



**Phenomenon-Based Learning:  
The Affective Domain  
MODULE 1 LESSON 5  
TRANSCRIPT**

**SLIDE 1**

Hi! Welcome to Lesson 5 of Module 1 Beginning with the Affective Domain

How do you feel about having in your back pocket techniques you can use to strengthen the Affective Domain, even in the face of nine – count em' NINE of the most common emotional triggers? In only four lessons, you've come so far and you deserve congratulations on your perseverance for digging in deep to each of these lesson, with the scaffolds, the activities and the formative assessments. Are you seeing how they all play vital parts in deepening the concept of the Affective Domain and how to strengthen it? When you begin using these techniques in your learning environment you're going to see a huge change in their attitudes. Your students are going to look you in the eye more often, and many teachers tell me that their students become more helpful to their classmates and their teacher. This is the magic of a strong Affective Domain and in the course you are getting the keys to the magic kingdom!

So, let's keep going. We have six more lessons in this module and each of them is packed with tools you can use to strengthen the Affective Domain from all sides. Our end result is that, by focusing on the base first – emotions– your PhBL projects – or any other methodology you use - are going to be powerful. You're setting up the scene for a really engaging work of art in the form of educational ventures.

So, if you remember, in Lesson 4, we began looking at class norms and consequences. In this lesson we're going to go a bit deeper and I'm going to give you concrete ways for you to carrying out those norms and consequences – with positive reinforcement. And because this topic is so important, I'm providing you with so much information I've divided this lesson into three parts to make it easier to assimilate. You'll also find a really informative PPT file in the folder for even more tips on how to enforce the norms and consequences positively. I don't believe in raising my voice in the classroom. I have a lot of experience doing just that and I'm going to tell you a story of how I slowly weaned myself away from it, as it was unhealthy for everyone. It was my journey in changing my paradigm in the classroom and I'm going to show you how to do the same thing step by step. Boy are you going to feel good about it and your students even more..

Before I give you that story, let's first do our quick review of the last lesson to make sure that we're standing on a solid platform before we jump up to a new level. Alright? Onward!

## **SLIDE 2**

First image: If you are standing in front of the room and talking to your students, how does that cause irritability? I'm just going to pause and let you think about it for a few seconds...

If you've been saying to yourself: Because if my students are talked at all day, they end up feeling as though they are extraneous in the classroom instead of partners in their own learning. So, if I include them in as many aspects of their own learning as possible and create activities in which they are encouraged to explore and process new information, then they feel valued and respected and their irritability disappears. Then you really got the whole first half of the last lesson. It's an excellent formative assessment for both of us!

Second image: What does a treasure chest have to do with apathy? I'm just going to pause for a few seconds while you think about it...

If you've been saying to yourself – the treasure chest activates students' interest because through it students are given a choice at some point in the day – or various points in the day – to choose their own learning activity. Then you really remember the key points of the that emotional trigger and you are going to find so few students suffering from apathy and more excited about the way the day plays out in your classroom because now you have a technique to empower your students.

Third image: the last of the nine most common emotional triggers – insecurity? Shall I give you a moment to remember which technique you can use to vanquish insecurity or do you already have it?

If you're saying to yourself: When we co-create the norms and consequences of the class with them, and we ask our students to commit to them by signing them, and we even strengthen the collective efficacy by involving their guardians to sign them (well, I just added 'collective efficacy' into the equation. Please forgive me, but it's so important and you're going to find out more about it in just a few seconds but I'm so excited to tell you about it... in the meantime, let's go on...), AND we repeat the norms and consequences often, AND – (just one more part) we follow through with BOTH the norms *and* the consequences as unilaterally as possible, we are generating an overall feeling for our students – and ourselves for that matter - of security in our learning environment.

How was that as a powerful review of the last lesson? You are on fire!!

So now, let's deepen the experience of being successful with norms and consequences so that in the end, you are paving the way for phenomenal PhBL projects?! Let's go!

## **SLIDE 3**

Same drill as before. The time spent on the scaffold for this lesson is very valuable – just like the scaffolds you'll create for your students during the course of the projects. You're going to be presented with so much information that beginning with the concept of effect sizes before we talk about them together will be very valuable for you. Go ahead and open that document in the folder and we'll go over the concept together when you're finished. I'll be here waiting for you!

#### **SLIDE 4**

Are there any objectives for this module that you've thought of that we haven't addressed yet? Have you looked at the index to see if we're going to focus on it? If not, please send me a message or bring it up in the community meetings and I'll see how I can include it. Co-creation!

#### **SLIDE 5**

There are two objectives for this lesson : the first is to look at the most reliable educational studies to date – and hopefully you've done the scaffolding activity because it introduces these studies. These studies give us more information about how effective our educational practices are – or aren't – and also show definitively the importance of establishing a concrete structure of appropriate behaviour (in other words, norms and consequences) through positive discipline. The key here is the word and the concept 'positive'.

What? You're thinking? I don't have to raise my voice so my students hear me? I don't have to use the word 'no' as often as possible so that my students know what *not* to do? Well, no!!! You don't!!! And that's hopefully the last time I'll use the negative in this lesson. This lesson is allllll about the positive. You tell me if I get this right – you tell me if I model exactly what I'm professing to be the foundation for this lesson!

And the difference between Positive Discipline and Positive Reinforcement? It's very subtle so it's worth noting, because I'm going to use the term Positive Discipline in this first part of the lesson and then Positive Reinforcement in the rest for an important reason, and you tell me if you agree with the distinction, alright? By the end of this lesson you're going to tell me if you see absolutely no difference in the terms, or if you not only are crystal clear about the difference, but that you're going to do everything you can to enforce both of them. Okay?

#### **SLIDE 6**

Alright, you began this in the scaffold – studying what this chart means. Now I'll clarify it and you'll probably see that you understood it pretty well – and that having that opportunity to think about it by yourself, quietly, you feel more secure and patient with yourself and the concept. So let's get into it.

So I'm beginning with these studies because I want you to be convinced of the importance of discipline in the learning environment - through the most reliable studies to date about educational practices.

Alright, this is going to be painless: John Hattie is a name that is very highly regarded in the educational world today. He and his team have spent the last 30 years – and counting – synthesising the educational practices we use – or don't use – in our classrooms. They have analysed them using a scale that is most common in business and math studies – called effect sizes.

Now, we don't need to understand all their analytics and calculations. The only part of this effect size chart that we need to understand to be stronger educators, is the implication of this Hinge Point. After that, everything becomes clear.

Of the 252 different techniques and influences on learning that Hattie and his team have analysed, using hundred of thousands of studies, they've have determined that the hinge point is 0.4. What in the world does this mean.

Okay – stay with me because it's actually very simple: If an educational practices is analysed and determined to have a 0.4 effect size, that means that it's useful: not extremely useful nor less than useful – it's average. But this gives us a baseline: (CLICK) any influence of learning that is less than 0.4 can be discouraged in our practices and (CLICK) anything that receives higher than 0.4 can be encouraged and even used more frequently, because it augments learning for our students.

Up until now are you with me? Go ahead and play this back if you have any doubts, because 1) to give you background on why you are making certain choices in how you present your information, and 2) to later share with your students to empower them in their own learning. Knowledge is power! So far so good?

#### **SLIDE 7**

In the scaffold, I gave you the link to look at the 252 influences on learning that Hattie has analysed. Here is a quick view of it. I really encourage you to look at it more carefully because it's fascinating and many practices that we use in our learning environment may be less effective than we think and others we might be very glad to see have a stronger influence on our students' learning than we thought – so we keep using them.

#### **SLIDE 8**

Just a few seconds ago in the review, I used the term Collective Efficacy. If you've looked at Hattie's 252 educational practices, you'll have seen that Collective Efficacy has the highest influence on learning. Why? because when the administration, the teachers and the parents are all on the same page when it comes to methodology and the majority of all other educational decisions, when the students walk in the doorway of the school, they can feel the collaboration and appreciation each group feels towards the other – and the end result is that they (the students) learn more effectively.

There's an incredible book by Collective Efficacy by Jenni Anne Marie Donohoo that I would strongly recommend if you'd like to go deeper into this issue.

So, now you know what the highest influence on learning is. Let's look at some others.

#### **SLIDE 9**

Feedback is another important practice that Hattie and his team analysed. I would think that its effect size is even higher, but the idea is that, if we don't get regular – and I mean daily – feedback on whether our students' have assimilated new information or not – we really can't make informed decisions as to whether we move ahead with a project, lesson, task, or repeat it in another way. 0,70 is very high and I always recommend that

teachers give at least daily formative assessments to receive feedback, if not in every single session (which in Secondary, this could be the same thing.)

I would recommend a phenomenal book by Dylan Wiliam *Embedded Formative Assessments*, that has tens of techniques for a multitude of different situations so you can assess your students' knowledge of any given topic and so make informed decisions whether to move on or repeat new information through a different strategy (a different learning style).

## **SLIDE 10**

Behaviour Intervention is 0.62. That's incredibly high. As we said before, another way to say behaviour intervention is to say that you have strong classroom management – a solid structure of norms and consequences, when we're confident about having defined appropriate behaviour, and above all, when our students have co-created and agreed to the norms and consequences, and **THEY** know that **YOU** are going to enforce them, they simply learn more effectively and fluidly.

If you're constantly trying to keep your students on task and going home at the end of the day exhausted because most of your effort is in classroom management, something is not in place.

If your relationship with your students is contentious, they look at you aggressively or the majority of your exchanges with them are conflictive, neither you nor they feel secure in the learning environment and learning is not happening. Something needs to change.

No worries. That's just what this lesson is about.

And we're going to do this by using positive reinforcement, which raises our Affective Domain to a whole new level! Just think – every time you would have said 'no!', 'Don't do that' 'No you can't!', you're going to explain what they *can* do, what's *appropriate* to do, which is a whole different paradigm and it's powerful!

So before we delve into these positive techniques, let's look at a few more educational practices and in a slightly different way. I'd like you to think about different educational practices and how strong an influence on learning it has according to Hattie's studies. Up to the challenge? I bet you are!

## **SLIDE 11**

This is a logical time or a break. These are 12 of the 252 influences of learning that Hattie and his team have analysed. Which have high influences of learning and which have lower? Just take 5 minutes and give them a numerical order that you can justify. In other words, Hattie and his team came up with their conclusions and can justify them, but you may have your own ideas of why you think one is stronger than another. You already have one of them – behaviour intervention (0,62). Do the rest have a higher or lower influence on learning according to your experience and criteria? I'm really looking forward to hearing what you decide. Save your conclusions for the next community meeting, alright?

In the folder, you'll find the effect sizes given by Hattie and his team. Go ahead and do this activity, check what Hattie says, and then we'll move forward because you'll have a strong platform on which to understand the rest of the lesson. Alright? See you for the next part in a few minutes.

## SLIDE 12

What did you think of the activity putting 12 educational practices in order? Did you look over the site where all 252 of them appear? What were you most surprised by, what do you agree with most and what do you disagree with most? Please send me these comments and also save them to talk about in the community meetings.

You've seen that behaviour intervention is very high in the effect sizes. 0.62 means that when a teacher has the norms and consequences firmly established, practiced and uses them consistently, learning increases. Students feel safe, secure, confident that if other students act inappropriately not only will you do something about it, but everyone knows what's going to happen and that in the end they've chosen the consequence – in short – agency all around.

So now, remember in the first half of this lesson when I presented the objectives and I mentioned that there's a subtle but important distinction between positive discipline and positive reinforcement? Well, this is the difference. Positive discipline reminds you to have a solid platform of classroom management established and positive reinforcement are techniques to establish that classroom management.

So this part of the lesson...get ready...drum roll please!... Is when you're going to explore a myriad of ways you can change any negative messaging you may do in the classroom whether you are aware of it or not – to positive messaging – positive reinforcement. How powerful your Phenomenon-Based Learning projects are going to be – or any lesson you give for that matter, alright? Let's go!

Learning projects are going to be – or any lesson you give for that matter, alright? Let's go!

## SLIDE 13

So what is positive reinforcement? It's actually quite simple. Instead of using a negative, we use a positive. Once you start doing it, you're going to 1) be amazed at the change of the general attitude of your students and 2) be amazed at how much more productive everyone is – because you're explaining what to DO instead of what NOT to do. Doesn't that sound like an incredibly welcome change?

There's a story about a dolphin trainer in Florida. She would be at the dolphin pool for hours every day communing with her watery friends. Because many of those hours would be standing poolside and throwing fish as treats, often, storks from the nearby reserve would fly to her, land on her shoulder and beg for food.

This became so common that she spent a lot of time dislodging storks from her shoulders - and storks are actually heavy - an average of 8 kilos or 18 pounds. That's a lot to have on your shoulders! However, because the temptation was so strong to get the fish, the storks didn't change their behaviour...UNTIL...the trainer decided to switch paradigms and instead of being more frustrated each day at trying to teach them where they *couldn't* land, she began teaching them where they *could* land. She put colourful towels on the cement next to her and taught them to land on the towels instead of her shoulders and gave them treats when they did that.

She was able to be more productive all around, her shoulders healed from all the weight, the storks were happy because they still got treats, and the dolphins got more attention because their human friends wasn't so distracted anymore. Everyone won!

Amazing, right! So simple. So effective. Can you see how that translates into your learning environment? If you don't, you Will now.

#### **SLIDE 14**

I know what you're thinking – how long did it take the dolphin trainer to train the storks? How long is it going to take me to change to positive messaging?

Such good questions. The good news is that the answer lies in the dynamic of habits and habits can be changed. The key is the tipping point. What in the world does that mean? When we want to change something in our lives so that it's habitual, we need to practice it until the frequency falls on the side of what we want more than what we don't want. The concept actually applies to every part of our lives, not just the classroom - ideas, beliefs practices and routines – but we're going to stick to the classroom for the most part.

But, just to give you an example of how pervasive negative messaging is; Most of us have been broiught up wth negative reinforcement in our families and in society – whether we've ever identified it that way or not. People say 'no' to us most of the time and we probably use negatives a lot more than we think because of how our society communicates with us: Don't park here. Don't walk on the grass. Don't touch the painting. Don't use this emergency door. Don't call me. Sound familiar?

#### **SLIDE 15**

But let's go back to the classroom. "I don't give only negative messaging!" you're thinking. I love my students. I care about them. I do everything I can to create a positive mood in the class". Okay. I absolutely believe it because in the majority of the classrooms I've been in – almost 100% of them – you all truly, deeply care about your students. And yet...without realising it, you fall into negative messaging unwittingly, and that caring is often hidden behind habitual phrasings. I'll give you examples. Do these sound familiar to you:

Don't leave your coat there. Don't speak without raising your hand. Don't be late. Don't bully others. Don't use your cell phone in class. Don't fight. Don't throw things. Don't run. Don't share your password.

Well sure, you're thinking. That's exactly what they shouldn't do. Except, except not only do these messages create a negative environment, accordingly to reliable neurological studies when the brain hears a negative message, it only hears the content and not the negative. So if you say 'Don't run' the student's mind hears 'run!' If you say don't fight, the child's nervous system engages because her mind hears 'Fight!'. So, counterintuitive, I know, and yet absolutely true. I took a driving test in Spain and I'd been driving for more than 30 years by that time. The inspector pointed to a street on our left and said 'Take the next left, but don't turn there.' I heard 'Take the next left and turn there.' and turned into ongoing traffic. Need we say that I failed the test and was humiliated to say the least? But it's biology.

#### **SLIDE 16**

So, the tipping point. If we want positive reinforcement to rein in our classes, we need to practice positive messaging. And to make these changes we need to 1) be willing to move out of our comfort zone a bit 2) practice the changes we want to make and 5) have these changes become so habitual that the tipping point falls into a new paradigm of positive reinforcement. Just watch this magic:

TABLE in slide

And how do we make these changes? we need to 1) be willing to move out of our comfort zone a bit to change 2) practice the changes we want to make and 5) have these changes become so much a part of our practice that the tipping point falls into a new paradigm of positive instead of negative discipline.

How does that sound? Amazing, doesn't it? So how do we do that? Ooooo, that's why you're here and I'm going to give you concrete ways to swing that tipping point the way you want it. Ready?

### **SLIDE 17**

So, let me explain how much we can transform our learning environment with just a bit of effort. I'll tell you what happened to me, because when I started teaching it wasn't a really pretty picture. I've shared in other videos how I did not have a very product training when I was studying to be a teacher. My mentor teacher was about to marry a much sought-after bachelor from the jet set and all she could think about were the wedding preparations. Needless to say, I learned very little about planning a Primary curriculum not to mention classroom managements.

So what did I do? Well, what most of us do when we have no training. We use what we learned growing up. And what did I learn growing up? Well, my mother controlled my sisters and brother and me by screaming at us. And she was good at it. And she was consistent at it!

So what does a child who's been screamed at all her life do?

### **SLIDE 18**

She screams at other people. And because I was a new teacher, I screamed at my students. (Now, that's not what I look like – I don't have gorgeous red hair, but that's probably what I looked like from my students' perspective!)

And did it work? Sure it did. I was bigger and louder than my students so I could bend them to my will just by shouting them down..

Did it create a comfortable, secure, safe learning environment?

Of course not. It was horrible. My students didn't like seeing me walk into the classroom, I didn't like being there very much, and when I went home, I was drained and felt awful about the whole situation.

So, what did I do? Well, I started finding models that would teach me how to encourage my students to follow my lesson plans in a positive way.

Was it easy? Oh no, it was not easy, it was not comfortable and it didn't happen all at once. I found one book after another and tried out every one of their tips and tricks (this last one – The First Days of School, by the way is my all-time favourite, but they're all so helpful), and little by little...



## **SLIDE 19**

...that angry face disappeared from the classroom and we all became a lot happier. (Again, not me, but isn't it a wonderful representation of what can happen when we work at creating a positive learning environment? Isn't this what we want. When this happens, learning is faster and deeper.)

Was it easy.OMGoodness, no, but every time I could make that shift from *not* screaming and finding ways to insert techniques that created a positive learning environment, we all felt satisfaction and relief.

Because I finally had a toolbox of techniques to use, I became calmer and more confident and my students sensed that in my and they became more relaxed because of it. They realised that they'd need to be responsible for following the norms and they also realised that I was going to insist that every single one of them had to adhere to the consequences that they'd help create.

## **SLIDE 20**

So, let's take a second break here, because now we're going to get into some concrete techniques you can use to make positive reinforcement habitual.

Here are a few situations you might recognise. How would you usually handle these situations? What would you feel, what would you say, what do you expect your students to do, feel, act once you've said something to them? What are your expectations, do you take a pause before you say something?

What is helpful here is to think really honestly about each situation carefully: if you act or react.

## **SLIDE 21**

There's no judgment here. We're human in a classroom with other humans and this life is a learning experience in itself, so we experiment with what works and see if we can make changes so that our lives are more pleasant and our students lives are more productive.

Take 10-15 minutes of some heartfelt ponderings and we'll continue with the last part of this lesson when you're through.

You'll find this in the folder for Module 1 Lesson 5 'How would I react to these situations?'

## **SLIDE 22**

So, what did you discover about yourself? Do you react often to situations? Is your instinct to raise your voice? Be authoritarian? Go to methods your own teachers used or your parents even if those methods weren't very compassionate?

This third part of lesson is the key to the kingdom. All of the activities and scaffolds and formative assessments are important in this module, and I would say that the activity for this particular lesson is probably the most important of all – because it will spread to every part of your educational practices and to your life outside the classroom as well.

In the next few minutes, I'm going to give you some concrete strategies, methods and techniques to use so that your learning environment sparkles with positivity. To use them most effectively,

however, YOU need to envision your ideal learning environment. You need to create the profile in your mind of how YOU want to act, how you would ideally like your students to act, how you'd like movement in the classroom, the volume of voices, how your students interact, how you get their attention, how you want the room to look like before and after the students have been working, how you want your students to ask you questions – or not, move around the room – or not, help each other – or not.

The more clear the vision is of your ideal classroom, the more likely you are going to make it a reality. And I guarantee you – between your envisioning and the tools I'm making available to you – you're going to create your ideal classroom – or as close to it as possible.

So let's look at a few tools and then you'll get into creating your fabulous ideal classroom. Just remember, all of this is based on ideology: If we want a respectful learning environment, we need to include our students in choices. If we want our students to who empathy and compassion to themselves and each other, we need to validate feelings and model empathy. If we want our students to speak quietly, we need to look them in the eye and help them feel seen. If we want our students to be honest, we need to model transparency. If we want responsible students, we need to design lessons that promote agency.

So simple, right? No really, but that's why you're here and I'm going to help you make all this come to life. Let's keep going.

### **SLIDE 23**

So, let's go to the situations you worked on at the end of the last part of this lesson. How did you think you'd react and what are some other choices:

So how did I get from the screaming teacher to one who could stand in front of the students calming but with a very obvious and determined message that my students perceived and respected? It worked really hard at it and in the end, it was simple the tipping point. The more I focused on positively reinforcing appropriate behaviour, the more it appeared in the learning environment.

That's what I'm going to share with you now. Let me give you some examples of what happens in the classroom – what we often do and another choice we could make that fosters positivity

Starters for turning our learning environment into positive reinforcement. Three behaviours we are going to immediately change:

### **SLIDE 24**

What we want is to get everyone back on task, so in the beginning this might take 5-10 minutes, but after a few interventions, you just want a 1-2 minute class meeting to remind students of the norms and consequences so they get back on task and learning as quickly as possible.

Done. Move on. You've handled the situation positively, respectfully, generously, compassionately and firmly!

### **SLIDE 25**

When we know we have strategies that we've agreed upon ahead of time, we are calmer and more relaxed, and instead of acting hysterically, impatiently, angrily, we are calm, confident, patient – with ourselves and our students. If the positive reinforcement works, we mention that everyone can be very proud of her/himself for choosing appropriate behaviour. If the positive reinforcement doesn't work at any point, you know that you will enforce the consequences and remind whomever

has earned these consequences that **s/he** has *chosen* them and that you hope s/he will choose differently next time.

## **SLIDE 26**

When we know we have strategies that we've agreed upon ahead of time, we are calmer and more relaxed, and instead of acting hysterically, impatiently, angrily, we are calm, confident, patient – with ourselves and our students. If the positive reinforcement works, we mention that everyone can be very proud of her/himself for choosing appropriate behaviour. If the positive reinforcement doesn't work at any point, you know that you will enforce the consequences and remind whomever has earned these consequences that s/he has *chosen* them and that you hope s/he will choose differently next time.

You've modelled respectful verbal and non-verbal communication, you can now give them the message you wanted and continue on with the lesson.

## **SLIDE 27**

*Something you've probably experienced or feared will happen:*

One of your students is, as usual, not where he should be, is bothering other students, not on task, saying inappropriate things to classmates, ignoring you, opening and closing the classroom door, taking coats off their hooks and throwing them on the floor.

You send him to the principal...or...

## **SLIDE 28**

You direct him to the coo-off area you've co-created with all the students. There, he has the choice to:

- ❖ Put on ear-phones and listen to binueral music
- ❖ Fill in guided questions including: what he is feeling, what his options are when he feels this way, and what he can do to calm down and feel more in control of himself
- ❖ Follow a guided breathing exercise either written or audio
- ❖ Pick a piece of paper from one of two bowls: one is filled with ways he can tidy the room (many children calm down doing something physical and helpful), the other filled with ways to help a classmate (many children calm down when they feel useful).
- ❖ Color in mandalas or any other images you've provided in the corner for this purpose (colouring helps the child's mind stop racing and give it direction)

## **SLIDE 29**

*Something you've probably experienced or feared will happen:*

One of your students has her hood over her head even covering her eyes. You can sense that she's angry, that she's not going to participate appropriately, that she might lash out at you or at her classmates.

You can react out of fear for what may happen...or...

## SLIDE 30

...you can...

- ❖ ask her quietly about some hobby or singer or actor you know she likes. (In this way she gets the message that you see and value her. This is usually enough for the student to choose to act instead of react.)
- ❖ hand her a gratitude journal she's worked on in the past. Give her time to devote time to that instead of the task that the rest of her classmates are working on. (Incorporate her back into the class when her body language indicates that she's ready.)
- ❖ give her a very specific errand outside of classroom, (You're letting her do something useful, have a responsibility to distract her and redirect her thoughts, a responsibility, and a way to get her body moving so that biologically she is more likely to move past the negative thoughts she may have running through her mind. When she comes back, see if she's ready to work with the others).

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So this has been a beginning – but a really strong beginning to you changing the tipping point from negative to positive messaging. You have not only these techniques to now establish positive reinforcement in your learning environment, but a plethora of others that you'll find in the folder for Module 1 Lesson 5.

Now is the moment to spend just a bit of time to think seriously about and outline the non-negotiable elements you want in your ideal classroom. You'll find questions to consider different options in the activity for this lesson. Then, please do the formative assessment so you're sure you have assimilated the key information in this lesson, meaning that it will be even more likely that your vision will come true more quickly. It's going to come true – trust the process. It's up to you to practice – but more importantly have a crystal clear vision of what you want so that the universe – and your students – know what to do!

See you soon for Lesson 6 when we're going to turn up the volume and explore the magic of music as the perfect technique for fluid, positive transitions of all types. I'll see you there!!