

Make A Difference with the

▶ POWER OF ACKNOWLEDGMENT ▶



for
Education

▶ PROGRAM ▶

MARY ROBINSON REYNOLDS

Make A Difference Week

A No-Cost Proposal to Address Social and Emotional Issues in Schools

First, it is important to acknowledge you as a school administrator for all that you do and for the positive difference you are making in the lives of so many.

Right now, school administrators everywhere want to accomplish an improvement in academic achievement standards while dealing effectively with the social and emotional issues that are dramatically impacting an increasing percentage of our student population. The *Make A Difference with the Power of Acknowledgment* UTrain® Program (MDPA) "Make A Difference WEEK" will accomplish that for you. But first, let's take a look at just a few of the latest headlines and statistics:

"Two killings do not a trend make; homicides remain rare in schools"

"Do We Need to Calm Down About School Violence?"

"Despite Ohio shooting, school violent deaths down" ... NBC News 10/24/13

Danvers, Massachusetts a 14-year old student charged with the murder of his high school teacher is just the latest incident to shatter the expectation that America's schools are safe havens. NBC News Chief Education Correspondent, Rehema Ellis, takes a look at the facts about school violence:

Since Sandy Hook there have been 16 more incidents of school shootings. News Headlines suggest that these kind of violent and often fatal events are occurring with increased frequency.

These events do tend to come in clusters because there is a type of copycat element to them so they do come in waves but so do near misses so often when kids hear about these horrible things they come forward when they hear about plots.

Beyond the headlines the numbers tell a different story. The CDC reports that the rates of youth homicides nationwide is actually declined substantially since the mid 90's and that less than 2% of those killings occur at schools where gun violence is just part of the problem.

About 7% of teachers report being threatened or physically attacked by a student and when it comes to students about 6% report missing at least one day of school because they felt unsafe. 5% of students say that they carried a weapon to school.

Schools are taking steps to improve school safety in many states wireless panic alarms are being installed and in Oklahoma computers are being programmed allowing teachers to send emergency messages to patrol cars in the area.

In California some schools are even monitoring students' social media messages hoping to detect any sign of potential threats. It's a controversial move that some say is necessary to protect everyone in schools.

Do We Need to Calm Down About School Violence?



It's been a bad week for violence in the schools, and it's only Thursday.

Just four days ago, a NV teacher lost his life at the hands of a middle schooler before the student turned the gun on himself, and late Tuesday, the body of a MA math teacher was discovered behind a high school with a 14-year-old student charged in her murder. With haunting memories of Sandy

Hook and Columbine on our collective consciousness, it's hard to accept the fact that violence in the schools is actually pretty rare.

According to NBC News, "An average of 23 youths per year were the victims of homicides at elementary or secondary schools or on the way to a school event, over the years 1992 to 2011, according to the most complete federal study. And those 23 deaths include all kinds of homicides — drug deals gone bad, fights over a girl — in a nation with 130,000 schools and more than 50 million students in grades K-12."

While logic assures us that an unlawful death statistic of less than 1 percent is comforting, heavy hearts tell us otherwise. Twenty-three young victims are still too many, and once student suicides and teachers and staff are included, the statistic jumps to 45 brutal deaths per year in U.S. schools, according to the same study.

With two incidents of school homicide in less than a week, we're all asking the same question: is school violence a growing epidemic?

NBC reports, "Federal surveys suggest that school violence has decreased dramatically over the past thirty years. One school-safety consultant who is often called upon by the media, Ken Trump, says no one can be sure, because schools are not required to report violence.

Congress in 1990 required colleges, but not elementary and secondary schools, to report crime statistics." That's not okay. I don't care how "rare" incidents of school violence are, recent history has shown that school violence isn't limited to the Virginia Tech's of the world.

Accurate reporting of school violence among K-12 is required if we are to ever really know for sure. Less than a year after the tragedy at Sandy Hook Elementary, what has been done to ensure accurate reporting of school violence, effectively increase safety within our schools, or focus on the mental health of our students?

Make A Difference Week

Not much.

Trump told NBC News, **“Probably the most disappointing, embarrassing thing that’s occurred since Sandy Hook is that nothing’s occurred. It’s become a gun control vs. gun rights argument. Some of the responses have been absurd — telling elementary school kids to bring in a can of soup to throw at a gunman — and not a damn thing has made it to the front line to help principals.”**

Teachers and school administrators answered the call to educate our children; how absolutely tragic that protecting themselves and their students from school violence without resources has become part of their job.

Do we need to calm down about school violence? Hell no. We need to make more noise than ever.

Let’s not just make noise – Plan now to bring Make A Difference WEEK to your school with (MDPA) *Make A Difference with the Power of Acknowledgment* Program; it is designed to reach out to attract community involvement with our schools, so that together we will help kids and families who are hurting themselves and others through violence, drugs, alcohol and suicide.

MDPA can provide an additional boost to intervention programs you have in place.

As you know, for schools to excel academically and put an end to hurtful bullying, cliques, gossip, prejudice, backstabbing, jealousy, labeling, defiance, belligerence, emotional and psychological escape through drugs, alcohol, food and electronics, what is needed is to start NEW conversations that bring people together.

This NEW conversation can begin with the inspirational movies included in the MDPA program, followed with a series of thought-provoking questions designed to engage students with each other and their teachers to discuss the concepts of the story represented in each movie.

As adults, we need to learn how to listen to what Today’s Youth have to say about how they feel and think, even if their “truth” or point-of-view makes us uncomfortable. For the adult listening, it is as simple as slowing down and continuing to ask questions until each point of view has been expressed and/or vented.

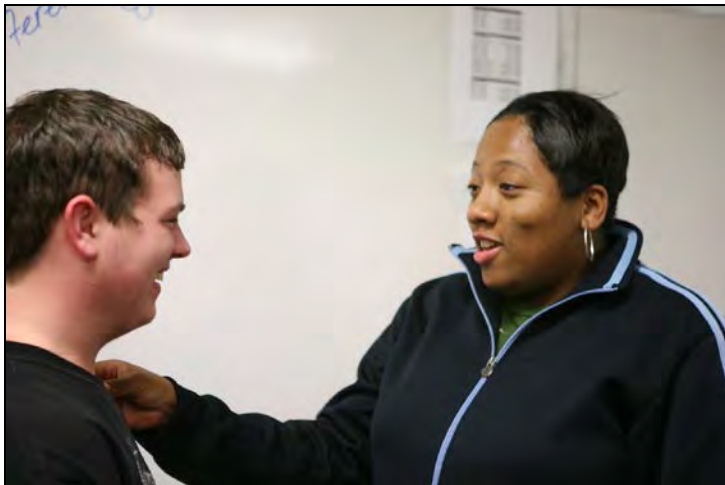
Make A Difference WEEK with MDPA is structured so that adults who get jumpy when things get emotional can stay with the questions provided and simply let a classroom of students share their feelings and thoughts ...and keep it SAFE for them to do so.

MDPA teaches students, faculty and staff how to express thoughts and feelings in a way that keeps them coming back to their most AUTHENTIC selves. This is where self-esteem begins and academic achievement percentages improve significantly. Let’s begin with the true story that became the primary motivation for MDPA.

The *Make A Difference with the Power of Acknowledgment* Program was inspired by this true story from Helice Bridges about her Acknowledgment Ceremony.



Who I Am Makes A Difference !!



A teacher in New York decided to honor each of her seniors in High School by telling them the difference each of them had made.



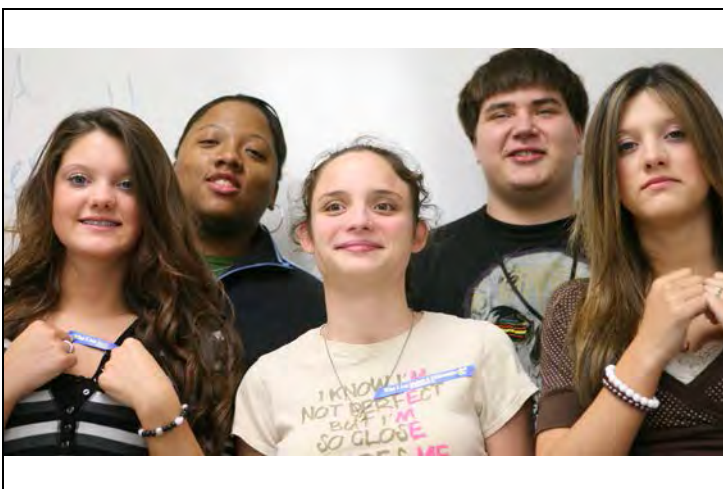
She called each student to the front of the class, one at a time. First, she told each of them how they had made a difference to her, and the class.



Then she presented each of them with a blue ribbon, imprinted with gold letters, which read, "Who I Am Makes a Difference."



Afterwards, the teacher decided to do a class project, to see what kind of impact recognition would have on a Community.



She gave each student three more blue ribbons, and instructed them to go out and spread this acknowledgment ceremony.



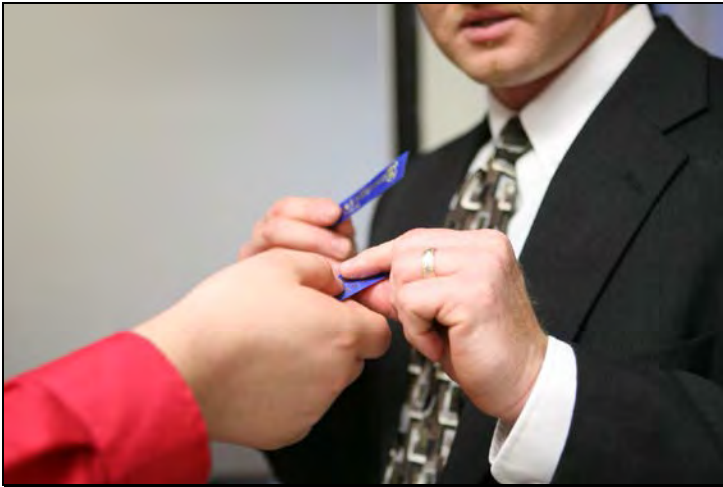
Then they were to follow up on the results, see who honored whom, and report to the class in about a week.



One of the boys in the class went to a junior executive in a nearby company, and honored him for helping him with his career planning. He gave him a blue ribbon, and put it on his shirt.



Then he gave him two extra ribbons and said, "We're doing a class project on recognition, and we'd like for you to go out, find someone to honor, and give them a blue ribbon."



Then give them this extra blue ribbon, so they can acknowledge a third person, to keep this ceremony going. Then please get back to me and tell me what happened."



Later that day, the junior executive went in to see his boss, who had a reputation of being kind of a grouchy fellow. He told him that he deeply admired him for being a creative genius.



The boss seemed very surprised. The junior executive asked him if he would accept the gift of the blue ribbon, and give him permission to put it on him.



His boss said, "Well, sure." The junior executive took one of the blue ribbons and placed it right on his boss's jacket, above his heart.



And then he asked, offering him the last ribbon, "Would you take this extra ribbon, and pass it on by honoring somebody else."



The teenager who gave me these is doing a school project, and we want to keep this ribbon ceremony going and see how it affects people."



That night, the boss came home and sat down with his 14-year-old son. He said, "The most incredible thing happened to me today.



I was in my office, and one of my employees came in and told me he admired me, and gave me a blue ribbon for being a creative genius. Imagine! He thinks I am a creative genius! Then he put a blue ribbon on me that says, "Who I Am Makes a Difference."



He gave me an extra ribbon and asked me to find somebody else to honor. As I was driving home tonight, I started thinking about who I would honor with this ribbon, and I thought about you. I want to honor you.



My days are hectic and when I come home, I don't pay a lot of attention to you. I yell at you for not getting good enough grades and for your messy bedroom.



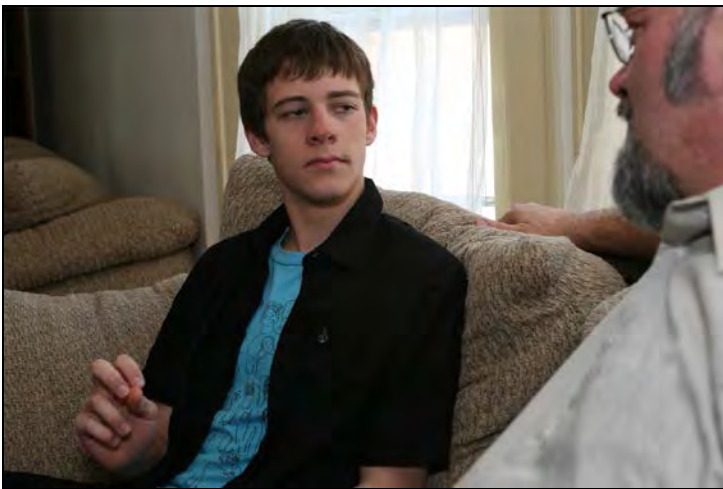
Somehow, tonight, I just wanted to sit here and, well, just let you know that you do make a difference to me.



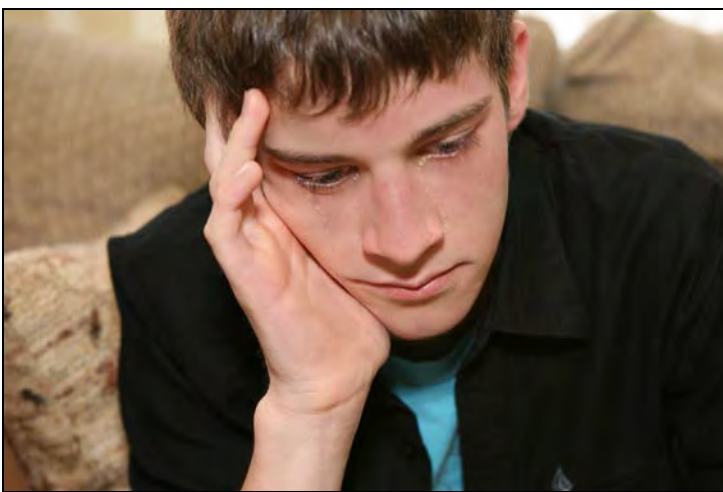
Besides your mother, you are the most important person in my life. You're a great kid, and I love you!"



The startled boy started to sob and sob, and he couldn't stop crying. His whole body shook.



He looked up at his father and said through his tears, "Dad, earlier tonight I sat in my room and wrote a letter to you and Mom, explaining why I had took my life, and I asked you to forgive me.

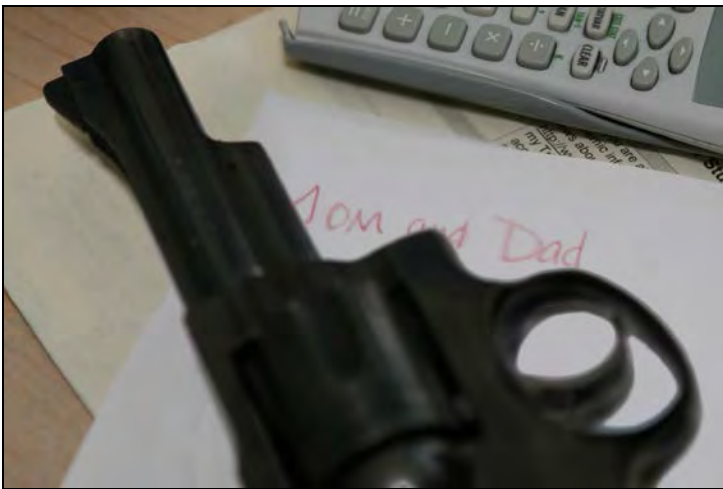


I was going to commit suicide tonight after you were asleep. I just didn't think that you cared at all.

Note: The K-4 version of this movie does not include any reference to suicide. The dialogue here concludes with "Dad, I just didn't think that you cared at all."



The letter is upstairs. I don't think I'll need it after all."



His father walked upstairs and found a heartfelt letter full of anguish and pain.



The boss went back to work a changed man. He was no longer a grouch, but made sure to let all of his employees know that they made a difference.



The junior executive helped many other young people with career planning, one being the boss' son, and never forgot to let them know that they made a difference in his life.



In addition, the young man and his classmates learned a valuable lesson:



"Who you are
DOES make a difference"

Make A Difference Week

Proposal – A **No-Cost** Way to bring Make A Difference WEEK into Schools

Thank you in advance for a few moments of your time to review the possibility of bringing the *Make A Difference with the Power of Acknowledgment* (MDPA) Program into your school district at **no cost to the district**.

The creator of the MDPA Program is Mary Robinson Reynolds, an Educational Consultant with experience in grade-school teaching and in K-12 guidance and drug-abuse counseling. She demonstrated personal and academic success with youth who are at-risk of being lost in our communities by accomplishing a rate of **2.5-3 years of growth in her classrooms, as measured by Stanford Achievement Test results, with 50-65% at-risk youth in both transient and urban schools.**

It has only been in the last year, however, that Mary has assembled her experience as a teacher, as a school counselor and private family counselor, as the creator of an accredited college course she presented for three years to K-12 teachers, as a public speaker and trainer of over 20,000 business professionals, and as a published author of six books on related topics, to create the school-wide MAKE A DIFFERENCE WEEK based on her *Make A Difference With The Power of Acknowledgment* UTrain® Program.

This may be of interest to you because it is well known that there has been a reduction in funds which would enable schools to invest in programs such as this, and Mary has decided to offer this program at no cost to your school district. Mary is able to offer it at no cost, because she is taking on the responsibility for attracting partners in the local business community to fund the program for your school district.

Mary's experience in teaching began at a one- room rural school with grades 3,4,5 and 6, and a total of 29 students. This required lesson plans in all subjects including music, art and recess activities. She learned from experience that taking the time to address the social and emotional issues in the classroom paid huge dividends in ample time to complete all of her teaching assignments. She develop this program with her fellow teachers in mind.

The MDPA Program offers a simple, straightforward program that does not require a lot of preparation. You play a movie, follow discussion questions and seek to get into the hearts and minds of every student for a greater understanding of what makes each one light up.

The program makes use of three inspirational stories, which Mary's company turned into online movies under exclusive contracts with each of the respective authors. Together they've received over 10 million views so far. Perhaps you've seen them:

www.AcknowledgmentMovie.com -Who I Am Makes A Difference Story, Helice Bridges

www.MakeADifferenceMovie.com - Teddy Stallard Story, Elizabeth Silance Ballard

www.SimpleGestureMovie.com - The Simple Gesture Story, Jack Schlatter

Each moving, inspirational story has been in circulation in print and used by motivational speakers for over 30 years.

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A total of 8 short movies have been incorporated into the MDPA Program, with a straightforward, easy to deliver curriculum that is designed to provide safety nets for students and teachers, as they explore how best to accomplish greater civility, humanity and achievement levels in your school district classrooms and community today.

The MDPA Program is designed with flexibility, to be delivered in whatever scope and time frame works best for your faculty.

The primary benefit to your teachers will be seen as the students' social and emotional issues are transformed and a new acknowledging community evolves. This clears the way for students to build up their self-esteem, so they can settle down and excel in their academic performance.

It is a given that teachers are ever concerned about adding one more thing to their already full and busy schedules, and yet, Mary's successful schoolroom experience with students proves that making time to learn how to deal more effectively with social and emotional issues will give teachers more time to teach.

This program is based on what she did to get these issues resolved, so that 100% of her students could achieve personal and academic success.

While many schools today already have Bullying Prevention and Intervention Plans in place, the MDPA Program works effectively in conjunction with such programs.

While many bullying programs are tightly focused on the offenders, the MDPA Program provides school-wide aide that addresses the underlying self-esteem problems associated with the social and emotional issues behind bullying, as well as substance abuse and suicide.

The MDPA Program provides an alternative approach to suspensions and expulsions for students who bully others, as well as new ways to engage students who are emotionally checking out with drugs, alcohol, food and technology.

If you have a few moments, please take a look at the *Make A Difference with the Power of Acknowledgment* Manual: www.MakeADifference.com/PreviewManual

While it may seem presumptuous to offer this program without knowing what your most pressing goals and needs are for this school year, it would be greatly appreciated if you would grant an opportunity to explore the possibilities.

There are several options as to how the MDPA *Make A Difference Week* program can be brought into your school district at no cost to you.

Please reply with a couple of good times to call you to either speak with you on the phone or set up an appointment where we could visit in your office to show you what the program can do for your faculty, staff and schools.

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GOING BEYOND "ONE AND DONE" Programs to create Social Emotional Well-Being and Academic Excellence.

The *Make A Difference with the Power of Acknowledgment* (MDPA) Program is a simple to implement, straight forward and flexible program.

While I highly recommend the MAKE A DIFFERENCE WEEK lesson plan, schools can also spread it out over a month or school year. However, the momentum of what can happen in one week – one class period per day – will positively shift your school's culture, creating a greater humanity, civility and community.

In addition to the MAKE A DIFFERENCE WEEK – I have created three additional lesson plans into this program at the request of a Career Counselor from Utica High School (NY) for the students he works with, to keep them actively interested and engaged in their school courses with dream building. These additional lesson plans help students develop their "dreams" and engender a new understanding as to why succeeding in school really does matter in accomplishing their future goals.

Students and Teachers Receive Tangible Benefits from Make A Difference WEEK: SUCCESS STORIES

Our very First school to receive the full program from donations was:

Pueblo City School District 60, **Heroes K-8 Academy**

Their Kick-Off date was this Fall. Congratulations to Nadine Garcia' Montoya, Literacy Coach/Specialist for stepping up to make this happen for her school.

"Wow what a fast paced year this has already been! I have been meaning to inform you of our **awesome "Make a Difference" kickoff** which was held on Friday, September 13. We rolled it out with Kinder-1st, 2nd-3rd, 4th-5th and 6th, 7th and 8th assemblies. **The students and staff loved the messages! It is so amazing to see blue wristbands throughout the building!** Please call anytime so that I may share more with you! Sincerest thanks to you and your program!" -Nadine Garcia' Montoya

Go to: www.MakeADifference.com/Nadine to listen to what Nadine had to say about how flexible the *Make a Difference with the Power of Acknowledgment* UTrain® Program is, and how straightforward it was to get teachers K-8 on board to deliver, and the community it has created with the students.



Make A Difference Week

Pueblo City School District 60, **Heroes K-8 Academy**



Make A Difference Week

Here are some examples of writing assignments completed by the students in Ms. Garcia-Montoya's class

Jolyssa
I make a difference I am special
I will share with my dad
because he makes a difference to
because he is so sweet to people
he is sweet to me alot to
he also lets me play his phone to

Brandon
I make a difference. I am special
I will share with Haly
because she makes a difference for
because she is so helpful for me and
She is helpful.

Make A Difference Week

large

I make a difference. I am special.

I will share with my sister Frida in

because she makes a difference too when

I need help she helps me. she helps me with

my homework and she helps my Gramp and

she helps my mom and Dad she is helpful to

every person in my family and she is nice

and kind she is helpful to every body.

38.12.9

Abrianna •p

I make a difference I am special

I will share with my mom

because she makes a difference too

she helps me at with my

homework

Make A Difference Week

James

I make a difference. I am special.

I will share with Daniel.

because he makes a difference too.

He helps me learn new stuff.

and helps me do multiplication.

and helps me learn how to ride

a bike. He helps me read a

book. That's why he is special to me.

38.129

Mariah

I make a difference. I am special.

I will share with Layla.

Because she makes a difference too.

She will help me when I fall down.

Make A Difference Week

From the desk of ... Jeanie Hershey,

Make a Difference with the Power of Acknowledgment Program Facilitator

MAKING A DIFFERENCE

One day, the grandfather of a student at McCain Middle School, in the rural, historic town of Payette, Idaho asked me for help in making a difference in the school where he believed disrespect had become the norm for interactions.

That evening I received an email from a friend of mine, a school teacher in that school, with the same type of request. When you believe in something good happening, there is synergy, good things happening and coming together.

We dialogued with several people about programs, and they expressed excitement about our being a pilot program for them. Then came the tasks of finding funding and putting this into a school schedule. Ms. J chose to use her Advisory Class for 7th graders where the goal is to enhance their learning. We were very close to the end of the school year but chose to try anyway.

The first day we had the materials, the class viewed the movie clip of the impact of a father sharing appreciation to his son. That night a suicide was prevented. The son had already written the letter for his parents that he could never please them and so was taking his life. The gun was ready, and he was waiting until they went to bed. Lives were changed that night through the power of affirmative words.

One could sense that the clip had touched them. Ms J called each of the 31 students up, one by one, to tell them of her appreciation for them and shared specifics with them as she gave each a sticker, "You make a difference". Additionally, she gave them 3 stickers more to share with others.

We may never know that any lives were saved that day from suicide, but it was certainly apparent that lives were being impacted. Students took opportunity to make sure that Ms J and I each received our own sticker. In addition to sharing a sticker with someone they wanted to let know that made a difference in their life, they were asked to write a short story or report about that experience.

Across town, at Payette High School, another teacher friend asked to use the program in her Special Education class of 12 students. We had only 4 days before school ended for the students.

After telling the story that first morning about the importance of sharing affirmation for others, Ms. S called her students, one by one, to step out into the hallway, where in privacy she could share heartfelt aspects of what she appreciated in that student's life. As they came back into the room, most were saying, "She made me cry." Someone had touched their life in as special way.

They too were given 3 stickers to share with others - catch them doing something good or express appreciation to someone and then write about what had happened.

While in the class, a tall young man, who had been "rocking" in his chair, suddenly got up and came to me. As he presented me one of his stickers, he said, "Ms. Hershey, I

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want to give you a sticker because you inspire me." Now who was touched and teary-eyed?! They also made sure that Ms S was told why she was appreciated and given a sticker.

As the students in each class returned the second day, there was an excited buzz in the classroom, the atmosphere was changed. On that first day, I had asked each class if they believed that they could make a difference in their school, home and community. The response was hands waving in the air and saying "Yes, we can." That day as they returned to school having experienced passing a sticker and affirmative words to someone, you could sense that they indeed did believe they could, and were going to, make a difference.

The next step involved the use of blue bracelets imprinted with "I Make a Difference." As we stood in a circle around the room, I affirmed the student to my right, gave him a bracelet to wear, and then gave him one to pass on to the student to his right as he acknowledged that student. After the activity, each was given 3 bracelets to share with others. Again, to write about their experiences - what was it like for the person that they gave the bracelet and what it like for them to share.

Students got very involved in each classroom, as they were given a strip of paper, asked to write down the name of someone they had shared with, and then we made a paper chain to hang in the room. Such enthusiasm! It was understood that the ones we listed were not nearly all who had been touched as there was a ripple effect to the activity. The students at McCain had a total of 133 circles on their chain that they looped on the wall outside their classroom.

The next task was the practice of introducing self and saying three things that you are good at. As I started the activity, I acknowledged that the activity is not easy for me either. We discussed reasons why we have difficulty speaking positively about ourselves.

Although often somewhat difficult, each student in the classrooms followed through on the exercise and experienced some positive emotions at having done so.

Now, listen to their stories, written in their own language and emotions. They asked me to share these with many people and said they also want their own copy. I have withheld the students' names to protect their privacy.

MRS. JONES ADVISORY CLASS at McCain MIDDLE SCHOOL

I know you were here for this, but I am writing about when I gave Mrs. Jones her sticker. It made me smile when she got tears in her eyes. I think it made me feel appreciated for making someone else feel better about their self. I want to make a difference in others' lives and mine.

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I gave a sticker to T because she is always there for me when I need her. She is very nice and supportive. She is my best friend! "Thank you for being a nice friend T." She also gave me a hug! It made me feel happy and good.

I MAKE A DIFFERENCE!!! When I gave my friend a sticker, she said that she doesn't understand. I told her I was walking around with no one to talk to. You came over and we started talking. You make a difference in my life and that's why I gave you a sticker.

"I make a difference," my teacher said. I thought she was lying, but I thought for a minute that I do make a difference. So, I thought, who makes a difference in my life. And, I thought of my mom, and then I gave that to her. She cried and I cried. We were both touched. I gave one to my teacher. I said, "You make a difference" and he said, "Thanks." That is all. Good bye.



Note: Out of this letter, it was apparent that it is also important to learn to accept affirmations. It was hurtful for this student that a teacher only responded with "thanks." He ended his note with 5 sad faces. This brand new MDPA facilitator enthusiastically jumped into the MDPA Program with both feet, and only did the "I Make A Difference" Acknowledgment Ceremony at the end of the school year. She did not have time to go through the lesson plans as written – which is where the safety net for this kind of experience would have been addressed before sending the children out to start acknowledging adults and peers. Preparing the students about how different people and personality styles respond to being acknowledged is covered in Lesson 1 which follows immediately after the School Assembly Launch of MDPA Week.

When I gave my sticker to my best friend, H., she was a little confused. She said, "But I didn't donate money." I looked at her and said, "What? You don't need to. I just want to tell you how special you are and you are such a good friend." I think she was still a little confused but I think she felt special.

MY STORY ABOUT WHEN I GAVE A STICKER TO SOMEONE:

I gave a sticker to my best friend because she is always there for me and I'm happy that she is there for me. When I gave her the sticker, she hugged me and said, "Thank You." Then she gave me a sticker and she said, "Thank you for always being there for me." Then we both hugged and smiled.

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The first sticker I gave away to my wonderful mother. She almost teared up because she told me she is so strict with my sister and I because she wanted us to finish school and learn how to cook. My feeling was she is strict but I know she loves us a lot.

I make a Difference: I gave a sticker to my friend, C. because I appreciate how he always helps people when they are getting bullied. And, I really appreciate how he helps people feel good about themselves. I also gave a sticker to my mom and it made me feel like a good person even though I might not always act like it. I really felt good about myself.

When I gave my mom her sticker on Mother's Day, she cried. I felt like I made her day when I stuck that sticker on her chest when she smiled. It felt good to make her happy. It made me happy.

Once I gave out my first sticker, it was not hard at all to give out the rest. Well, the very first important person I gave it to was my mom. She really loved it.

I gave a sticker to my dad and he was confused at first. When I told him what I appreciate about him, my dad was very happy to hear what I said and he was happy the rest of the day. I told my dad that I appreciate how hard working he was and always providing stuff for us before him.

Note: This class believed so strongly that they could make a difference in the community, some of them chose to walk in the Apple Blossom Parade in town and pass out stickers and bracelets to persons they "caught" doing something good.

MS. STEINIKER'S SPECIAL ED CLASS AT PAYETTE HIGH SCHOOL

A person who makes a difference in life is my grandpa. I chose my grandpa because when I see him, he makes me smile.

The one person who makes a difference in my life are my special ed teachers. The reason they make a difference in my life is because they always help me with my work and make sure I have

Make A Difference Week

good grades. They also make a difference in my life because I can talk to them and they will listen to me. They are friends and they also are my teachers.

J. makes a difference in my life. He mostly helps me keep out of trouble. I usually never get into trouble for stupid stuff. He usually tells me not to do something which usually changes the outcome or something that could have turned out very bad for me. I do respect him as a person. He changed his looks a lot but he doesn't change how he is, which is what I respect the most. Days, or even years, of my life I could never dream to be as great as him. He is an amazing guy and an amazing friend. I do hope to have him as a friend for the rest of my life. I just hope he sees me as a friend to hold on to for his life with him as my friend. I'll be sure to be a nice guy for many years.

To Ms. Steiniker: People who are making a difference in my life. Everybody around us is trying to make a difference in life. Teachers are one of them. Because they want their student to be successful in life, they are going to push them to do their best in every way they can. Friends are there to encourage their peers and they would help them to make the right decisions in life.

Parents are going to help them reach their goals and support the right ones. My family wants me to make the right choices in life. I think all of my family is my hero because they help me with making the right decisions and they will support me on the right decisions I choose. I think they are making a difference in my life.

My friends are nice and cool to talk to because they make me laugh and help me do things right. I feel like everyone is making a right decision. I like all of my teachers because they want me to succeed in my life.

Thank you everyone for being there for me and I wish you all the best summer. May your dreams come true. P.S. Have a great summer.

My mom makes a difference in my life. She feeds me and clothes me. She also can put a roof over my head. She loves me and I love her too. She goes out of her way to help me and also do the same things every time. I would do anything to keep my mom with me as long as possible, but she can't. When she goes, the world will be no life for me.

The one person that makes a difference in my life: Well, several people do - like my step dad, my mom, and my teachers. They make a difference because they help me learn how to be a

Make A Difference Week

better person. They at least try to teach me more on the need to be a better person and what I need to learn in order to live a better life and to develop and grow.

When I gave a sticker to my brother, he got all teary-eyed and thanked me and gave me a hug. When I gave the sticker, it made me feel better about myself.

This should be carried to the PHS by an assembly every Friday and over the announcements as well.

When I got a "You Make a Difference" sticker and when I gave it out, it felt really good to make someone happy. We all feel good about those things when we say nice things to people. We should do it more.

What happened to me when I gave a YMAD sticker to T. - she cried and gave me a big hug. When Ms Steiniker gave it to me, I cried. This should be carried out at PHS by the beginning of the school year.

I felt awesome and the person was really happy. I gave one to C. It should be carried out in the assembly.

This made a big difference to me. It felt good when someone said a good thing about me and when I told another person a good thing about them, they smiled and thanked me. I think we should do this next year for a week. A lot of people can benefit from this program.

I gave a sticker to my boyfriend and he really liked it. He said that nobody has ever said that to him. It made me feel special knowing that I made someone's day. It should be in announcements like just a quote. It may help people by the way they act.

It makes a difference when people are noticed for just being there and be accepted without any peer pressure. It is good because instead of bullying, we'll have a school full of friends and not enemies. And, that is what people need in life: Support not neglect and insults. People need positivity in their life to show that being caring is more promising than threats.

Make A Difference Week

When I got a YMAD sticker, I felt like someone cared about me and noticed that I make a difference and not "just some kid." When I gave a YMAD sticker to my girl, she cried and did not want to let go of me. I think our school should always have a morning announcement to make a difference.

What happened to you?? What happened to me was that it helped me see what it would be like to open up and tell someone that they are special and that they mean something in this world and that in any way possible, they are special.

And if we would like to carry this out to do it during assemblies and if any teachers would like the program to schedule it for one of their classes.

When I gave my girlfriend the sticker and I told her why I was giving it to her - I gave her a hug and kissed her and told her I loved her.

I gave a sticker to my brother and to my friend in English. It felt good to my brother to know how much he means to me. He was happy to get it because I don't tell him enough that he is cool.

I gave it to my friend in English class because she makes me laugh every day and laughter is important in my life. She was happy to get a sticker because she didn't even know how much that means to me.

I am so glad that I got to do this before I graduated. Thanks.

Jeanie Hershey LMFT, LCPC
Jeanie's Helping Heart,
Idaho Program Facilitator for *Make A Difference with the Power of Acknowledgment*
www.jeanieshelpingheart.net

From the desk of ... Mary Robinson Reynolds

What Jeanie was TOO SELFLESS to say is that she went out into her business community and personally GOT THE FUNDING in just under a couple of weeks' time, so she could take this into the schools and do this. I'd like to acknowledge Jeanie as being a MEGA Difference Maker!

It was because of Jeanie that I decided to do everything I could to bring this program into schools by going out to find the funding within my own neighborhood.

Make A Difference Week

Hello, fellow PTA Members, School Faculty and Staff,

As the former PTA President of Ford Middle School in Allen, Texas and the initiator of the "Make A Difference Week" concept (formerly called "Empowerment Week") two years ago, I can tell you the activities during this week altered the energy in the school, as random acts of kindness filled the halls and expressions of appreciation and acknowledgement were the priority.

The inspirational videos (one of which was Mary's Acknowledgment Movie) that the students silently watched with emotion, made a huge impact, and the stories related directly to the activities that were asked of the students throughout the week.

I have observed troubled students transformed from the power of "Make A Difference Week" as they came to life by the simplest acknowledgement of their good nature from their teachers.

The purpose of this week is to demonstrate to the students new ways of making a difference in our world. These next generations are our future leaders, and the world is greatly depending on them to create a more peaceful coexistence for humanity. It's crucial for kids to understand the important role they play in the world, and it's up to us to remind them. "Make A Difference Week" is a fun-filled week that encourages students to be the "highest vision they have of themselves," to bring out the good in others, and to practice the power of acknowledgement, appreciation and kindness.

One week can truly make the difference in our world by impacting the lives of our children, as we empower them to be the positive role models and community heroes for the generations that follow.

Now, this amazing, nationally-recognized, educator - Mary Robinson Reynolds - has taken "Make A Difference Week" to the next level.

I highly recommend her *Make A Difference with the Power of Acknowledgment* Week Program for the upcoming year as a way to create a tradition in building a caring and compassionate community of young adults.

Please pass this email along to your Programs chairpersons.

Angel Carlton
PTA President, Ford M.S., Allen, TX

Make A Difference Week

STATISTICS and Additional Information:

Be Part of a Movement

Applying the Transformational Power of Acknowledgment

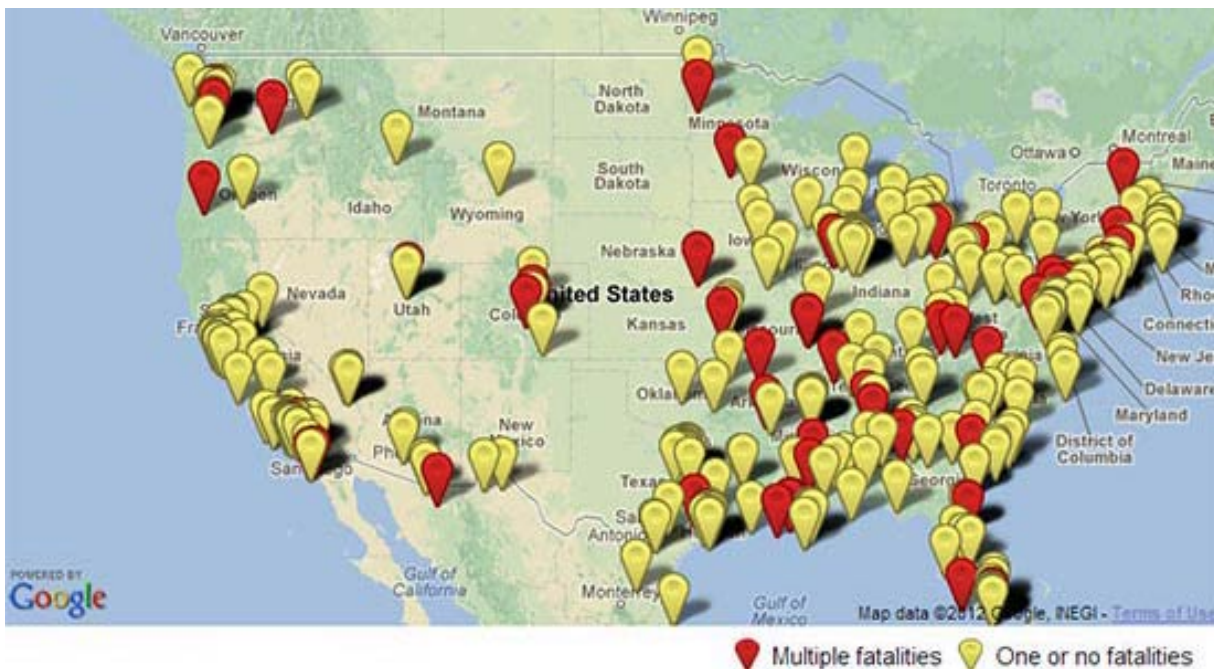
THE **MAKE A** *Difference*
project

160,000 students stay home from school every day because of bullying.

My *Make a Difference with the Power of Acknowledgment* UTrain® Program is largely based around several true stories of about lost kids, guns, despair, impending violence and suicide attempts.

I collaborated with the caretakers of these true stories to make online movies that have received millions of views. A great start, but millions and millions more need to be touched by the transformative message these stories bring.

School Shootings in the USA since 1974:



Make A Difference Week

According to <http://www.nmha.org/go/suicide>

- Suicide claims approximately 1 million lives worldwide each year, a rate of one suicide every 40 seconds.
- Suicide and suicidal behavior affects individuals of all ages, genders, races and religions across the planet.
- Suicide is the eighth leading cause of death in the United States, accounting for more than 1% of all deaths.
- More years of life are lost to suicide than to any other single cause except heart disease and cancer.
- 30,000 Americans die by suicide each year; an additional 500,000 Americans attempt suicide annually.
- 30% to 40% of persons who complete suicide have made a previous attempt.
- The risk of completed suicide is more than 100 times greater than average in the first year after an attempt - 80 times greater for women, 200 times greater for men, 200 times greater for people over 45, and 300 times greater for white men over 65.
- Suicide rates are highest in old age: 20% of the population and 40% of suicide victims are over 60. After age 75, the rate is three times higher than average, and among white men over 80, it is six times higher than average.
- Substance abuse is another great instigator of suicide; it may be involved in half of all cases. About 20% of suicides involve people with alcohol problems, and the lifetime rate of suicide among people with alcohol-use problems is more than three times the average.

There's more...

Adolescent Suicide: In the past 30 years adolescent suicide has increased 400%. (*APP*)

Self-Esteem: 2 out of every 3 Americans have low self-esteem. (*Gallup Poll*)

Crime: Every 17 seconds in the United States a child is arrested; children in the US are 10 times more likely to commit murder than comparable aged youths in Canada. (*Center for Disease Control and Prevention*)

School dropout rate: 30% of young people drop out of school before getting their high school diploma. (*First 5 of California*)

Negative Words: The average child hears 432 negative statements per day to only 32 positive statements. (*Jack Canfield, self-esteem expert*)

Psychological damage: 80% of people are hurt by words. Research shows that only about 20% of children and adults are able to handle put downs without emotional pain or psychological damage. (*California Task Force for Personal and Social Responsibility*)

Gossip: Workplace gossip is the clear winner. 60% of people in the workplace cited gossip as the No. 1 problem. (*Staffing firm Randstad*)

Wyoming ranks fifth in the nation with a rate of 21.8 per suicides per 100,000 population, nearly double the national rate of 10.82. An average of one suicide is committed in Wyoming every four days, and suicide is the second leading cause of death among college students.

Make A Difference Week

When the American Pediatric Association conducted research with children ages three to eighteen, they found that the top two complaints children have about the significant adults in their lives were: "not listening" and "yelling."

I want to share a story I found out on the Internet because Kirk Martin of Celebrate Calm has shared a story similar to many I have heard from kids repeatedly as an educator, and as a K-12 guidance, drug abuse and family counselor.

What is needed in this kind of situation is the type of directive and compassionate methodology I use in the MDPA Program.

MDPA is a program that ANYONE - who can stand before a group of people and give directions - can use to reach and teach in ways that WILL make a sustainable positive difference.

Suicide: A personal story from Kirk Martin of Celebrate Calm

We've worked with three kids – two boys and a girl – who tried to commit suicide. These three kids do not have clinical depression – it isn't biological or chemical. They come from what most would consider "good homes." When you listen to them tell their stories, you realize that they sound just like your own kids.

- ✚ My parents are always yelling and accusing me. I feel like I'm on the defensive.
- ✚ I don't remember the last time my parents listened to me without lecturing me.
- ✚ No one has really believed in me. I don't believe in myself.
- ✚ Since I've been little, I've been the bad kid, the one always in trouble.
- ✚ I know my own relatives and grandparents don't like me being around.
- ✚ Life has always been about fixing me. I'm just plain tired of that.
- ✚ What do you do when you don't fit in, when you don't see any positives?
- ✚ I feel like I am the cause of all the trouble in our house.
- ✚ School's hard. Sports aren't my thing. I don't quite fit in and I know it.
- ✚ My parents say things will change, but this is all I've known since I was a kid. It hasn't changed in 15 years, what's going to make the future any better?
- ✚ (And this one got me most) One boy told me with a blank look on his face and no self-pity in his voice: "I don't feel sorry for myself and I'm not looking for you to care. I'm glad I tried it [killing himself] and glad it didn't work because it showed me one thing: that I had a side to me that gave a s*** about myself and that there is something good in there."

So what do you do with this?

It is also important to know that: No single therapeutic approach is suitable for all people considering suicide or suicidal tendencies. The most common ways to treat underlying illnesses associated with suicide are with medication, talk therapy or a combination of the two.

PREVENTION is about bringing transformational programs into our schools, places of work and churches that effectively build skills and much needed understanding to create a sense of community and belonging. KNOWING that we are here to Make A Difference is essential!

Make A Difference Week

Today, **statistics show that 30% of kids in America drop out of school** before receiving their diplomas, **largely because they feel alone and disconnected**.

Generation after generation, people are literally dying for their parents, spouse, family, friends, colleagues; anyone who will support their dreams and let them know they are valued.

Trillions of dollars have been poured into programs that attempt to stop drug and alcohol abuse, crime and violence, teen suicides, and child and spousal abuse. Yet each and every year this abuse continues to rise.

Our opportunity now is to build a bridge from resignation and mediocrity to passion and possibility. This proactive paradigm creates confident, creative and successful people who are able to build a safer, healthier and more successful community, country and world. Acknowledgement is a powerful and inexpensive way to reach this goal.

What actions would you take if you knew with absolute certainty that a simple action you could take every day with very little effort would change your world, and the world at large, dramatically and profoundly for the better?

What if this ability is something every person on this planet possesses, yet few use much if at all?

What if using it regularly would transform your relationship with your husband or wife?

What if doing it would make your colleagues at work not be able to do enough for you, and make the office atmosphere vibrant, productive and alive instead of lethargic, competitive, frustrated and bored?

All of this is possible, yet most people don't recognize this incredible tool or understand its power. What all of us possess, but most of us don't use often enough, is the power of acknowledgment. True story: **www.AcknowledgmentMovie.com**

Is Teen Suicide Contagious?

David Knowles, Sphere AOL News

(Nov. 3) -- Over the past six months, four students at Henry M. Gunn High School in Palo Alto, Calif., have committed suicide in the same location, using the same method: stepping in front of an oncoming commuter train.

A fifth student was pulled from the tracks by his mother and a bystander moments before a train passed.

Suicide "clusters," as experts call them, account for anywhere between 3 percent and 5 percent of all suicide deaths each year, but are almost entirely found among teens and young adults.

Make A Difference Week

Tony Avelar, AP: Students from Henry M. Gunn High School in Palo Alto, Calif., where four students have committed suicide in the past six months, have created support groups and a blog to try to help understand the deaths of their classmates.

"Adolescence is a period of great transition," says Dr. Madelyn Gould, a professor of psychiatry at Columbia University who has written extensively on suicide clusters. "Peers become more important than parents. Imitating behavior is a big part of adolescence."

Suicide is the third leading cause of death among U.S. teenagers. Global suicide rates have jumped by 60 percent over the last 45 years. Correspondingly, so have the numbers of suicide clusters, Gould says.

"We don't know why we're seeing suicide rates so far beyond those of the '50s and '60s," says Gould. "There are theories, but we're not sure."

Over the past three decades, suicide clusters have popped up in places like Westchester County, N.Y., Plano, Texas, Bergenfield, N.J., and Omaha, Neb., where, in 1986, three students at Bryan High School took their own lives within five days of one another. Another four from the same town tried to follow suit, but failed.

Lanny Berman, executive director of the American Association of Suicidology, was conducting a study to assess the risk of suicide on train lines when he learned of the latest Palo Alto rail suicide.

Berman points out that, relatively speaking, few teens commit suicide on train tracks. But, as with all suicide clusters, he sees the role of the media in reporting teen suicide as potentially pivotal.

"When there's lots of publicity through the media, you sometimes see copycat behavior," Berman says. "Vulnerable kids will imitate behavior. It's a very thin line to walk: how to increase awareness without adding to the problem."

But in the age of sites like Facebook and Twitter, in which news of suicides can spread quickly throughout a community and across the country, monitoring the response to tragedy is not always easy.

"Social networking sites make it more challenging for those who are doing suicide prevention. But they also offer opportunities," Gould says.

In the wake of the Palo Alto suicide, for instance, students at Gunn High School started a blog called HMGGMH, which stands for Henry M. Gunn Gives Me Hope.

They also started a peer counseling group known as ROCK which stands for "Reach Out. Care. Know," that encourages students to interact with one another about the events of the past six months.

Make A Difference Week

Perhaps more importantly, in both forums, classmates of the kids who committed suicide can begin to focus on the future.

Both Berman and Gould say it is important to demystify teen suicide and note that it occurs as a result of underlying mental health issues.

Sensationalizing suicide, whether done by the media or on a Facebook page, can offer other troubled individuals what seems like a solution to their own problems.

"It's not rational," Gould says. "These kids develop a kind of tunnel vision. They start to believe that there's no other way out of their problems."

Today is a great day to make the decision and financial investment to bring Helice Bridges' **Acknowledgment Ceremony** into your community:
www.makeadifference.com/AcknowledgmentCeremony

Something so simple as the Power of Acknowledgement has proven many times over that it Makes a LIFE CHANGING Difference in the schools where it is being utilized.

On Sept. 6th, Queen Latifah hosted a new two-hour documentary special on CBS that explored America's education system through the eyes of teachers. The program looks at the classrooms across the country, including a 4th grade classroom in Denver and a 7th grade math classroom in Kuna, Idaho.



I found it an excellent educational view of four teachers who were committed to getting a higher percentage of their students successful and scoring well.

Make A Difference Week

I applaud Queen Latifah, the producers and the film crew on an excellent representation of what's happening today in our schools. If you ever see it being replayed again, its 2 hours well worth your time viewing.

In my extensive experience in education I found many caring teachers and many not so caring teachers as well. The point was made in the program that **even the most loving teachers do not necessarily teach effectively.**

However, I will say that the caring teachers are the most likely to search out ways to become effective in the areas they are not, as seen in this show.

What we've seen in the last few years is a **HUGE endeavor to put the latest electronics into the hands of all of the students - as the new model of teaching.**

Interesting note: One of the teachers in the TEACH documentary got all of her students **iPads with an electronic teaching program** thinking this would be the solution to her teaching problems.

Failing students still failed ... until this teacher was coached to incorporate what I call "team/peer" learning - a skill I teach educators in my Academic Success 101 Online Course available at: **www.AcademicSuccess101.com**

Point: She did not figure it out by herself. Someone needed to coach her to see how to still teach her students effectively.

I'm all for effective advancements but NOT at the EXPENSE of dealing with one of the **real underlying complexities of learning:** HUMAN CONNECTION that comes from Attitudinal Communication that is **energetically encouraging and engaging**, so students are ignited about learning as much as they can.

It's a skill set. It can be learned and attitudes about certain kids MUST be addressed and resolved if you are EVER going to improve your scores!

Unfortunately, in my educational experience I have found that the vast majority of educators who are ineffective use limiting, condescending Attitudinal communication that is dramatically debilitating to those kids who are neurologically WIRED differently than their teacher. This is a huge error that is still not being adequately addressed in our schools or in our society at large.

More money is being spent on the new electronics and the esthetics of the schools **than is being spent toward the transformative social-emotional programs that literally WILL make an Academic difference** that everybody is clamoring to achieve.

According to researcher and author Brene' Brown,
"SHAME is still the #1 classroom management tool being used."

Ineffective educators are ineffective not because they don't have all of the newest advancements in technology to keep up with - **but because they don't have the SKILL SET needed to work with every imaginable student's needs** in how and why they learn.

Teachers say that they don't have time to meet every students' needs because of all that they must handle on a daily basis.

Make A Difference Week

I can tell you honestly that there IS a way. 55-65% of my classroom student populations were at-risk. I also had some students who were labeled SED - Severe Emotional Disorder. You bet we had social emotional issues going on, until I taught them how to create community in our classroom. In just 9 weeks, we went from accomplishing very little, as we were attending to emotional distractions, to the students excelling academically.

I had the same time constraints that other teachers have, and by year's end **100% of my students were academically and personally successful in my classrooms as measured by Stanford Achievement Test results.**

It's about a SKILL SET, and until the leaders of our schools take a new approach to **CONNECTING effectively with every student** - the emotional health of our kids will not improve. And understand this - the problems are growing exponentially because those kids are having kids!

With school under way now, I am receiving calls from people almost daily, feeling a sense of urgency about helping their community's schools. I hear even more often from school administrators and teachers that, as much as they want this program, they have not been able to find the financial resources.

In going out to businesses and corporations in your community I will be asking:

"If you are at a place in your life where you are, or know someone who is, **in a position to give back** and help the schools in your community with the social emotional issues facing today's children, then NOW is the time to get on board with bringing my field tested program for *Making A Difference with the Power of Acknowledgment* UTrain® Program to your local schools.

"I am asking for your help to bring the transforming impact of the "Who I am Makes a Difference" **Acknowledgment Story** into **Your Community's** classrooms THIS YEAR, along with other momentum building stories / movies: The **Teddy Stallard Story**, The **Simple Gesture** and more...

"You can be assured that the *Make a Difference with the Power of Acknowledgment* Program is designed to inspire and equip educators with a revitalized educational philosophy and practical techniques that will give life to academic performance and requirements.

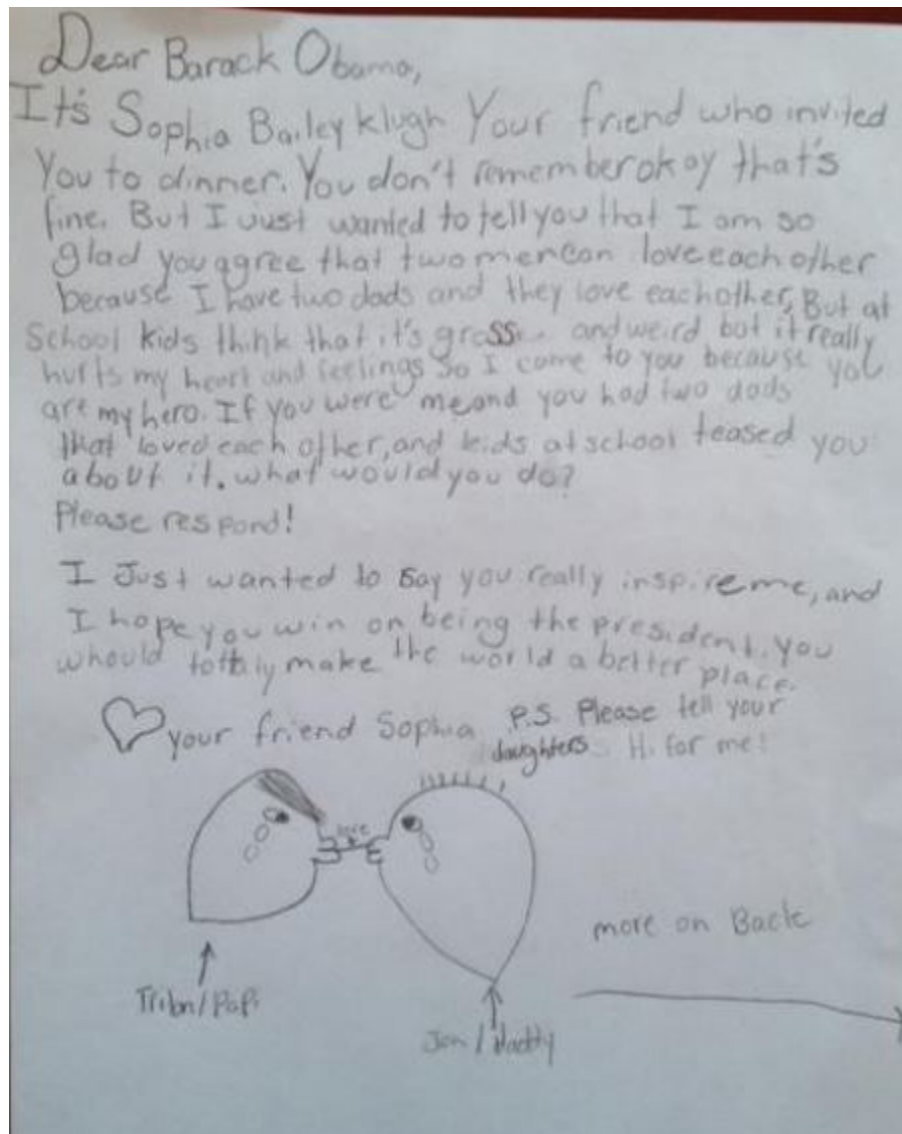
"It is a program that can - at long last - resolve intense issues troubling today's youth; from bullying to self-victimization to suicide prevention.

"Acknowledgment gets to the heart of what's really going on - giving faculty, staff and kids the **skill set** they need to step more fully into their best selves.

"Each Lesson in the program comes with discussions and activities to bridge the gap between social emotional issues and their often dramatic, life-altering effects.

"Thank you for any help you can give me to answer a need in the schools in our community."

What's on the hearts and minds of our students? Letters to the President:



'I am so glad you agree that two men can love each other'

Dear Barack Obama,

It's Sophia Bailey Klugh, your friend who invited you to dinner. You don't remember okay that's fine. But I just wanted to tell you that I am so glad you agree that two men can love each other, because I have two dads and they love each other, but at school kids think that it's gross and weird but it really hurts my heart and feelings so I come to you because you are my hero. If you were me and you had two dads that loved each other, and kids at school teased you about it, what would you do?

President Barack Obama

November 1, 2012

Miss Sophia Bailey-Klugh

Dear Sophia,

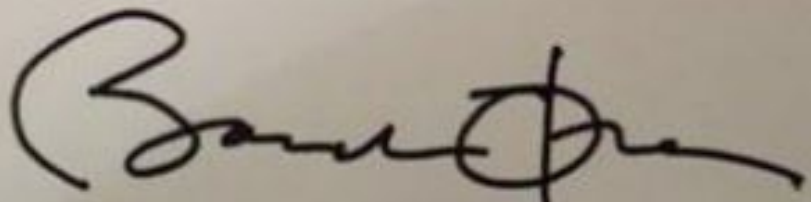
Thank you for writing me such a thoughtful letter about your family. Reading it made me proud to be your president and even more hopeful about the future of our nation.

In America, no two families look the same. We celebrate this diversity. And we recognize that whether you have two dads or one mom what matters above all is the love we show one another. You are very fortunate to have two parents who care deeply for you. They are lucky to have such an exceptional daughter in you.

Our differences unite us. You and I are blessed to live in a country where we are born equal no matter what we look like on the outside, where we grow up, or who our parents are. A good rule is to treat others the way you hope they will treat you. Remind your friends at school about this rule if they say something that hurts your feelings.

Thanks again for taking the time to write to me. I'm honored to have your support and inspired by your compassion. I'm sorry I couldn't make it to dinner, but I'll be sure to tell Sasha and Malia you say hello.

Sincerely,

A handwritten signature in black ink, appearing to be "Barack", written in a cursive, flowing style.

Make A Difference Week

Dear President Obama,
My Name is Hinna _____. I live in _____. I am a 3rd Grader
in School #8. I just wanted to tell you that I feel really sad also
I feel terrible for the parents who lost their children. Mr. President
Can we do something which will STOP all of these terrible problems? After
watching the News all day on Friday one question popped in
my head, and that question is: "Can we stop using Guns?"
I think if they are no Guns on the street no one could get
hurt. "BULLETS DON'T HAVE EYES" it can hurt
anyone. I am really scared of guns and criminals
around the world. I love my country and I want
everyone to be happy and safe.

No Guns!

No Guns!  No Guns!

No Guns!

Thank you:
Hinna

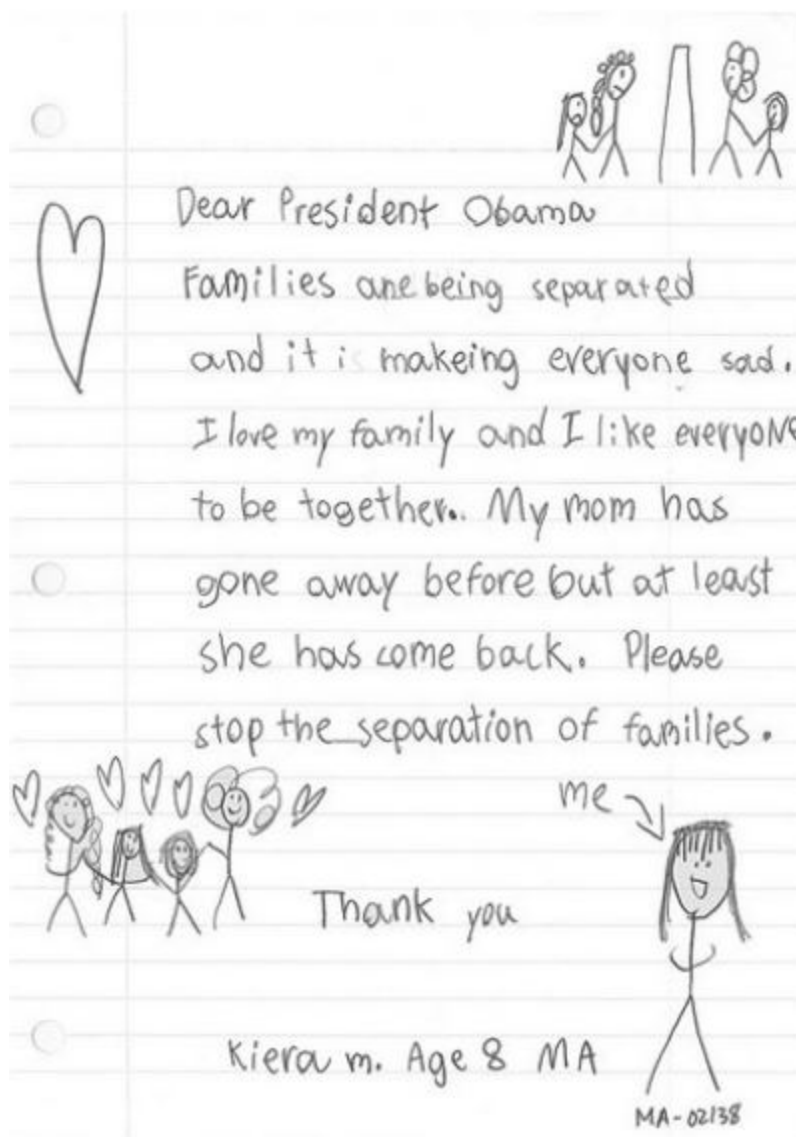
'Bullets don't have eyes'

Dear President Obama,

My name is Hinna _____. I live in _____. I am a 3rd grader in school #8. I just wanted to tell you that I feel really sad also I feel terrible for the parents who lost their children. Mr. President can we do something which will STOP all of these terrible problems? After watching the news all day on Friday one question popped in my head, and that question is: "Can we stop using guns"? I think if they are no guns on the street no one could get hurt. "BULLETS DON'T HAVE EYES." It can hurt anyone. I am really scared of guns and criminals around the world. I love my country and I want everyone to be happy and safe.

No guns! No guns! No guns! No guns!

Thank you, Hinna



'Families are being separated and it is making everyone sad'

Dear President Obama,

Families are being separated and it is making everyone sad. I love my family and I like everyone to be together. My mom has gone away before but at least she has come back. Please stop the separation of families.

Thank you

Kiera M. Age 8 MA



'I am the kid that sent you \$4.74'

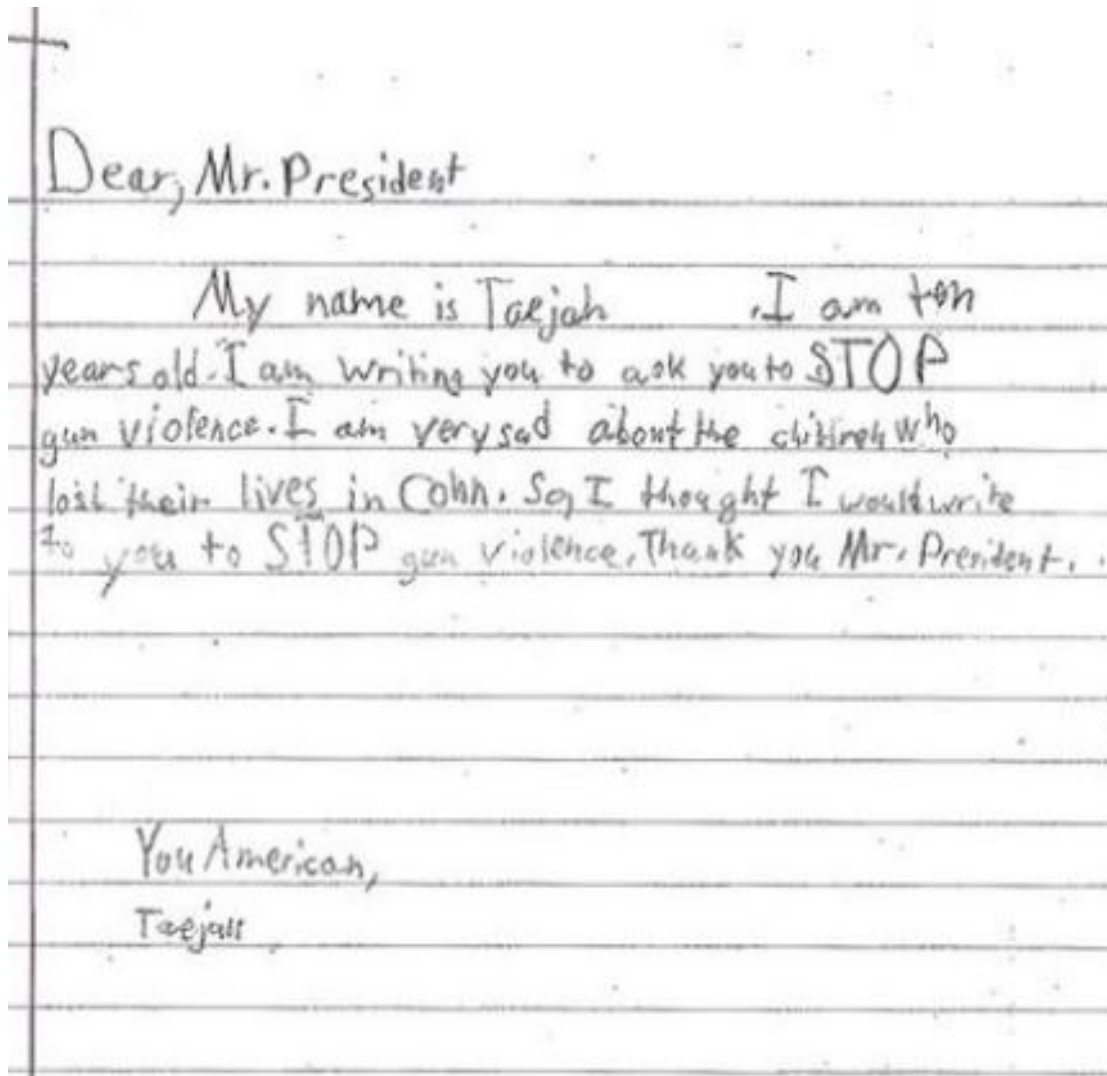
Dear president Obama,

I am the kid that sent you \$4.74. You inspire me to do my homework in the morning. I want you to make better schools. Can you make less hunting animals? You are a fintaskic new president.

Sincerely,

Isaac

Age 8



'I am very sad about the children who lost their lives'

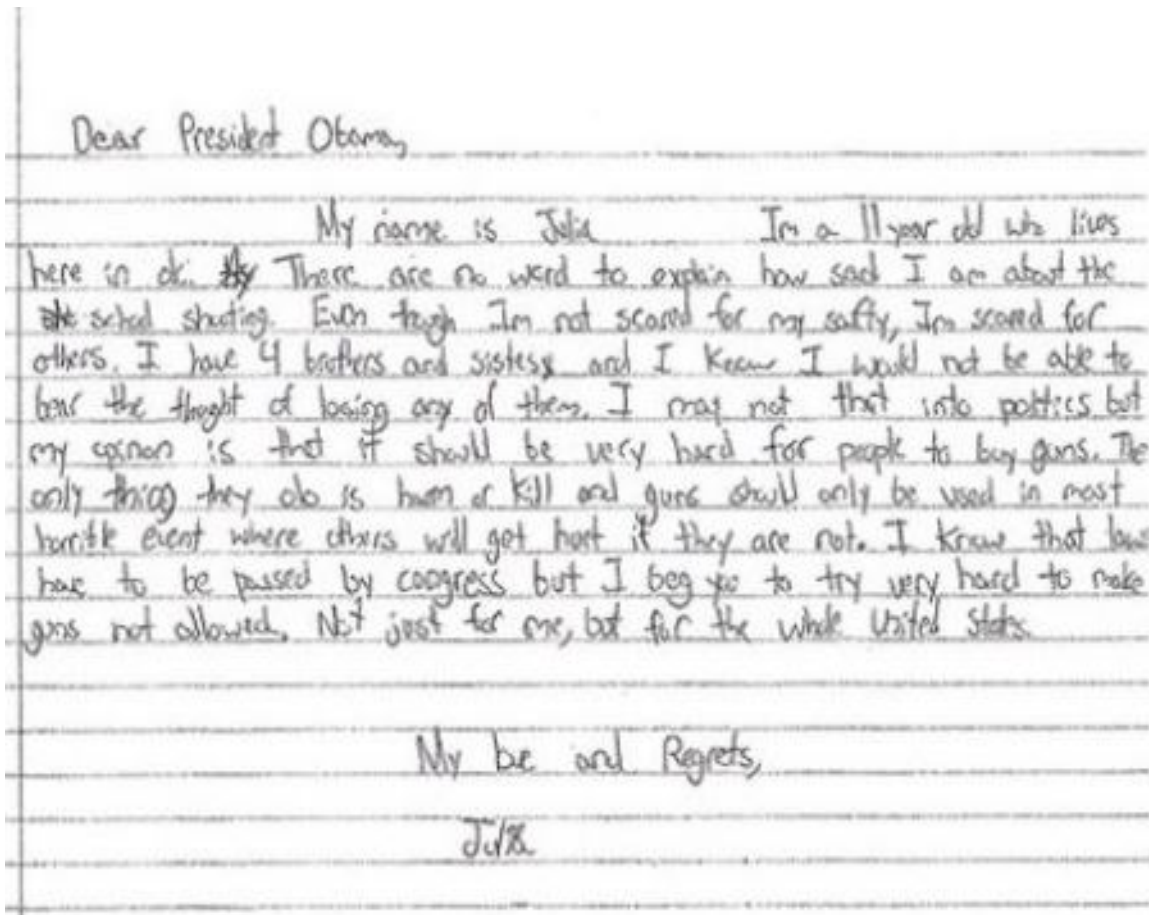
Dear, Mr. President

My name is Taejah. I am ten years old. I am writing you to ask you to STOP gun violence. I am very sad about the children who lost their lives in Conn. So, I thought I would write you to STOP gun violence. Thank you Mr. President.

Your American,

Taejah

Make A Difference Week



'I beg you to try very hard to make guns not allowed'

Dear President Obama,

My name is Julia. I'm a 11 year old who lives here in DC. There are no word to explain how sad I am about the school shooting. Even though I'm not scared for my safety, I'm scared for others. I have 4 brothers and sisters, and I know I would not be able to bear the thought of losing any of them. I may not that into politics but my opinion is that it should be very hard for people to buy guns. The only thing they do is harm or kill and guns should only be used in most horrible event where others will get hurt if they are not. I know that laws have to be passed by congress, but I beg you to try very hard to make guns not allowed. Not just for me, but for the whole United States.

My love and regrets,

Julia

Make A Difference Week



'I know you're doing your best'

Dear President Obama,

I think there should be some changes in the law with guns. It's a free country but I recommend there needs to be a limit with guns. Please don't let people own machine guns or other powered guns like that. I think there should be a good reason to get a gun. I think there should be a limit about how many guns a person can own. We should learn from what happened at Sandy Hook. I feel really bad about what just happened.

Sincerely,

Grant

Make A Difference Week

3 Steps to bring the MDPA Program into School District

Step 1: Superintendent selects which Option will be the best fit for school district.

Option 1: ___ "I Make A Difference" Acknowledgment Ceremony – using the "I Make A Difference" wristbands and/or stickers - in each school building K-12.

Option 2: ___ Using the training and materials provided in the *Make A Difference with the Power of Acknowledgment* Program UTrain® Leader's Manual, each School's Principal or Director of Pupil Support & Instruction presents Overview of MDPA WEEK Program for faculty and staff.

Option 3: Mary Reynolds trains Principals and school leaders to do the MDPA Program.

___ Half Day

___ Full Day

___ Teachers download Lesson Plans OR ___ Printed Materials added

Option 4: Mary Reynolds trains faculty, staff and student leaders in each school.

___ Half Day

___ Full Day

___ Teachers download Lesson Plans OR ___ Printed Materials added

Trainings will take place:

___ Before School

___ After school

___ Saturday

Step 2: Superintendent signs agreement committing the district to implementing the MDPA Program, contingent on the full financial support of partners from the business community. This gives Mary Reynolds the permission to solicit sponsorship of the MDPA Program from funding partners, on behalf of the school district.

In appreciation for partnerships, School agrees to post a 6' X 8' banner that will be made from the proceeds which recognizes Partners:

___ Place banner on front lawn (or inside) for several days at each school building participating in the MDPA Program.

___ Agrees to give acknowledgment to funding partners in school newsletter.

___ School agrees to implement program within 120 days of receiving *Make A Difference with the Power of Acknowledgment* Program materials and supplies.

Step 3: Mary Reynolds approaches businesses for partnership and remains in contact with lead people from the school.

Make A Difference Week

Make A Difference with the Power of Acknowledgment UTrain Program package:

- ▶ 81 PowerPoint Slides - A Complete Presentation with easy-to-follow Script
- ▶ 148-page UTrain® Leader's Guide PDF Notebook-size with Presenter's Outline PDF to accompany the PowerPoint Slideshow, giving you a pre-packaged training solution.
- ▶ 27-page Presentation Notes Word doc and PDF
- ▶ 29-page Participant Workbook PDF
- ▶ 9 -50 minute Lesson Plans you can either expand on and lengthen or contract and shorten. Plus, Opening Kick-Off Assembly Script and Plans for Parent Night.
- ▶ All 6 MOVIES embedded to play within the PowerPoint Presentation:

[Acknowledgment Movie,](#)
[Connecting with Colors Movie,](#)
[The Naturalist and the Eagle Parable,](#)
[The Teddy Stallard Movie,](#)
[What I can Say When I talk To Myself](#)
[The Simple Gesture Movie.](#)

- ▶ A Reinforcing Learning Mini-Poster PDF
- ▶ A Training Session Feedback Form PDF
- ▶ Certificate of Completion Form PDF
- ▶ A Program Announcement mini-poster - PDF to print and post throughout your facility (with a blank text box in which to add your training session information).



Leader's
Guide



PowerPoints



UPrint Handouts



Each of these Movies is
included in the Program



**INCLUDES an ONLINE DASHBOARD with Teacher Access to
Download PowerPoint Presentation Slides, Notes and Lesson Plans**

The screenshot shows the 'Make A Difference with the Power of Acknowledgment Program for Education' dashboard. At the top is a navigation bar with links: HOME, MOVIES, PRODUCT INFO, ABOUT, HELP, CONTACT US. Below this is a banner with the text 'Make A Life... Make A Living... Make A Difference.com' and a blue ribbon graphic that says 'I MAKE A DIFFERENCE'. The main heading is 'Make A Difference with the Power of Acknowledgment Program for Education'. On the right, there are links for 'Log Out' and 'Change your log-in Profile'. Below the heading is a navigation bar with tabs: Home, Lesson 1, Lesson 2, Lesson 3, Lesson 4, Lesson 5, Lesson 6, Lesson 7, Lesson 8, Materials. A box titled 'Initial Download Material immediately available with the registration:' contains a link to 'Kick-Off Assembly Section of Leader's Guide: Download to Your Computer - Open PDF for Reading'. At the bottom, there is a link to 'View the MDPA End User Licensing Agreement (EULA) for these Trainings: Click Here' and a customer support contact number: 'QUESTIONS? Call Customer Support at: 603-382-8848 or 800-249-6587'.

Make A Difference Week

ABOUT the creator of the MDPA Program

Mary Robinson Reynolds, M.S.

Educational Psychology Counseling & Development



Author and Producer of the world renowned Internet videos, MakeADifferenceMovie.com and AcknowledgmentMovie.com - both amassing over 10 million views within a few short months of their releases.

She has written six books and has spoken to tens of thousands of people in a two-year period in every major city in the U.S. As a professional speaker, Mary's dynamic presentation range covers the spectrum from subtle, lightly spiritual and endearing to outrageously, side-splittingly funny, to hammer-the-point intensity. She is also wise, humorous and masterful at helping others trust that what they prefer is valid.

As an author, she writes as she speaks, with vocabulary that's familiar and engaging. As a consultant, her advice is direct, not airy-fairy encouragement, to get people going with the changes they know they need to make.

Mary spent her early professional years as a K-8 classroom teacher and then as a K-12 counselor with an expertise in drug abuse. She was having tremendous, measurable academic results with the kids nobody else wanted in their classrooms and developing "attitudinal" energy techniques to empower students and parents to bridge effective communication and leadership within the educational system.

As a former girls volleyball and basketball coach who won championships in each sport, she knows what it takes to energize and positively influence teams to winning outcomes with synergistic focus and intention.

She parlayed her phenomenal success with at-risk youth into Continuing Education Courses for Portland State University on how to be energetically effective educators. For the past two decades, she has taken her exceptional programs to educational professionals, business leaders, entrepreneurs, corporate managers and administrative assistants conducting training and consulting on how to be effective in creating improvement in their organizations through the power of Team Synergy.

She has first-hand knowledge of the day-to-day demands of owning and running a business - customer service, recruiting, training, managing - as well as the long term goals of group development - contracts, negotiations, sales, branding, production costs, increasing customer base. As a TurnAround Specialist, Mary knows that running a business also includes effectively dealing with negative mindsets and misunderstandings that can lead to contagious gossip, bullying and de-energizing back-stabbing among staff, which can - if not effectively defused - ultimately will seep out to consumers and business associates. The development of her work with such a diverse and creative group of individuals has been key to the growth and reach of her business to make a difference.

Make A Difference Week

TO LEARN MORE GO TO: www.MakeADifference.com/Acknowledgment

I Make A Difference® - Silicone Wristbands & Stickers

Acknowledgment says: *You matter to me and I believe in you.* It is a powerful and profoundly easy way to heal our society. It begins with our children, our families and then extends out to the people living and working with us in our community.

Acknowledgment is easy to do, and to make a difference we must embrace the opportunities life offers us.

Simply give the Gift of Acknowledgment with an "I Make A Difference" Wristband and/or our Engaging NEW Acknowledgment STICKER.

Then give the recipient 3 additional wristbands or stickers; inviting them to keep Acknowledgment going by Paying It Forward to the people in their lives who make a difference!

"The funny, almost selfish, thing about acknowledging someone, is that every time I do it, it actually makes me feel really great about myself!"

- Kimmie Neff, Twenty-Something Entrepreneur

"I Make A Difference!" ACKNOWLEDGMENT STICKERS

2" Stickers



Because we want people making this a new habit we are now offering 2" Stickers that you can carry in your purse, pocket and/or briefcase for those opportunities of Making a Difference in somebody's life any hour, any day of the week.

Each Quantity of Acknowledgment Stickers Includes an **immediate Download of the written script for the "I Make a Difference®" 3-Step Random Acts of Acknowledgment** with permission to print unlimited copies.

"I got the stickers - the Acknowledgment Movie and the stickers were a HUGE hit today! Yeah! Thanks."

- Suzanne Steele, Balanced Wellness LLC

BLUE WRISTBANDS Say "I MAKE A DIFFERENCE!"

"We were experiencing a very challenging time within the organization and it was important for us to recognize those people who have truly helped us make a difference in what we do and how we do it. Mary Robinson Reynolds' "I Make A Difference" Wristbands and Stickers were a very powerful and meaningful way for us to express our gratitude for their contributions. The process had amazing results in people's attitudes."

– Dr. Ivan Misner is the Founder & Chairman of BNI, Business Networking International, as well as a New York Times best-selling author.



Because our Acknowledgment Movie is receiving so many views each month... we are inundated with orders for our Blue "I Make A Difference®" wristbands. Plan ahead, order now for your trainings and acknowledgment presentations.

Each Quantity of Wristbands Includes an **immediate Download of the written script for the "I Make a Difference®" 3-Step Wristband Acknowledgement Ceremony** with permission to print unlimited copies.

The wristbands come in two sizes: Adult and Youth. The Adult size is 8 inches in circumference and the Youth size is 7 inches. To get some of each, order one size then come back to this page and order the other.

For More Information Contact: 603-382-8848 Office 603-382-1595 Fax

Be Part of a Movement

Applying the Transformational Power of Acknowledgment



Make A Difference Program - School Agreement

This agreement is made between _____ (Facilitator) and School or School District named below (School) for the purpose of implementing the MDPA program described in a separate document attached. This agreement is contingent upon the acquisition of full funding of the program by outside sponsorship partners. These partners will make separate agreements with Facilitator for the purpose of funding this program in exchange for certain advertising of their funding to be included in two primary locations: 1) a 6' x 8' plastic banner (supplied by Facilitator through partner funding) and 2) give acknowledgment to funding partners in school newsletter. School also hereby agrees to allow partners to create and display any manner of additional public advertising or promotion of the program and their funding thereof.

Name of School District committing to implement the Program: _____

Scope of Program (continue on back): School Name, Location Grades

| School Name | Location | Grades |
|-------------|----------|--------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Total numbers involved: ____ Faculty and Staff. ____ Students. ____ Family Members. ____ Community Members.

Name of Program Coordinator: _____ Phone / Contact: _____

Contact at School District: _____ Phone / Contact: _____

Projected date(s) of Program: _____ Projected Time Begin-End: _____

Projected date of Staff - Parent Meeting : _____ Projected Time: _____

____ Option 1: "I Make A Difference" Acknowledgment Ceremony – using the "I Make A Difference" wristbands and/or stickers - in each school building K-12.

____ Option 2: Using the training and materials provided in the *Make A Difference with the Power of Acknowledgment* Program UTrain® Leader's Manual, each School's Principal or Director of Pupil Support & Instruction presents Overview of MDPA WEEK Program for faculty and staff.

____ Option 3: Facilitator trains Principals and school leaders to do MDPA Program.

____ Half Day

____ Teachers download Lesson Plans OR

____ Full Day

____ Printed Materials added

____ Option 4: Facilitator trains faculty, staff and student leaders in each school.

____ Half Day

____ Teachers download Lesson Plans OR

____ Full Day

____ Printed Materials added

Trainings will take place: ____ Before School ____ After school ____ Saturday

School agrees to the following:

____ Place 6' X 8' banner recognizing Funding Partners on front lawn (or inside) each school building participating in the MDPA Program for duration of the Program.

____ Give one full page acknowledgment to partners in school newsletter.

____ Implement program within 120 days of receiving *Make A Difference with the Power of Acknowledgment* Program materials and supplies.

Signature of authorized representative of School: _____ Date: _____

Print name and title of signatory: _____

By: _____ (Facilitator)

_____ X _____ Date: _____

Make A Difference Program - School Application

This application will be evaluated on several criteria, one of which is this list of the vendors that supply the school district with significant quantities of products and services, as well as other substantial businesses in the geographical area covered by the school district. This list will be used by Heart Productions & Publishing as the primary resource for locating Funding Partners to support bringing the MDPA Program into the schools.

Category 1: Vendors that supply the school district with products or services:

| Business Name | Type of Prod/Svc | Contact Name | Contact Phone |
|---------------|------------------|--------------|-----------------|
| _____ | _____ | _____ | (____)____-____ |
| _____ | _____ | _____ | (____)____-____ |
| _____ | _____ | _____ | (____)____-____ |
| _____ | _____ | _____ | (____)____-____ |
| _____ | _____ | _____ | (____)____-____ |
| _____ | _____ | _____ | (____)____-____ |
| _____ | _____ | _____ | (____)____-____ |

Category 2: Substantial Local Business that sell products or services to the community:

Also, if anyone in the school district hierarchy has a personal relationship with any business owner and is willing to give us a personal reference or introduction to any of the owners of these businesses, that would be very helpful.

| Business Name | Type of Prod/Svc | Contact Name | Contact Phone |
|---------------|------------------|--------------|-----------------|
| _____ | _____ | _____ | (____)____-____ |
| _____ | _____ | _____ | (____)____-____ |
| _____ | _____ | _____ | (____)____-____ |
| _____ | _____ | _____ | (____)____-____ |
| _____ | _____ | _____ | (____)____-____ |
| _____ | _____ | _____ | (____)____-____ |
| _____ | _____ | _____ | (____)____-____ |

Print and fill in both pages. Fax to 603-382-1595

