

MAKE YOUR DAY

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

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Earl's Corner

Wrapping It Up

Many schools report that the greatest successes with MYD have come when teachers are vigilant about implementing and maintaining the structure. This vigilance generally occurs naturally within the first few months of each school year. Although I have discussed the need for hyper-focus during the final few months of school, this process may distort the true measures of success that we are seeking for MYD.

If MYD is truly to be considered a successful system for developing student self-control and motivation, there must come a time when we, as teachers, must step back and allow the process to work. It is important, as a life lesson, for our students to impose limits similar to those we have created in MYD.

The only way that we can determine whether our students have internalized the process is to become observers.

Informal measures that give us this insight would most likely occur in less structured settings within the school. Hallways, playgrounds, and other common areas, as well as



The student committee for the next year should be established at the end of the previous year.

Offering those students an opportunity to consider some of the unsolved issues at the school may help the committee in getting a head-start the following year. The committee should then be off and running in their first meeting.

And, finally, it is important that staff members be interviewed and polled within the last few weeks of school. It is at this time when we can evaluate the effectiveness of MYD for teachers (which includes everyone who works on

more loosely structured classroom activities allow our students greater opportunities to demonstrate how well they have internalized self-management skills. Spontaneous acts of kindness, walking away from confrontation, and waiting for points to handle difficulties with peers are some of these informal measures. If self-assessment during points has become more focused on effort than behavior, our students are "getting it." If the interaction during concerns is viewed by all as no more than an opportunity to help, then we've all "gotten it."

The last month of school it may be most insightful to interview and observe the students who will soon be leaving our setting to move on to new schools and upper grades. They have "nothing to lose" and may give us the most honest assessments. We tend to fear some of these students and might look forward to their exit. These students should be challenged to leave behind a legacy.

campus). If the need for modifications is identified through these processes, it gives us all the summer to consider alternatives. If we wait until the beginning of school to identify these needs, we tend to forget some of the frustrations that were freshest to us the last day of school.

All this being said, it's time to take ourselves less seriously and refresh and renew ourselves throughout the summer as we can only offer our students our best when we have the energy to do so. Relax and enjoy. See you next year.



Cheryl's Two Cents

Resources for Planning

Where to from here?

[Citizenship or Discipline](#)

[Tailoring it to Your School](#)

[Needs Assessment](#)

[Staff Development](#)

Are we all on the same page?

[Consistency Checklist](#)

[Self-Check](#)

[Essential Guidelines](#)

[MYD Matching](#)

[District Website](#)

[Cheat Sheet](#)

Substitute Procedures

[Guest Teacher Procedures](#)

[Behavior Feedback Form](#)

Parent Information

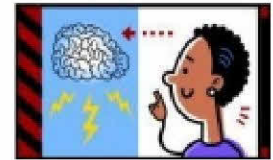
[Brochure](#)

[Parent/Guardian Handbook](#)

[Parent Information Booklet](#)

[Newsletter](#)

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Well, I truly enjoyed teaching first grade last year, while implementing MYD. The key to my success was what I did on Day One. I told the story of GOLDILOCKS AND THE 3 STEPS.

I used a doll for a prop, since she can stand and sit (to show the different steps). If this is not available, a 3 Bears book would be okay to get the message across, since students already are familiar with the story. It goes something like this:

Once there was a little girl named Goldilocks. She was a good girl, but sometimes it was hard for her to make good choices. One day she went to the bears' house and knocked on the door. Nobody was home, but she went in anyway. Was that OK? No? She didn't make a good choice? Maybe she needs to think about it. (Doll sits on step 1)

Then Goldilocks went to the kitchen and ate the little bears' porridge. Was that OK? No? She didn't make a good choice? Maybe she needs to think about it some more. (Doll stands on step 2)

Then Goldilocks broke little bears' chair. Was that OK? No? She didn't make a good choice? Maybe she needs to think about it even more. (Doll reads rule: No one has the right...)

Then Goldilocks slept in baby bears' bed without asking. Was that OK? No?

She didn't make a good choice? I think the bears need to call Goldilocks' mom to come in for a conference.

Corny? Yeah! But the kids understood the reason for the steps thereafter.



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What
About
This

???

Student
Questions

Who Thought Up Steps?

The students in my classroom got tired of various forms of punishment. They didn't appreciate being yelled at or put in the hall or embarrassed in front of the class. They said, "If we make mistakes, treat us fairly. If you want to privately tell us that we are disturbing the class and allow us to spend a few minutes thinking about it, we can live with that approach." In schools that have used Make Your Day over the past 25 years, students have taken ownership of the program. They understand how it is to be used. If steps are used properly, students may not be happy about going to steps, but they understand, through their behavior, they have made the choice to go to steps.

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