



Top 20 Teachers and Students Live Above the Line

Category: Creating a Culture of Learning

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop's alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Creating a Culture of Learning

Duration: Full workshop – 1.25 hours

Desired Outcomes:

Participants will...

- Understand when their thinking is in their best interest (*Above the Line*) and when it is not in their best interest (*Below the Line*).
- Learn three reasons why it's important to know when their thinking is not in their best interest.
- Develop strategies to better manage their thinking.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long-term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in this Binder:

- Attendee Handouts:
 - Workshop Agenda
 - Attendee Notes
 - Activity Packet: Top 20 Teachers Live Above the Line
 - Certificate of Completion
 - 3-2-1 Evaluation Form
- “Think About It” Exercise
- Ready, Set, Go Planning Activity





Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics:

1. Defining Above the Line and Below the Line
2. Reasons for Knowing When We Are Above or Below the Line
3. Understanding and Managing Our Line

Subtopics:

1. Defining Above the Line and Below the Line

- a. Above the Line
- b. Below the Line

2. Reasons for Knowing When We Are Above or Below the Line

- a. Negative Mental Habits Form Below the Line
- b. Life Looks Different From Above or Below the Line
- c. Decisions Made From Below the Line Thinking Usually Create a Mess

3. Understanding and Managing Our Line

- a. Being Aware of Invitations and Indicators
- b. Using Submarines and Trampolines

Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, while non-bold print times show the approximate amount of time a video, activity, or discussion will take within that topic.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-5	7
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	5	
Topic 1 – Defining Above the Line and Below the Line	6-9	8
“Marge” Video Clip	9	(3:22)
Topic 2 – Reasons for Knowing When We Are Above or Below the Line		
	10-26	25
“Live and Visit” Video Clip	11	(2:05)
Discussion Point – Negative Mental Habits	17	(5)
“Life Looks Different” Video Clip	19	(1:40)
“Below the Line Decisions Make a Mess” Video Clip	25	(2:09)
Discussion Point – Below the Line Decisions	26	(3)
Break		
Topic 3 – Understanding and Managing Our Line	27-56	25
“Invitations to Go Below the Line” Video Clip	29	(2:14)
“Keep Your Day” Video Clip	32	(2:33)
“Indicators” Video Clip	36	(1:40)
“Submarine: Letting Others Know” Video Clip	38	(1:24)
“Submarine: Managing Negativity” Video Clip	40	(1:29)
Discussion Point – Submarine Strategies	41	(3)
Discussion Point – My Perspective	48	(2)
“Beth’s Story” Video Clip	50	(1:59)
Closing Thoughts	57-63	10
Discussion Point – Session Take-Aways	57	(4)
Activity – Action Plan	61	(4)
Total of 1 hour and 15 minutes (not including break)		

Helpful Tip! This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.

Slide 6



Note: This slide requires multiple clicks of the mouse to advance through the images.

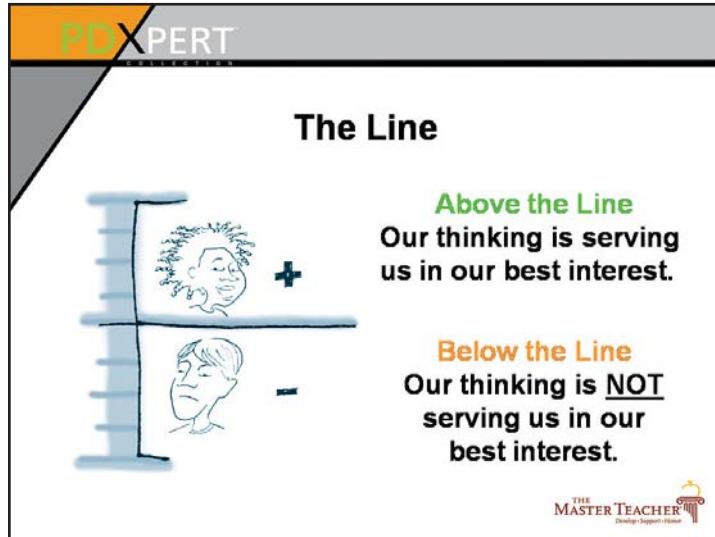
Let's begin with an example. Imagine that it's a beautiful fall day. A friend calls and invites you to go on a long bike ride. You would enjoy doing that, but you realize that your bike is in this condition.

Click to display the second picture.

What would you say to your friend? "I can't go. My bike's not working. I need to first fix my bike." You would say this because you know that if you take this bike out on the road, you are going to have a problem.

We know this about bicycles and other mechanical things (e.g., cars, hairdryers, lawnmowers). Sometimes they're working in our best interest and we should use them. But sometimes they're not working in our best interest and we shouldn't use them.

Slide 8



Note: This slide requires multiple clicks of the mouse to advance through the speaking points.

Imagine that this horizontal line represents our thinking.

Click to display the first point.

When we are Above the Line, our thinking is working in our best interest. Say, “Above the Line.” Have participants yell it out.

Click to display the second point.

When we are Below the Line, our thinking is not working in our best interest. Say, “Below the Line.” Have participants yell it out.

Share with participants examples of what it’s like for you when you are Above the Line and Below the Line. For instance:

When I’m Above the Line, I’m . . . [patient, focused on what’s important, positive, creative, productive].

Top 20 Teachers Live Above The Line

1. Why do we need to know if we are Above or Below the Line?

A. Mental habits develop by “living” Above or Below the Line.

- What negative mental habits are standing in the way of my students developing their full potential?

- What negative mental habits are getting in the way of my effectiveness?

B. Life looks different from Above or Below the Line.

C. Making decisions Below the Line usually result in a mess.

2. INVITATIONS: conditions that invite us to go BTL.

A. Conditions do not determine Experience; Choice determines Experience.

B. *Keep Your Day*

- What are my Invitations?



3. INDICATORS: feelings we have or behaviors we manifest when BTL.

- What are my Indicators?
-

“Think About It” Exercise

Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.



1. List two Invitations that you frequently get at school. How do you handle these Invitations effectively and ineffectively?

2. What are Trampolines that you can use at school when you are aware of going Below the Line?

3. How have you used Above the Line and Below the Line with your students? Are there ways you can incorporate this concept into your subject matter?

4. How can you use Above the Line and Below the Line to be more effective with your colleagues or department?
