ways.

THOSE WHO NEED EXTRA HELP

− **WHAT DOESN'T WORK: Gossiping about your students.** If you expect your students to honor the policy that, “everything said in class, stays in class,” you will need to do so as well. Gossiping with other teachers (or worse, students in your class), will only increase negativity and undermine your authority, without leading you to productive solutions.

+ **WHAT DOES WORK: Seeking guidance.** If you are having trouble managing a specific student, don't hesitate to ask your co-workers or supervisor for advice. Keep the student's identity private, if possible, and share only the relevant information surrounding the issue. For additional assistance, refer to the TBLS blog and additional online resources.



TALK IT OUT!

-  Based on the above, share with the group a difficult scenario you've dealt with in the past and how you handled it. Is there anything you would like to have done differently? Brainstorm some other ways it could have been handled.
-  Which of these challenges do you feel most and least equipped to manage?
-  Can you identify which role (Expert, Motivator, Nurturer, Authority) would best enable you to handle those types of student challenges you find most difficult?



TRY IT OUT!

Try incorporating a 'brain drain' writing exercise into your warm-up. Simply ask students to take out a sheet of paper and free write everything that's on their mind. This gets the tension out of their heads and onto the paper.



Don't worry about what you need.
Don't worry about what you want.
In this moment, be free to be you.
Give the value that you long to give.

Do the things that can make a
difference. Do them out of love.
You don't have a job; you have a
purpose. The way to achieve is to
stop fretting about achievement.

Start loving the opportunity the
moment holds. Success is not
something you strive for and get,
but comes from how authentic
you allow yourself to be.



— Ralph Marston
(author of *The Daily Motivator*, one of the web's
most popular destinations for inspiration)

5

Activities, Games and Resources

Activities and Games

Further Resources

TBLS Student Assessments/Tests

Activities, Games and Resources

What follows is a small selection of games, arranged in three categories: *Beginning and/or Ending Class*; *Getting Acquainted and Learning Names*; and *Fun, Focus and Building Strong Communities*. You will also find the template for a first-day student questionnaire, stories to motivate students for positive change, and resources to help you find a wealth of creative games online. Additionally, the end of this chapter contains an assessment/test for each book.

ACTIVITIES AND GAMES

To support the development of a collaborative community, it's helpful to begin and, if possible, end every class with a game. In doing this, Teaching Leaders distinguish TBLS from their students' other classes, and encourage them to be open, have fun, ask questions, and feel safe expressing themselves in the classroom. After completing a game, encourage students to think about what skills they utilized to play it, and to share what new information they learned about one another. If you find that students respond particularly well to a certain activity, consider repeating it on a weekly basis and/or changing the rules to keep it challenging. That said, feel free to try different games each session, focusing on how themes or required skills can tie into your lesson.

BEGINNING AND/OR ENDING CLASS

Check-In:

This exercise can be done with the class at their desks, scattered around the room, or in a circle. Have students close their eyes and take a few deep breaths. Ask them to notice where there might be tension in their bodies, and to visualize those muscles softening as they exhale. Encourage students to think about their day so far and, without judging, find a word or short phrase that expresses how they are feeling. Remind students that, whatever has happened, they are now in your class; after taking another deep breath, they can open their eyes and allow themselves to be fully present for TBLS. At this point, you may transition to another activity, or ask students to share how they're feeling in one word, sound, or facial expression.

Pass the Pulse:

Have students arrange themselves in a circle, holding hands. The Teaching Leader or a student (*Person A*) begins by squeezing their right hand, "passing the pulse" to *Person B*, whose left hand they are holding. Now *Person B* squeezes *Person C's* hand, etc., all the way around the circle until *Person A* receives the pulse with their left hand. Continue passing the pulse until you feel that the class is connected, focused and ready to begin or end class. You can make the game more complicated by allowing the pulse to change direction, or passing more than one pulse at the same time. Be aware that the required concentration and physical contact may make some individuals uncomfortable and giggly; in this case, make one of the goals to do the activity without laughing.

✓ Fill-In Sentences:

Ask students to sit in a circle. Prompt them with the beginning of a statement, and allow them to finish it as they choose. Start with the same sentence every time you play as a way to check in with students (e.g. “Today I’m feeling particularly...”), and then use the fill-ins to get students thinking creatively (e.g. “If I ruled the world...”), talking about themselves (e.g. “I’ll never forget the time when...”), or reflecting on their experience with TBLS (e.g. “Today’s class got me thinking about...”). When playing, emphasize these four rules: 1) Repeat the entire sentence from the beginning (vs. just filling in their answer); 2) Answer with the first thing that comes to mind, unless it’s not appropriate for sharing. If you don’t feel comfortable sharing that answer, do take note of it for yourself before choosing a different response; 3) It’s okay to repeat an answer; 4) No commenting—meaning that our focus moves from one speaker to the next without unnecessary side-comments or laughter.

GETTING ACQUAINTED AND LEARNING NAMES

✓ Interview:

Pair students up and have each person interview the other about themselves for three minutes, listening closely to the answers. Once both partners have gone, bring everyone back together. Now each student will introduce themselves to the class as if they were their partner. For example, Jessica and Claire are partners. After interviewing one another, Claire would get up in front of the class and say, “Hi, my name is Jessica and I’m from...” You may choose to let the interviewer ask what they please or, if you prefer, give specific questions.

✓ Agree/Disagree:

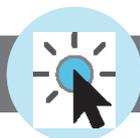
On one side of the room, post a sign that reads, “AGREE,” on the other side post a sign saying “DISAGREE”. Make a declarative statement (e.g. “I like warm weather,” “I listen to music a lot,” “I have a big family”), and ask students whether they agree or disagree. Instead of answering out loud, however, instruct them to silently walk to whichever side expresses their answer. As students begin to feel more comfortable with one another, have them take turns making the declarations. You might also consider doing this exercise with more revealing statements (e.g. “I am proud of myself,” “I am loved”), or instead ask them hypothetical questions (e.g. “If you were stranded on a desert island...”). *Agree/Disagree* can also be an effective form of assessment when using statements like: “I am now confident in my ability to...” or “This lesson addressed relevant issues in my life.” Vary the exercise by using a 1-10 scale across the room, holding a discussion and allowing students to change their position as the conversation continues, and (especially with assessment) by asking students to explain their position.

✓ Name, Sound and Movement:

Begin with the class standing in a circle. Without talking in between, each participant says their name, the class repeats it, and then the next person goes until you've made it all the way around. Go around the circle again, but this time each participant says their name in a funny voice, echoed by the class. For the third and final round, ask students to add an expressive movement, which the entire group should repeat. Encourage big, silly choices, while validating and echoing students whose voices and movements may express shyness or reluctance.

✓ Italian Juggling:

Ask students to stand in a circle. Begin tossing a beanbag or softball around, instructing students to say their name when they catch it, and then to throw it to someone who hasn't had it yet. Make sure that whoever makes the first toss is the last to catch it. After everyone has gone, repeat the activity keeping the same order. As students become comfortable with the game, make it more challenging by asking them to go faster, throw in rhythm, or add a second (third, fourth, etc.) bean bag going around. Though this is a great name game, you can also ask students a question (e.g. "How are you feeling today?") and ask them to share their one-word response when they catch the beanbag.



TRY IT OUT: The Student Questionnaire

In order to more fully understand the individuals that make up your class, consider distributing a confidential questionnaire in addition to playing group games. Have students spend five minutes near the end of class filling it out, or assign it as part of their homework on the first day. Use the questions below as a starting place, asking whatever will be most useful to you.

What's your full name?

Where did you grow up? How long have you lived in this area?

What is your cultural heritage?

What is your religious background?

What music is on your personal playlist right now?

Name three of your favorite movies.

What is your dream job?

How might a good friend describe you?

If you had a personal motto, what would it be?

What has been your favorite part of school in the past? Your least favorite?

What do you consider to be your strengths as a student? Where might there be room for growth?

What are you most looking forward to about TBLS?

Do you have any reservations, questions or concerns about this class?

✔ What's in a Name?:

Pair students up, and ask them to share with one another the story behind their name (e.g. what it means, how their parents decided on it, how they feel about it). Bring everyone back together and, as with *Interview*, have them share their partner's story with the class.

FUN, FOCUS AND TEAM BUILDING

✔ One Minute to Look:

Students pair up and stand across from one another, trying to look in each other's eyes for one full minute without laughing. At minute's end, those who kept a straight face should find a new partner and play another round, while those who laughed stand to the side to give the players encouragement. The student who keeps a straight face the longest is the winner.

✔ One Word Story:

Going around in a circle, the class will create a story with each student saying only one word at a time. Try speeding it up as you go along by setting a time limit, or try having students say one sentence at a time.

✔ The Floor is Hot:

With students standing around the outside of the space, designate the middle of the room as the 'hot floor.' The Teaching Leader prompts the class with the beginning of a sentence, and whoever is standing on the hot floor must complete that sentence. Students should work together to ensure that at least one person is on the hot floor at all times, though students may go into the middle as often as they like, and everyone must go in at least once. Try prompting students with phrases like: "I know...", "I want...", "I think...", "I am...", "I believe...", "I will...", "I fear...", etc. Encourage students to release their inhibitions, reminding them that all responses are correct and can range from, "I want chocolate," to "I want someone to love me."

✔ Embarrassing Story:

This exercise requires a minimum of three storytellers, lined up at the front of the class, and five spectators seated in front of them. Each storyteller must share an embarrassing story one after the other, trying to get the audience to laugh without laughing themselves. When the current speaker feels the need to laugh, encourage them to look at the other storytellers—who must also keep a straight face—in order to regain focus. The goal is for all storytellers to support the speaker in keeping their composure. Whoever makes it through their story without laughing is the winner.



TRY IT OUT

Read the following stories to your class in order to illustrate how sometimes old habits and behaviors can cease to be useful, and can even end up being harmful.

A Monkey Story

Inside a very large cage, in a very large zoo, lived five very happy monkeys. One day, the zookeeper decided to do a little experiment. Inside the cage, she placed a long set of stairs, and at the top of the stairs, she hung a banana. Then she went to fetch a water hose and wait for what would happen.

It didn't take long before one little monkey spied the banana, and went to climb the stairs to fetch the tasty fruit. As soon as his little paw touched the stairs, however, the zookeeper turned on the hose and sprayed all five monkeys with a blast of icy water.

Shocked and surprised, but otherwise unhurt, the monkeys went back to business as usual. But it didn't take long for another little monkey to make a go for the banana with the very same results: as soon as he touched the stairs, the whole monkey family was sprayed with cold water. Again, and again, and again this happened, until finally the monkeys had caught on to the game. Even after the zookeeper had put the hose away, whenever one monkey tried to climb the stairs, the other four would pounce on him to prevent the ice-cold penalty.

One day, one of the five monkeys was moved to another cage, and a new monkey came to take his place. Exploring his new surroundings, he found the long staircase and the banana at the top. When he tried to climb the stairs, however, to his surprise and horror, the other monkeys attacked him! After trying again a few days later and enduring the same violent results, the monkey realized that if he went for the banana he would certainly be attacked.

Before long, another member of the original monkey family was removed, and replaced with another. When this new monkey made for the stairs, though, even the second-newest monkey joined in on the attack. One by one by one, each of the original monkeys was removed and replaced by another, who one by one by one was attacked for using the stairs.

When the zookeeper came to check on the five new monkeys, she was fascinated by what she found. Although none of them had been present when the original monkey family was sprayed, they all avoided the stairs and left the banana untouched. None of them, of course, had any idea why they shouldn't climb the stairs, or why they should violently prevent others from doing so. Nevertheless, no monkey ever again approached the stairs to get the banana, because as far as they knew: TTWWADI.

THAT'S THE WAY WE ALWAYS DID IT!!!

Break it Down

- ❓ What are some things the cold water might symbolize in your life?
- ❓ Is there a group of people you know who follow either destructive or nonsensical behavior patterns, the origins of which you can't identify? Can you see how changing things might be beneficial?
- ❓ Like the monkeys, have you ever felt afraid of pursuing something without understanding why?
- ❓ Have you ever tried to prevent someone else from doing something but you didn't know why?
- ❓ What are some habits you have adopted from friends and family that you would like to break?

Follow-Up Story: Like Mother, Like Daughter

There was a little girl who was watching her mother make a roast. The mother cut the roast in two and put one half in the pan. When the little girl asked her mother why she did that, her mother responded, "That's the way my mother did it." So when the little girl was visiting her grandmother, she said, "Grandma, mom said that when you cook a roast, you cut it in two and put only half in the pan. How come?" "Because that's the way my mother did it," Grandma replied. So when the little girl was visiting her great-grandmother, she couldn't help but ask: "Why is it, Great-Grandma, that when you used to cook a roast, you would cut it in two and put half in the pan?" The great-grandmother responded, "Because I never had a pan big enough for the whole roast."

Sometimes we do things without knowing why. A little research and self-reflection, however, can often lead us to better choices and more productive outcomes.

FURTHER RESOURCES FOR ACTIVITIES AND GAMES

While the resources below may have been originally intended for drama classes, they are proven to be successful for building community, encouraging creativity, and working on a range of social and interpersonal skills.

- ✔ Improv Encyclopedia (<http://www.improvencyclopedia.org/index.html>) is the largest collection of resources for improvisational theater exercises on the web. On this site, you'll find icebreakers to get students meeting and socializing from day one, warm-ups that encourage playfulness, exercises to promote group trust, and games to support spontaneity.
- ✔ The Spolin Center (<http://www.spolin.com/games.html>) is devoted to promoting the work of Viola Spolin, mother of improvisational theater. Her work focuses on heightening awareness, spontaneity and personal transformation. You can find many of her games listed and explained on the website above.
- ✔ Creative Drama Classroom (<http://www.childdrama.com/lessons.html>) has complete lesson plans, in addition to a few games, all of which have been proven in the classroom, and can be searched by content and age.

TBLS Book 1 Student Assessment/Test

Fill out the following questionnaire to the best of your ability. Leave blank any questions you don't have the answer to.

	Absolutely	Mostly	Somewhat	Not at All
Positive Qualities				
I am aware of the desire, courage and determination it took me to get here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An example of that is:				
Resources				
I know about the many personal, practical and educational resources available to me at school and in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two examples of resources I can make use of are:				
Organization				
I know how to keep myself well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One way I organize my space and/or school materials is:				
Time Management				
I understand what I need to do to manage my time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One of the tools I use to manage my time is:				
Budgeting				
I am clear about how to manage my student loans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The most important thing to remember is:				
I know how to budget effectively and track my spending.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two of the ways I do that are:				
I know the important questions to ask when getting a credit card.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One of those is:				
Intelligence/Learning Styles				
I know that I am intelligent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One way I demonstrate my intelligence is:				
My particular type(s) of intelligence is/are:				

I am aware of how I learn best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two tips to help with studying for my learning style are:				
Health				
I understand how my diet, level of exercise and sleep affect my overall health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Three things I could do to improve my health are:				
I am aware of what causes me stress and how to alleviate it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two stress-inducers are:				
One way I alleviate stress is:				
Motivation				
I know what I need to do to keep myself motivated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two of those things are:				
Strengths/Areas of Difficulty				
I am aware of my personal and professional strengths and areas of difficulty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two strengths are:				
Two areas of difficulty are:				
Vision/Goals				
I have a vision of what I want for myself in the coming year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two adjectives that describe that vision are:				
I know what I need to do to achieve my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One of those things is:				

The following questions are included when given as test.

Of everything you learned in this class, what material, class discussions, exercises, and/or activities did you find most helpful? _____

Were there any aspects of the material that did not work well for you? If so, what were they? _____

TBLS Book 2 Student Assessment/Test

Fill out the following questionnaire to the best of your ability. Leave blank any questions you don't have the answer to.

	Absolutely	Mostly	Somewhat	Not at All
Self-Picture				
I am aware of how I perceive myself (my self-picture).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One benefit of a positive self-picture is:				
One way a negative self-picture can affect a person is:				
Two ways a person can improve their self-picture are:				
Outlook				
I am aware of how I look at the world and people in general (my outlook).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One benefit of a positive outlook is:				
One way a negative outlook can affect a person is:				
Two ways a person can improve their outlook are:				
Communication (Self-Talk/Self-Expression)				
I am aware of the way I communicate with myself (my self-talk).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Three words I would use to describe that style of communication are:				
I am aware of the way I communicate with other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Three words I would use to describe that style of communication are:				
Life Direction				
I have a clear vision for my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The benefits to having a vision for my future are:				
I have goals in place to help make that vision a reality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two things to keep in mind when creating goals are:				

I have tools and resources to help me achieve my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two of those are:				
Support System				
I am clear about who in my life is fully supporting my success and who is not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Three words that describe how people support one another are:				
I know how to find other sources of support if I don't feel supported by the people in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two other sources of support are:				
Self-Support				
I know how to give myself support when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two ways in which I support myself are:				
I know what people/things are causing me the greatest stress in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two things I can do to eliminate or manage stress effectively are:				
I have tools to manage difficult emotions when they come up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two ways people can effectively manage difficult emotions are:				
I have tools to help me stay motivated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two of those tools are:				

The following questions are included when given as test.

Of everything you learned in this class, what material, class discussions, exercises, and/or activities did you find most helpful? _____

Were there any aspects of the material that did not work well for you? If so, what were they? _____

TBLS Book 3 Student Assessment/Test

Fill out the following questionnaire to the best of your ability. Leave blank any questions you don't have the answer to.

	Absolutely	Mostly	Somewhat	Not at All
The Job Search				
I have a clear idea about the kinds of jobs available in my area of interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two examples are:				
I know what I am looking for in a job/career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Three things that describe the type of job/career I want are:				
I know how to conduct a thorough job search.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two things that will help me do that are:				
Presenting Yourself Professionally on Paper				
I know how to create a professional resume.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two things that make for an impressive resume are:				
I know how to write a professional-sounding cover letter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two things I will include in my cover letters are:				
I know how to identify appropriate personal and/or professional references.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two questions I will ask of a potential reference are:				
Preparing for Interviews				
I know how to dress for an interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Three words that describe professional dress are:				
I know what kinds of questions to expect in an interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two examples are:				

I am prepared to answer even difficult questions in an interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two strategies to effectively answering interview questions are:				
I know the kinds of questions I will want to ask at a job interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two examples are:				
I know how to present myself as a professional at job interviews.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two aspects of my presentation skills that I want to be aware of are:				
Succeeding in the Workplace				
I am clear about what is expected of me as an employee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Three things that are always expected from employees are:				
I am confident in my ability to handle difficult work situations that might come up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The most important things to remember when dealing with difficult work situations are:				
I am clear about how I could have improved my performance at past jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two things I would like to do differently at future jobs are:				

The following questions are included when given as test.

Of everything you learned in this class, what material, class discussions, exercises, and/or activities did you find most helpful? _____

Were there any aspects of the material that did not work well for you? If so, what were they? _____
