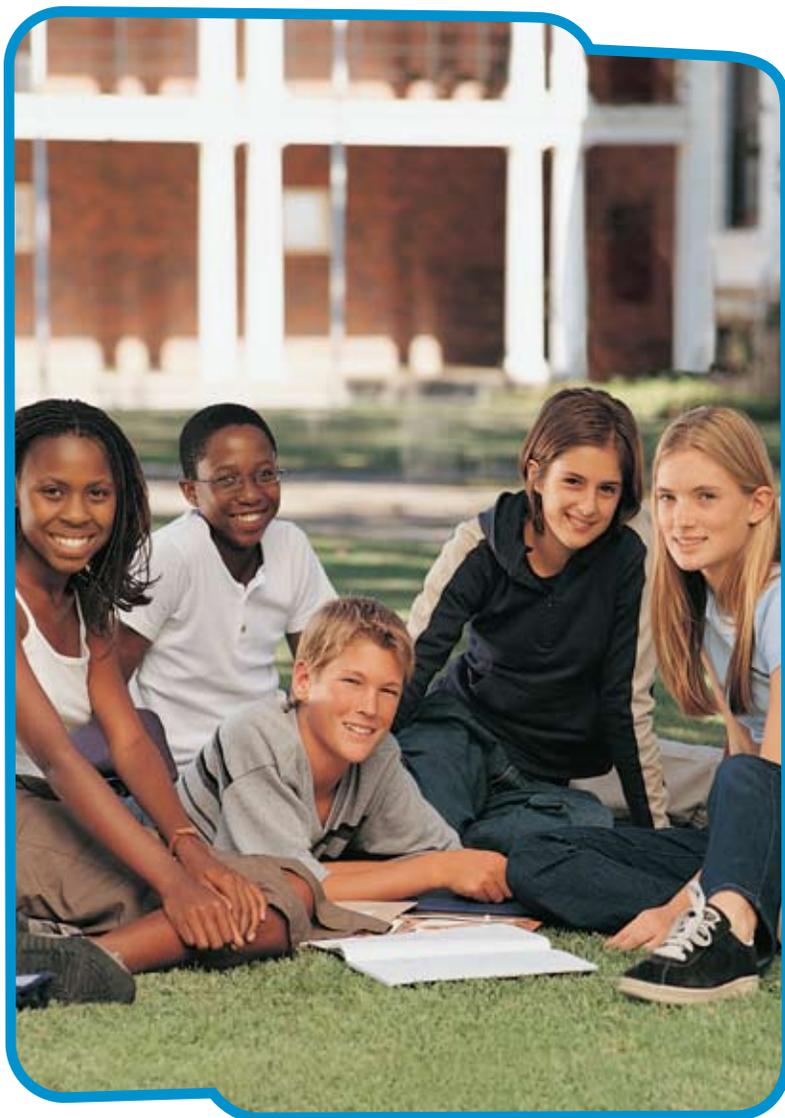


## INTRODUCTION

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## GUIDED JOURNEY

### RELATIONSHIPS AND LEARNING

Over the past several years, educators around the world have adopted a philosophy inspired by a unique learning environment.

In this environment, people are focused on the task at hand and the needs of others. They look for ways to have fun and be creative while they work, and find they accomplish even more. Without expecting anything in return, they constantly look for ways to make sure everyone around them feels recognized, valued and included. They take personal responsibility for their attitudes and actions. Not surprisingly, this environment is incredibly successful.

What is this unique learning community? It's Pike Place Fish Market in Seattle, Washington. In 1997, John Christensen and his crew from ChartHouse Learning filmed the fishmongers in action and created *The FISH! Philosophy*®—Be There, Play, Make Their Day and Choose Your Attitude—four practices to help anyone bring the same energy, focus and commitment into their lives. People around the world have learned *The FISH! Philosophy* through the film *FISH!*, and a series of bestselling books.

Though *FISH!* was originally developed for business, educators recognized it as a philosophy that spoke to the heart of what education can and should be. It was compatible with proven educational strategies, and it

provided an easy-to-use language to help students and staff create more respectful, focused, accountable, caring and fun cultures.

ChartHouse Learning assembled a team of educators to marry the concepts in the original film to sound educational research. We filmed in schools across the country, kindergarten through 12, to observe educators using *The FISH! Philosophy*. The result is the Guided Journey, a video-based professional development program. (The Guided Journey is part of a family of *FISH!* For Schools products. For more information, see page 70.)

The Guided Journey is designed to help you reflect, individually and with your colleagues, on how you want to show up for others. It's meant to provoke conversations about the classroom and school you want to create, and offer strategies to help you put your intentions into action.

#### This Guided Journey Will Help You:

- Forge more effective relationships with students and colleagues.
- Nurture a joyful and productive learning environment.
- Develop clear behavioral expectations that are shared and owned by everyone in the class.
- Guide students to examine their behavior when it doesn't work and take responsibility for more functional choices.
- Create an atmosphere of mutual trust and emotional safety.

## INTRODUCTION

As an educator, there is no greater gift you can give than to prepare another human being for a life of learning and service to others. Thank you for giving that gift. We hope you find this course a valuable tool in achieving your professional and personal goals.

**HOW TO TAKE YOUR GUIDED JOURNEY**

The course has 10 units, each of which may take from a half hour to one hour. While it is possible to go through the course by yourself, we recommend that you experience it with a teammate or a larger group—such as a study group or learning community, or as part of faculty meetings.

You can complete the course in as little time as you like, but it's important to take time to reflect on each unit and apply it. We recommend one unit every one or two weeks.

**HERE'S THE PROCESS:**

The beginning of each unit introduces the core concepts, suggests what to watch for in the video and helps frame the discussions and activities.



**Watch** Watch the unit video to inspire thoughts and provide examples. All 10 unit videos are included on the DVD found in the inside back cover.



**Discuss and Reflect** Each unit includes questions and activities designed to inspire and guide conversations. Discuss, disagree, argue. The intent is to get you talking and thinking about who you want to be as an educator and how The FISH! Philosophy might help you do it.

**Research** Look for this green background to see what current research has to say about the issues.



**Do** At the end of each unit are action plans. They suggest strategies to try, as well as beliefs or behaviors to consider as you go through your day. These plans may mean taking a risk, bringing a fresh approach to well-worn routines, or just becoming more aware of what you are doing now and deciding if it's in line with who you want to be.

After you have tried the actions, think about what worked and what didn't, how it felt while you were doing it, and adjustments you might want to make next time. The key is that no one can live The FISH! Philosophy for you. As the fishmongers say, "You have to regenerate it every day."

Share your experiences with others and, if they are taking the course with you, ask about their experiences with The FISH! Philosophy. They might have a great idea or insight that will work for you, too.

## SEE WHAT'S POSSIBLE



## 1

**UNIT 1: SEE WHAT'S POSSIBLE**

As an educator, you are doing far more than teaching a subject or running a school. You are also preparing young people to be successful parents, spouses, friends, workers and citizens.

That's an incredibly important, difficult, frustrating and rewarding calling, and every day it challenges educators to answer the question posed by teacher/writer Alfie Kohn: "What kind of engagement with students is likely to leave them with a deep commitment to behaviors that will help them become the people they want to be?"

The answer is a caring relationship. Relationships do not supplant learning. Rather, they make the soil from which learning grows more fertile. According to educational researchers Robert J. Marzano and Jana S. Marzano, "Teachers who had high-quality relationships with their students had 31 percent fewer discipline problems, rule violations and related problems over a year's time than did teachers who did not have high-quality relationships."

## GUIDED JOURNEY

Caring relationships feed basic psychological needs that must be nourished before students are able—and willing—to pursue higher-level needs such as learning and self-actualization.

Creating an effective relationship with students begins not with what you are looking to get from it, but with what you are willing to give to it. Noted psychologist Carl Rogers once believed his job was to “fix” others (a mindset that many educators, when faced with apathetic or uncooperative students, can relate to). But despite Rogers’ extensive training and his best intentions, this approach didn’t work.

Instead of trying to mold others into who he wanted them to be, Rogers decided to focus on how he showed up for them. The more people saw that he cared about them, they discovered within themselves the power to change, mature and develop. Instead of wondering, “How can I change this person?” Rogers asked, “How can I provide a relationship which this person may use for his [or her] own personal growth?”

In Video Unit 1, *See What’s Possible*, you’ll meet educators who are using The FISH! Philosophy to build stronger relationships with their students. As you watch the video, consider:

- What kind of classroom or school do I want to come to every day?

- What is my role in creating that classroom or school?
- What kind of relationship with my students will help them learn and grow as people?
- What can I do to provide that relationship? How might The FISH! Philosophy help me?

**Watch**Video Unit 1: *See What’s Possible*

What stood out for you in the video?

Record your thoughts:



# 2

## UNIT 2: BE THERE

Pop quiz time! Before we consider Be There, rate yourself on the following scale. Where are you?

1 _____	2 _____	3 _____	4 _____
Huh? What? I'm sorry, there is way too much going on for me to focus... Wait, I have to take this call.	I try to Be There for others... unless I'm busy—come to think of it, I'm busy most of the time.	I'm focused and I'm listening... but my mind occasionally wanders to the donuts in the teachers' lounge.	I'm able to push aside distractions and really focus on the person I'm with in the moment.

### A POWERFUL MESSAGE

To Be There for another person has a powerful effect—on both of you. How does it feel when someone gives you her or his undivided focus? By contrast, think about

## GUIDED JOURNEY

how it feels when someone with whom you are trying to communicate barely looks at you, seems a million miles away mentally, or is constantly distracted by some ringing technological device.

Your students and colleagues don't need you all the time, but when they do, they need all of you.

Be There is rarely easy. So many things at school conspire to steal our attention away from the present. We can get so wrapped up in everything we have to do that we forget the unconscious messages we send when we are not being there. *We know we care, but does the other person know?*

But when educators commit to focusing on their students' needs, interests and concerns it sends a powerful message that someone cares about them and that it is worthwhile for them to care, too. The act of being there shows people that you respect and honor them. It is the first step in building relationships.

As you watch this unit's video, consider the following questions:

- What do my students and colleagues need from me?
- How am I being there for them?
- How do others know that I care about them and their needs?

**Watch**

Video Unit 2: Be There

What stood out for you in the video?

Record your thoughts:

**Discuss and Reflect**

In the video, Brandon says that when his teacher, Sherry Ratliff, is there for him, "I know I can do anything."

## BE THERE

- Write or share a time when someone was there for you in a way that made you feel you could achieve anything. What impact has this had on your life? What do you think the other person got from it?
- What kinds of things do you do to make your students feel they can achieve anything?

**BE THERE BEHAVIORS**

As David St. Germain points out, you have to actively demonstrate Be There behaviors, or your students will not know you care.

Make a list of the five Be There behaviors you think are most important.

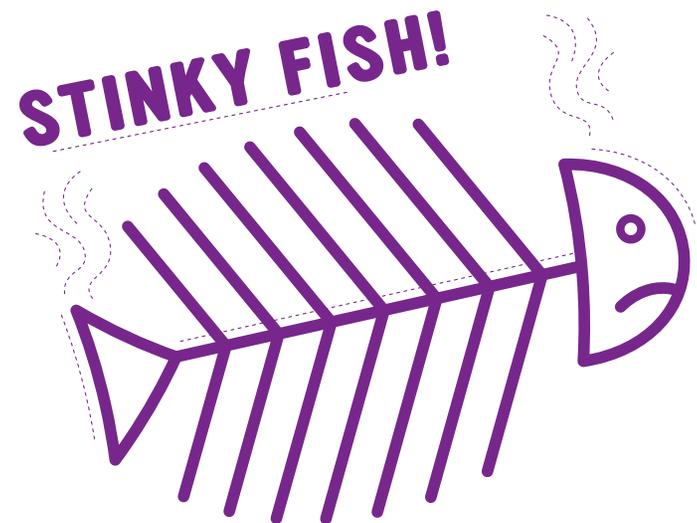
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

- Which of these behaviors do you do best or most consistently now?
- Why do you excel in this area? Which behavior do you need to work on most? Why?

- What will it take for you to improve?

**WHAT GETS IN THE WAY?**

No matter how good we are at being there, there are always distractions. When a student or colleague needs you, what are some typical demands that get in your way? List several on the bones of the Stinky FISH!



- When you are not being there for a student or colleague who needs you, what is the cost—to them and to you?

## GUIDED JOURNEY

- What might happen if you choose to put some of these demands or distractions aside temporarily?
- What are the costs or risks in doing that, and is it worth it to you?

**PERCEPTION = REALITY**

A student in Julie Howard’s class made the honor roll for the first time, in part because she felt comfortable asking Julie for help when she needed it. “I hope next year that I get a teacher who I can ask questions and won’t act like I’m stupid and won’t act like I can’t do things,” the girl told Julie.

“I’m sure no teacher has ever told her, ‘You’re dumb, you can’t learn, you can’t do this,’” Julie recalled. “But it’s just her perception of how her teachers felt about her.”

- What unspoken messages do you send to your students by being fully present? What impact do you think that has on them?

- What unspoken messages might you send students when you are not fully present? What is the impact on them?

**R-E-S-P-E-C-T**

Noted educator/writer Alfie Kohn once visited a kindergarten class where the teacher was about to clean the blackboard so the class could move to a new lesson. The teacher asked a child if it was okay to erase something the child had just scrawled on the board. Kohn noted, “It is the accumulation of such small gestures of respect that creates a climate where kids are inclined to act likewise—with the teacher and with one another.”

- What “small gestures of respect” do you give your students?
- What do you receive from your students in return?

Jason Pelowski says it is important for him to be respectful to his students by giving them his full attention. He admits that sometimes it is the student who has to help pull his attention to the here and now. Not only is that all right

## BE THERE

with Jason, but he thanks the student for keeping him accountable.

- When your students or colleagues are not mentally present, how do you get their attention?
- When you are not mentally present, how would you like others to get your attention?

### A BE THERE MINDSET

Be There starts with the decision to be physically and mentally present. But there are other, more subtle ways to Be There.

Brandon, from North Little Rock High School, observes that his teacher “must have some kind of confidence and love” to have given him so many opportunities to learn and grow.

- Consider a student with whom you struggle to connect. What can you do to demonstrate a sense of “confidence and love”?



### Do

Try two or more of the following:

#### 1. Undivided Attention

Each day, choose two people in your classroom or area and give them your undivided attention (that doesn't mean ignoring everyone else!). Focus on them by asking about their families or interests. Then consider these questions:

- What were their reactions?
- How did their reactions make you feel?
- How did it affect your relationship?

#### 2. The Name Game

Find out the name of everyone you work with—custodians, lunch servers, teacher's aides, nurses, etc. Create a card file of names matched to the departments they work in or the locations of the schools where you regularly see these people—whatever helps you to remember who they are. Use their names whenever you see them, and if you cannot remember a name, ask politely for it and try again. If you already know their names, try to learn something about them—spouse, significant other, children, interests, etc.

#### 3. Greetings!

Greet each of your students by name at the door of your classroom. Try this for a week. If they ask why you are acting weird, tell them and invite them to try it on others.