

THE  
TEACHER  
EVERY  
STUDENT  
WANTS and NEEDS



**BOOK DISCUSSION GUIDE**

# PREFACE

What did you feel, think or want to do as result of this chapter?

What would you describe or define as your purpose?

How would you create an environment of trust, hope and optimism with the young people in your life?

Reflect on and rewrite in your own words the quote of Wayne Dyer, *“When you judge another you do not define them, you define yourself”*.

How would you define the word “education”?

Are you willing to have your decision or thought making processes challenged, in order to see and believe in the best for yourself and others?

Why or why not?

# CHAPTER 1

What did you feel, think or want to do as result of this chapter?

Does your face light up when you meet for the first time and/or engage with the young people in your life?

What pre judgments are you prone to making?

What insecurities or fears do you have that impact your interactions or your ability to move ahead?

Reflecting on those insecurities or fears, are you aware of a situation or situations that may have instigated them into your life? If so, what is it?

How do you gain the trust of the young people in your life?

How do you or would you create a way for them to see your heart?

Reflect on and rewrite in your own words the quote: *“Wisdom calls out to everyone, but the foolish run away and don’t listen.”*

*“You have to believe that you have value before you can believe that (others have value)”*. Do you easily see the gifts and abilities of yourself? Of others? List some of your gifts and abilities.

## CHAPTER 2

What did you feel, think or want to do as result of this chapter?

Which character do you identify with so far? Describe in what ways.

*“Just as water is essential to healthy physical life, one’s own gifts and abilities are essential to having purpose and significance and ultimately to achieving success.”*

How do you use your gifts and abilities (or strengths) to find or achieve your purpose?

How easy or challenging is it for you to talk about and/or recognize your strengths?

If you are a teacher, how could you fulfill curriculum requirements while also following your heart and utilizing your strengths?

What is Chandelle trying to say in her poem?

What fears do you have?

What circumstances have you been through?

What negative words have you heard?

How have these blocked your ability to live from your strengths?

How do you want to see yourself? Finish the statement:

I want to see myself as:

## CHAPTER 3

What did you feel, think or want to do as result of this chapter?

What is the power of story?

What is your story?

How could you use your story to engage others in sharing their story?

What do you feel the impact would be on those interactions and relationships?

Think about how you can create an environment where people, especially youth feel like they belong. What would it look, feel and sound like?

What does it mean to *feel* education?

What would the result be if our educational systems began to *see education as something that affects emotions and feelings to such an extent that it transform(ed) thinking and behaviours?*

Together, how can we make education a life-giving journey of discovery that unleashes the reality of who we are meant to be?

## CHAPTER 4

What did you feel, think or want to do as result of this chapter?

After reflecting on Tyrin's story, is there someone in your life that challenges your patience or you have wanted to give up on?

If so, who?

And have you or will you take time to genuinely hear their story?

If understanding and recognizing your gifts and abilities has a direct impact on how you see yourself and ultimately how you treat yourself, break this down for yourself.

- Do you know what your gifts and abilities are?
- How does this impact how you see yourself?
- How is it impacting how you behave and interact with the world around you?

How do you show you value yourself?

What ways could you honour yourself more intentionally?

## CHAPTER 5

What did you feel, think or want to do as result of this chapter?

What other institutions, relationships or areas of life do you see individuals living from a deficit or problem-solving mentality, instead of a “what’s right” mentality?

*“Values and behaviours of people will always change in the context of relationships- not programs”*. How does that impact your youth interactions, character education programs and discipline techniques?

Do you genuinely believe people can change? Why or why not?

What do you feel the impact would be if you became not outcome or behaviour focused, but relationship focused?

## CHAPTER 6

What did you feel, think or want to do as result of reading this chapter?

What do you believe is the power of words?

What are your internal and external strengths?

How can you lead students to understand and creatively draw on their internal and external strengths so that they can become more resilient, overcoming adversity?

What am I doing as a teacher or leader that is communicating and fostering an environment of respect, trust, empathy and relationship?

There are many thought-provoking principles presented in Chapter 5 and 6 offered by Dr Wayne Hammond of Resiliency Initiatives Canada.

- What has stood out to you?
- How do you feel about what you have read?
- How does it impact your thinking?
- How will it impact your interactions?

## CHAPTER 7

What did you feel, think or want to do as result of reading this chapter?

What have you overcome to get you to the place you are today?

How do you feel these experiences have shaped you?

What walls are still present in your life?

What would it take to break them down?

How will you use those challenges to become building blocks for life – what positive could you make from the rubble?

What one risk could you take today to act with vulnerability to make yourself or those around you better?

Who could you encourage today by pointing out their unique gifts and abilities?

## CHAPTER 8

What did you feel, think or want to do as result of reading this chapter?

On a scale of 1 to 10 (10 being positive), how would you rate your relationship with your parents, and/or the individuals who raised you?

As you consider these relationships, what emotions does it lead you into?

Can you see a difference between respect and honour?

If so, how does that impact your way of thinking?

If the emotions, as a result of these relationships are negative, are you able to separate the actions from the person?

Are you able understand how to not respect negative behaviour but choose to look for a gift and ability you can honour, or choose to value because everyone has value?

In what ways can and will you be a cycle breaker in your own family, or if your family is already recognized as being honourable, how can you maintain that or make the honour even greater?

## CHAPTER 9

What did you feel, think or want to do as result of this chapter?

Reflecting on a person you know or a person in history, how do you see their confidence or lack of confidence impacting who they are or what they portray?

What two things can you do to exercise the skill of listening so that you can better hear the stories of others around you?

What do you feel and think about the statement, "*The person you are angry with becomes the person who controls you*"?

What would our families, schools, communities and world look, feel and sound like if we were individuals who operated from our gifts and abilities instead of our walls?

# CHAPTER 10

What did you feel, think or want to do as result of this chapter?

*“First, I need to prepare the environment for students to learn. I must create an atmosphere of safety and respect. When this is an outcome, relationship is bound to happen, and with relationship comes influence. Ultimately, I may have more ability to inspire a student to success than I imagine”.*

Reading the above statement, consider areas where you want a relationship to be better. What steps can you take to create an atmosphere of safety and respect so relationship can be established or strengthened?

Are you willing to put relationship first? Why or why not?

Who are the acquaintances in your life?

Who are your buddies?

Who are your change relationships?

Do those in your change circle inspire you and encourage your gifts and abilities, or do they tear you down?

Who do you need to move in or out of the circle to change their level of influence so your change relationship circle is made up of people who inspire you forward?

Have you thought about relationships in this way before?

What would it mean for you where necessary to shift an individual’s power of influence?

## CHAPTER II

What did you feel, think or want to do as result of this chapter?

*“Everyday each of us determines part of our future path by the people we decide to spend time with.”* Do you agree with this statement?

Why or why not?

What path do you see yourself on as result of the people around you?

Reflect on the story of Leslie. What emotions, questions or gut reactions did it bring up for you?

We have all been in a moment where we are left to make a difficult decision- how do you make choices for positive change?

What core values (taproot principles) do you hold close that guide your decision making process?

## CHAPTER 12

What did you feel, think or want to do as result of this chapter?

Who is a person you know who is facing significant challenges that you feel you could help them move forward?

Can you see yourself taking the risk to become part of their solution?

If so how can you see that happening?

Why is confidence so important?

*“I am learning that the foundation of who we are is confidence, and that without confidence we are nothing, like a rudderless ship without sails, drifting wherever the currents determine.”*

*“Confidence plays an essential part of our personal ability to recognize and build gifts and abilities leading to purpose, pursuit of success and achieving significance”.*

Do you agree with these two statements? Why or why not?

Describe in your own words the process of building and walking with confidence, character and integrity?

*“You never see a hearse pulling a U-Haul.”* What type of reputation are you leaving behind?

## CHAPTER 13

What did you feel, think or want to do as a result of this chapter?

Think about true contentment being described as, "*The art of being satisfied with who you are and what you are accomplishing because you are doing your best to make each situation better.*"

Does this definition differ from the definition of most people? If so how, and how does it affect your definition of contentment?

How do you think and act like a giver?

What ways can you act like a taker?

Brainstorm ways you could give more and take less among your students, family, spouse, friends, peers, etc.

What is one cause or organization that you are passionate about that deserves to be shared with others?

## CHAPTER 14

What did you feel, think or want to do as a result of this chapter?

Reflect on your own life... Think and describe a time in your life when a person built you up and spoke to your gifts and potential. How did that make you feel, think and act?

Think and describe a time in your life when a person tore you down and/or said or did something negative. How did that make you feel, think and act?

How can you support young people, who like many others, feel like they are a waste of air?

What will you do to be a person who consistently acts as a person that builds, rather than destroys, the gifts and abilities of your students or others?

Think of five individuals you lead, teach, work with or know. Write down a positive word or statement about them – pass these words along.

## CHAPTER 15

What did you feel, think or want to do as a result of this chapter?

Will the path you choose build strengths and purpose in yourself and others, ultimately leading to fulfillment?

Complete the questions on page 202, and follow the steps in the last paragraph on this page to develop a mission statement for yourself.

How will a personal mission statement help you, your students and others in the journey of life?

## CHAPTER 16

What did you feel, think or want to do as a result of this chapter?

What do you need in life to be able to continue to push towards living out your purpose and dream?

How are your life decisions (career, spouse, finances, etc.) lining up with your mission statement?

## CHAPTER 17

What does it mean to be the teacher that every student wants?

What is one thing I need to keep doing as a result of reading this book?

What is one thing I need to stop doing as a result of reading this book?

What is one thing I need to start doing as a result of reading this book?

How can I and my team work together to inspire a strengths-focused culture in our school, community or family?