

# Achieving Your Potential Through Education®



## Teachers, Youth and Parents Working Together To Make Learning Fun!

In order to give the youngest of our citizens the same life skills we offer adults in organizations around the world, The Pacific Institute has developed an educational program for ages five to twelve and grades kindergarten through sixth.

The world's leading research psychologists agree that we all have far greater potential than we use. Employing, as a foundation, the research of Dr. Albert Bandura at Stanford University, Dr. Martin Seligman at the University of Pennsylvania and Dr. Gary Latham at the University of Toronto, the content of this program is based on observations that:

- Children have much more potential than they are currently using.
- Each child has a sincere desire to use more of this untapped potential.
- Children often limit themselves by their negative self-talk.
- Beliefs are formed with this self-talk, and may limit opportunities for positive growth and change throughout life.



- All children can change themselves by changing their beliefs.

Our program has concepts, strategies, tools, skills and effective teaching techniques which will allow children to develop and release more of their own potential, to the degree of their own choosing. This program allows students to become more accountable, self-directed and self-advocating, while teaching them strategies and skills to help them think, learn, and develop more of their potential over an entire lifetime.

## Program Content

Designed for ages five through twelve, the interactive learning strategy offers a developmentally appropriate understanding of the concepts for each age group. As the child matures and grows intellectually, the comprehension of the core concepts builds upon the previous year, taking each child to a deeper level of application and performance.

Each age/grade level contains ten units that are concept driven. Each unit includes teacher lesson plans and resources, as well as activity pages for each student. Because each of us learns in a different, but no less effective way, each unit utilizes multiple intelligences to ensure that every learner has a chance to work in their areas of strength, as well as gain more experience in the other areas by learning from other students.

## Premise

A child's awareness of the world around them is based on their **beliefs**, which affect how they **think**. This, in turn, directly influences their **behavior**, which determines the **results** they get at school, at home, in life. Aimed at improving results, the ten units covered at each age level are:

- **Scotomas** (blind spots) are created by what we think we know and by our past experiences.
- **Beliefs**, our opinions about ourselves and the world around us, affect the way we behave.
- **Brain Works** describes the three levels of the mind, how each functions in our day-to-day experiences, and where our perceptions (the "truth" as we believe it to be) are formed and reinforced.
- **Under Construction** helps the children discover the many ways they are smart, using the theory of multiple intelligence, and learn the benefits of positive self-talk.
- **Making Connections** is the first of two review units, where the children create and present a project, employing the learning strategies from previous units.
- **Goals** become the path to the future. If we don't set goals, there is no movement forward nor is there growth.
- **Affirmations** are the practical tools we use to change old beliefs, causing us to achieve the goals we set.
- **Imprinting** teaches the children to imprint their goals and affirmations into their minds using the tool of visualization, which brings their affirmations alive.
- **Comfort Zones** are those areas where we feel most at ease. Sometimes these can become quite confining, and it is important to know how to enlarge our comfort zones to match the world that is growing around us.



- **Accountability**, the second of the review units, teaches each child to take control over themselves and their future. “If it’s to be, it’s up to me!”

## Teaching Strategies

*Achieving Your Potential® Through Education* uses the 4Mat® System in its lesson plans. This system moves through the learning cycle in sequence, teaching in the four modes (right brain/left brain, effective management, creativity, and art/movement/dance), and incorporates the four combinations of those characteristics. This sequence is a natural learning progression, allowing students to shine in different places.

Using actual teaching strategies and tools to help with learning and understanding does just that – it helps the students make sense of the information presented. Strategies are tools for the mind, as they help the brain learn as well as create meaningful connections, connections that can be utilized for life-long application.

## Learning Strategies

Throughout this program, several practical strategy tools are introduced, taught and woven into the units. Students create strategy cards to help them become equipped to take responsibility for their own learning. These areas include: clustering, mind-mapping, public speaking, planning and time management, and study skills. These cards are adaptable for use in many other areas of their lives. The strategies that are employed encompass a variety of techniques,

from retention of information to metacognition. Teachers are encouraged to incorporate a variety of strategies to assist students in becoming independent life-long learners, by giving and modeling the tools for learning.

## Other Learning Strategies

- Debriefing activities facilitate reflection on what was just experienced, encourage sharing of thoughts to put meaning into the activity, and link to previous experiences.
- A “**Finish It**” activity at the end of each unit focuses and ties together what has just been learned.
- Two units are specifically designed for reflection (**Making Connections** and **Accountability**). This provides the opportunity for the student to create a project that reflects what has been learned.
- Review strategies are actively promoted, as they are critical to the enhanced success of the student.

## The Home Connection

Each unit provides the opportunity for parents to become involved in the education of their child. Letters to the parents, along with fun assignments for the family to do together, encourage the students to take the lead and demonstrate what they are learning. This creates greater interaction as well as improved communication between parent and child, and enhances each child’s future success.

## Teacher Preparation

In order to teach mathematics, one must know mathematics. The same is true for *Achieving Your Potential® Through Education*. Teachers will need a thorough understanding of the concepts they will be presenting to their students. To that end, teachers will receive a cognitive skills program from The Pacific Institute, as well as some facilitation instruction. With this education, teachers will be able to correlate the concepts to many aspects of the students’ lives.

## Implementation

*Achieving Your Potential® Through Education’s* ten units are designed to be delivered during the school year. Some units can be taught in one week, while others take longer. Teachers are encouraged to find applications of the concepts in other subjects, to complete the circle of learning and understanding for the students.

There are at least two suggested activities for each section of the ten units, and it is recommended that all of the activities be completed for the students to have ample opportunity to assimilate the information. The program also provides flexibility to leave some activities out, and then return to them later as review materials. Also included are challenge activities for those who benefit from extension and enrichment activities.

