

The Miracle Morning for Teachers

Help Your Students Wake Up to Their True Potential



Hal Elrod • Honorée Corder

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USER GUIDE

The Life S.A.V.E.R.S. *for Teachers*

Welcome to the Teacher’s User Guide for *The Miracle Morning for Teachers*. The Miracle Morning Mission is to *Elevate the Consciousness of Humanity, One Morning at a Time*, and we believe that our youth may be the single most important group in which to invest. Imagine the potential impact of every student in your classroom when they begin their day with *The Miracle Morning Life S.A.V.E.R.S.*—six of the most timeless, proven personal development practices—which include Silence, Affirmations, Visualization, Exercise, Reading, and Scribing.

HOW TO USE THIS GUIDE

Teachers who wish to use the Life S.A.V.E.R.S. effectively with their students can use this guide as, well, a *guide*. You know your students, their understanding at this point in their lives and educations, as well as their capabilities. The purpose of this book is to empower our next generations to wake up to their true potential so that we can truly *elevate the consciousness of humanity, one morning and one student at*

a time. With your help, we can do it! Read through each of the S.A.V.E.R.S. pages and determine how to best use each of them with your students.

You'll find suggested applications for each of the Life S.A.V.E.R.S. in the pages that follow. Feel free to adapt to your individual classrooms and students.

GOALS

First things first. The best way to effectively dive into a Life S.A.V.E.R.S. practice is to have your students set a **goal** prior to the start. Setting a goal will help with several of the S.A.V.E.R.S., such as **affirmations, visualization, reading, and scribing**. We'll pinpoint exactly how in the coming pages.

We suggested asking your students to select a goal they'd really like to achieve. It could be a goal for a single month, or even an annual goal to accomplish by the end of the school year (after all, if this experiment goes well, you might just keep doing it). It could be a goal related to their performance at school (i.e. "Get straight A's" or "Get all of my homework done on time") or a personal goal, such as "Get along with my sibling" or "Eat at least one salad every day." What matters is that it's important and meaningful to them.

SILENCE

During the one-minute of **Silence**:

Silence, otherwise known as meditation, is the perfect opportunity to bring calm to your classroom. Here are some options for the moment of silence:

- *Teach them how to breathe mindfully.* Ask your students to inhale through their nose, exhale through their mouth. You can teach them four-count or six-count breathing (inhale for a count of 4 or 6, exhale for a count of 4 or 6). You can ask them to think to themselves, **breathe in** while they are breathing in and **breathe out** while they are breathing out (especially if they don't have a lot of experience doing meditation/silence).
- *Use a guided meditation.* You can craft a guided meditation or allow them to experience their moment of silence in the way that works best for them. One teacher already using the Life S.A.V.E.R.S. in her classroom, Deborah Schaezner, suggests that her students put their head down for their moment of silence. Here is a one-minute meditation available on YouTube: <https://youtu.be/0fcdv0kFVMs>.

AFFIRMATIONS

During the one-minute of **Affirmations**:

Affirmations can be done internally or out loud, in concert or alone. Here are some suggestions:

- *Create "I am" statements.* Honorée uses the "I am" alphabet for her and her daughter's affirmations. Example: *I am amazing! I am brave! I am courageous! I am determined! I am excellent! I am friendly!* This can be a fun, easy to follow method for students to create affirmations.
- *Have your students create an affirmation based on their goal.* Example: Their goal is to get an "A" in Science, then their affirmation could be: *I am an excellent student and I am committed to getting an "A" in Science!*
- *Have your students follow Hal's 4 steps for creating affirmations:*
 - What goal you're committed to ("I am committed to ____.")
 - Why it's important to you
 - Which actions you'll take to achieve it
 - When you're committed to taking those actions

VISUALIZATION

During the one-minute of **Visualization**:

Visualizations are silent, and we suggest one of the following:

- *A guided visualization.* Ask your students to close their eyes. Suggest they imagine their goal and visualize (1) what it will feel like to achieve their goal (you can even suggest they say the word or make the sound they will make when they achieve it), (2) see the face of the first person they want to tell when they've achieved the goals, and (3) doing the activities needed to achieve the goal.
- *Visualizing the activity.* Visualizing the attainment of a goal can be highly beneficial, as doing so repeatedly can help a student to believe that it's possible. However, visualizing one's self engaged in the activity that is necessary to achieving the goal is where visualization becomes a powerful tool to empower your students to take the action. Invite students to visualize themselves working toward their goal with confidence and enjoyment, so that when it's time to get to work, they've already created a positive emotional experience around the activity.
- *Give them guidelines and suggestions and allow them to visualize on their own.* Your students might be of an age where they can do their own visualization. Give them the 1-2-3 from the first bullet point, above, and embrace your role as timekeeper for this S.A.V.E.R.

EXERCISE

During the one-minute of **Exercise**:

Exercising, even for one minute, increases the flow of blood and oxygen to the brain and is scientifically proven to enhance our ability to focus:

- *Jumping Jacks or Running in Place.* Two of the simplest and most easily accessible forms of exercise are good old-fashioned jumping jacks or simply running in place.
- *Chair Yoga.* While running and jumping jacks are great high intensity forms of exercise, you might choose to engage in a more peaceful and calming form of exercise... yoga, and specifically, *chair yoga*. Here's a 4-minute video that shows you a simple method: <https://youtu.be/-ZGYbfGrBUg>.
- **Note:** *You're welcome to customize the order of the S.A.V.E.R.S. to your liking, and you can even experiment with changing up the order to see what works best. For example, Exercise is one that you might do first, to help to wake your students up and get their blood flowing. Or, you might choose to save it for last, or you can follow the sequence of S.A.V.E.R.S.*

READING

During the one-minute of **Reading**:

Reading is a life-skill that, learned well, can enhance everything else your students need to do to realize their full potential. Here's what we recommend:

- *Give them something to read that is positive.* It is never too early to give the gift of the love of reading—especially books and other materials that encourage and inspire. You can print positive articles, blog posts, poems, or book excerpts to share with your students.
- *Give them something to read that is educational.* Deborah Schaezner prints out an article from Newsela (Newsela.com) and has her students read for one minute (then she asks them to summarize what they've read in their journals during their minute of **Scribing**).
- *Allow them to choose their reading.* If your students already have a love of reading, they'll most likely already have something they want to read.

SCRIBING

During the one-minute of **Scribing**:

During the last minute of the S.A.V.E.R.S., your students can:

- *Write about what they've just read.*
- *Write their goal or one of their affirmations.*
- *Write what they're grateful for and why.*
- *The best thing that happened yesterday.*
- *Write from a prompt you give them.* Here are some journal prompts to use:
 - Write about...
 - *Your favorite relative*
 - *Your favorite toy*
 - *Your favorite holiday*
 - *Your fondest memory*
 - *What you'll do after graduation*
 - *Something you're excited about right now*

We suggest having your student use a journal with their goal written on the front, perhaps with a photo or image that represents the goal, their affirmation, and even some stickers and other images.

PUT IT ALL INTO PRACTICE

Now that you've read through our suggestions, next you'll:

- *Determine how you'll use each of the S.A.V.E.R.S. with your students.*
- *Decide when you'll begin using the S.A.V.E.R.S. with your students.*
- *Additionally, we hope you'll be doing your own daily practice of the Life S.A.V.E.R.S.*
- *Keep a journal to document your findings and observations and share them in the Facebook group. Ask them to answer these questions: Q1: What did you like about it? Q2: How has it impacted you? Q3: What was the best part? Q4: Do you want to keep going? We'd love to hear their off-hand comments, too!*

THANK YOU!

Thank you for reading *The Miracle Morning for Teachers* and for sharing it with your students and fellow educators!

If you have thoughts, questions, or ideas, be sure to send them to us at TMMSeries@HalElrod.com.

We look forward to hearing about your experience!