

Daily messages, Daily Inspiration, Daily Motivation: Treats Hard-Nosed, Street-wise Kids Crave more than Chocolate. Treats for Sweet Kids, Too

They call them sappy, lame, soppy, mushy, sloppy.

No street-wise, gang initiated, hard-nosed, tough kid will admit that they like your daily inspirational message. (Nice, clean, well fed, come-to-school-ready-to-learn students like these daily messages, too.)

But, skip a day, and see how many students ask "What's wrong?" or ask "Where's the message?"

Why, because inside their turtle-shell facades, the tough guys are skipped-over-childhood kids inside.

And, the "sweet" kids may not have the positive self-concept that their facade seems to indicate that they have.

There are many ways to get through to the tough kids: plays music, and the arts are the best strategies.

There are not as many ways to get through to the "sweet" kids because no one suspects that they have problems of their own.

But daily messages are the easiest method of impacting all your students.

But, don't start this strategy if you think you can fake your caring.

Students see though "fake" as transparently as you see the motives of a used car salesperson.

Don't forget, children that are pretending to be tough and invulnerable are children with a heart. They are pretending to be cold and uncaring. They are hurting children pretending that, no matter what, they can't be hurt.

The quiet, nice, semi-smiling students may also be putting on a front, begging to please; but hiding the family's divorce, abuse, or their own everybody-is-too-busy-to-notice-or-care-for-me desperation.

You can't dent children's defenses by talking and reason alone. Their borders and walls repulse any of your advances, whether their walls are barbed and razor wire fences or put-on-a-happy-face of smoke and mirrors barriers.

Try to get too close to their castle, and the tough kids will pour boiling oil on you from the ramparts. The soft kids will just relocate their castle over the next ridge, out of sight.

But, you can get through to your students, and you don't need to take a big time slice out of your school day to do it. Of course you won't be able to take any credit for your contribution to their lives, either.

But, you dedicate yourself to helping children, not taking credit so this is OK.

The reason that you won't be able to take credit is because you will be sharing positive suggestions that are imbedded in your daily message. Your students won't realize what you are doing for them.

But, there are some parameters that you need to consider, otherwise, your attempt will become inane, useless and ignored.

What you do is phrase your daily messages as a kind of hypnotic language.

Not that you want to place students into a trance. (You want them to be talking and communicating, not silent.)

You want your daily message to get through their defenses and find fertile ground...something like planting flower seeds in the garden of their unconscious minds.

To do this, you have to phrase your suggestions in a way that their conscious minds cannot reject.

This means that your messages must be true on the surface.

For example, "You are geniuses who easily pass the high-stakes test," will be automatically rejected because it is blatantly false.

Another non-functional example: "Everyone you meet is here to help you celebrate the you that you are."

Or, another results-challenged message: "Being good for good's sake is one of life's tender rewards."

Effective daily messages will generally be longer than ineffective messages, and contain several convoluted phrases. The twisted logic of the message is what gives the message its penetration power.

It is also useful to cover several of the Multiple Intelligences (multisensory words) as part of the message.

Here is how to put one of these messages together...

Start as a process, not a fact.

Example:

1.) Add a hard-to-argue-against Process:

As you see, or hear, feel or sense the thoughts behind the words of this message,

2.) Add another hard-to-argue-against process:

you may be pleasantly surprised to discover, in your own way,

3.) Payload:

that a certain positive message that somehow captivates your attention brings a certain benefit

4.) Distracter:

for you, and just for you.

Explanation:

As their minds try to ward off the message of the first process phrase, you provide a second process phrase that is equally difficult to unravel.

While the students' conscious mind is struggling with these two process phrases, you deliver the positive message, and end with a distracter question that is not in question form, i.e., "How can this message be for me, let alone just for me?"

Good starting words for these messages:

- As
- We
- When
- Like

Another example:

1.) Add a hard-to-argue-against Process:

We know that in between the thought of what we wish we had said, or what we wish that we hadn't said;

2.) Add another hard-to-argue-against process:

that the echoes, images and pulls of the mind remind us of the capacity of our mind

3.) Payload:

to bring a special kind of closure and a special kind of positive learning to our lives,

4.) Distracter:

just now, just so, so, it is so, isn't it?

Third example:

1.) Add a hard-to-argue-against Process:

When the words that you wish were said become pictures, feelings and actions,

2.) Add another hard-to-argue-against process:

your inside thoughts can change for the better, in just their own way, because they come from the you that is you,

3.) Payload:

so certain positive outcomes occur for you, in ways that you might not have predicted,

4.) Distracter:

can they not?

If you get to say, repeat, communicate these daily messages to your students (instead of writing them), you can increase the impact by saying these messages in a special tone of voice...a tone of voice that you reserve for delivering suggestions.

This is done by slurring your words together, so that it is more difficult to tell where one phrase ends and another begins.

This increases the difficulty of the conscious mind to handle the objections in its normal defensive patterns.

It is also useful to choose a visual clue (such as a hand gesture) and move your hand consistently, maybe up and down to, maybe side to side) in time to your breathing.

Reserve this visual clue and only use it for delivering your messages. So, make the clue unique enough that you don't unconsciously use the gesture, but similar enough to your typical gestures that it won't seem unnatural.

At first, you will probably plan and map your daily messages out on paper, but after a while, you will be able to create these "on the fly."

But, start the day, or start the class with a message and make this the starting of your classes with the message a consistent habit. That way, your students will become conditioned to enter the correct state of consciousness that makes accepting suggestions more effective.

This is one of the reasons that students will ask for the message.

They become conditioned to receiving the message, and they become strangely uncomfortable when their expectation is not matched by reality.

Satisfy your students' need for positive ideas, supportive images and a boost to their self-concepts by learning the skill for delivering daily message.

They may not overtly thank you for your messages, but you will be able to tell how effective this strategic method is.