

*Excerpt from:*  
*Creating and Changing Mindsets ~ Movies of the Mind*  
**Developing Responsible, Long-Term Behaviors**

## **ADOPT~A~KID**

**Principle** --is to notice; to cause one to feel important; to instill a sense of Worth, value and/or belonging.

**Goal** --is to "pull" a person IN, rather than to "push" a person toward an outcome.

- Practice**
1. Each adult *volunteering* to participate selects a [one] student s/he wishes to work with for the next 21 school days. Try to select a student that is not totally frustrating you (at least on your first time through this activity), but rather, one who you feel drawn to for some reason.
    - Only one student per adult.
    - No more than two adults on any one student, though one-to-one is recommended.
  2. Create a "calendar" of the next 21 days from the start and physically cross off each day you do this. It is far too easy to miss a day amidst busy, hectic schedules. If you miss even ONE, you must start counting to 21 all over again!
  3. Once your student is selected, you simply WALK *PAST* him/her each day, delivering your comment. "PAST" means you do not walk up to him/her and stop. You keep moving, so as to not raise suspicion that you're directly engaging them deliberately or with any agenda. This is a casual pass-by.
  4. You must seek the student out in a neutral place, to deliver the comment. It cannot be in class, when you have him/her for something. In class, you're SUPPOSED to talk to him/her, they're your student! It must be in the hall, at lunch, coming to/from school, study hall, etc...a time when you don't have to, by role... speak to them.

It is IMPERATIVE that all aspects of these elements are followed... otherwise it negates the potential of impact.

# *Creating and Changing Mindsets ~ Movies of the Mind*

## **Developing Responsible, Long-Term Behaviors**

### **ADOPT~A~KID cont.**

5. Comments must be neutral. NO PRAISE. NO COMPLIMENTS. They'll know you're up to something! Comments like, "Jeremy, I saw you walking, did you miss the bus this AM?" or "Maria, Did I see you at Wal-Mart yesterday late afternoon?" Whether or not the comment is accurate or far fetched, it is taking time to notice them, through a comment directed at them that is the psychological foundation of this encounter. This is why one must not contaminate it with value laden or emotional comments. "New hat, Chet?" is plenty. Just take notice.
6. Be sure to keep an eye out for the first time this student approaches you. You will not notice, unless you're vigilant. S/he will simply walk by you and initiate a comment - or come up to you at some point and talk about something other than a school assignment.
7. It may help to check in with each other once each week...just to reinforce the ritual. Also, plan to gather for a short while on day #21 and share your experience with this. As you decide to "go another round," you may alter some of your strategies in accomplishing the activity... or share comments you've made, to make that part a little easier [similarly, you could brainstorm ahead a list of potential comments to any/all to consider].

**Exercise** Write down 5-8 things you might say to a student that would not be considered praise or criticism - NEUTRAL comments - that would fall under the "pay attention to me" category of interactions.

- |    |    |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

Book available through Greenleaf learning

# Creating and Changing Mindsets ~ Movies of the Mind

## Developing Responsible, Long-Term Behaviors

### HOME ~ SCHOOL CONNECTIONS INSTRUCTIONS

- Design questions to give to students at each grade level. One question per week. Each question/instruction must “cause” the learner to interact with an adult (often parents are the best choice) regarding something s/he... at their current age and circumstance... are very interested in.
- Each question/instruction must be about something children of that age are very interested in or feel is important to them (i.e. grade 1 = favorite colors, grades 2-3 = bedtime, grades 4-5 = friends/curfews, middle school = dating, etc.) - “life issues at that age” (NOT about school!).
- Your grade level team may choose a theme (a series of related questions over several weeks) or simply ask random questions. Neither approach is better than the other, however, random might be a simpler place to begin.
- The question/instruction must request that the student ask something of their mom or dad or both. They then bring the response back to school with them. It can be an oral or written assignment - a brief, one sentence type... and is definitely best if it is not a lengthy one! They simply must remember (or record) what their parent’s answer was to report it back to you at school.
- Ask the students what *their* answers are to the same items they are asking of their parents (i.e. What time did *your parents* have to go to bed when they were your age? What time do *you* have to go to bed?) This provides fodder for comparison discussion/graphs, etc. You might even consider a report on (example title). “First grade today and yesterday” as a means of connecting school and home on issues everyone is facing.
- Simply assign the question/instruction as homework on one day and then “ask” for the results/responses the next. You can record their feedback on the board, on chart paper—whatever. Then, depending on the information you’ve amassed, you might compare/contrast parent and student info on some items.
- Responses can be tallied by class or by grade level. Not always, but it is usually best to have different questions for each grade.
- [Bob@greenleaflearning.com](mailto:Bob@greenleaflearning.com) or by phone 207-793-8675.

It is IMPERATIVE that all aspects of these elements are followed... otherwise it negates the potential of impact.

Book on this and many more strategies is available via the website [www.greenleaflearning.com](http://www.greenleaflearning.com) or via email at [bob@greenleaflearning.com](mailto:bob@greenleaflearning.com).



Dr. Robert K. Greenleaf  
PO Box 186  
Newfield, Maine 04056  
207.793.8675  
[bob@greenleaflearning.com](mailto:bob@greenleaflearning.com)

*Creating and Changing Mindsets ~ Movies of the Mind*  
**Developing Responsible, Long-Term Behaviors**

**HOME CONNECTIONS**  
**Quarterly Question Organization Sheet**

**Grade** \_\_\_\_\_

**Quarter** \_\_\_\_\_

**Theme (optional)** \_\_\_\_\_

**Question/Instruction**

1.

2.

3.

4.

5.

6.

7.

8.