

Table of Contents

Introduction	1
Chapter 1—Road Trip	25
Chapter 2—Relevance	51
Chapter 3—Resources	73
Chapter 4—Rules	97
Chapter 5—Realities	111
Chapter 6—Register	145
Chapter 7—Relationships	161
Chapter 8—Review	175
Chapter 9—Response	193
Chapter 10—Reframe	205
Chapter 11—Road Ready	223
Appendix	239
Bibliography	257

The R Rules

1. Rules – Relationships = Rebellion

“Rules without relationships breed rebellion.”

–Grant East

2. Rules + Rigor + Relationship =

Resources, Results, Respect

*To get resources, results, and respect,
understand the rules, rigor, and relationships.*

3. Resources = Choices

More Resources = More Choices

These three “r rules” are the foundation of all activities and information presented in this course. Use *The R Rules* to increase awareness about yourself and your community, identify resources, and build skills that will help you navigate and succeed in the complex environments of the 21st century.

During this class you will create and use education and career plans to turn your goals and dreams into realities. Working with peers, facilitators, and community members, you will complete projects; develop management, organization, and leadership skills; and contribute and make a difference.

In *The R Rules*, life is like a card game. Everyone gets a hand. We all get good hands, and we all get bad hands. While you can't control the cards you were dealt, you can control how you play them. Use *The R Rules* to learn about yourself, build resources, and win more often in the game of life.

Welcome to The R Rules ...

The R Rules

R Rules Introduction

The “R Rules” Formulas, Future Pictures, Personal Planner, Life Is Like a Card Game, Hope

Chapter 1 – Road Trip

Begin with the End in Mind: Rules, Rigor, Processes, and Procedures; Mission Statements, Goal Setting, Action Plans, and Project Management

Chapter 2 – Relevance

Situational Awareness, Relevance, Prioritizing, Patterns, Voice

Chapter 3 – Resources

Ten Resources, Social Capital, Community Resource Project, 21st Century Skills

Chapter 4 – Rules

Rules – Written and Unwritten – at Home, Work, School; Patterns, Economic Class

Chapter 5 – Realities

Exploration and Planning: Financial, College, Workforce, and Career

Chapter 6 – Register

Language and Vocabulary for Voice, Communication, Negotiation

Chapter 7 – Relationships

Relationships: Personal, Interpersonal, and Learning; Resilience, Relationship Bank Account

Chapter 8 – Review

Critical and Creative Thinking, Paradigms, Perspectives, Role Models, Self-Talk

Chapter 9 – Response

Responses for Results, Resilience, Resources

Chapter 10 – Reframe

Translating and Applying Information; Reframing Resources and Future Pictures

Chapter 11 – Road Ready

Citizenship, Leadership, Transitions for College, Work, and Careers

Introduction—Learning Objectives

What?	Why?	How?
I. The R Rules	Explain the foundation and purpose of <i>The R Rules</i> .	Use mental models to define and share understanding.
II. Life Is Like a Card Game	We are all dealt a hand in the game of life. You cannot control the cards you are dealt, but you can control how you play them.	Use a card game to create a mental model of life for yourself and this class; identify expectations and resources.
III. Registers of Language	All languages have five registers. There are rules about when and where each register is used.	Use registers to communicate, negotiate, and achieve in different environments.
IV. Vocabulary Six-Step Process	Words are tools the mind uses to communicate, complete tasks, and share dreams and ideas.	Use the six-step process to build language and vocabulary for school, work, and life.
V. Larissa's Story	Use the card game to develop a mental model for an individual.	Use Larissa's story to develop her hand, see options, and plan.
VI. Relationships	Relationships can be a driver and a barrier to reaching goals. Individuals often must change how they spend time to achieve.	Understand how relationships and patterns are relevant to learning, reaching personal goals, future pictures, and achievement.
VII. A Future Picture	If you can see it, you can be it! Using a future picture can inspire and guide you in reaching goals.	Use future pictures as mental models to translate ideas into actions, plan, and reach goals.
VIII. Personal Planners	Personal planners reflect <i>you!</i> Use to store, organize, and manage information; reach personal goals; and contribute.	Create and use R Rules Personal Planners and R Rules Professional Portfolios for school, college, jobs, careers, and life.
IX. What Do You Value?	Core values are relevant to behaviors and choices.	Explore core values, develop resources, and make choices.
X. Hope R^u Reflection	Message from the author. Hope motivates. Hope and reflection are important resources.	Review and use to further your vision. Use reflection to increase awareness, apply information.
XI. Check Your Hand	Mental models help identify current pictures and plan for future pictures.	Create a personal mental model using the card game to identify and build resources.
XII. R Rules Raffiti	Personal space for you to write, create, reflect in YOUR planner.	Create, doodle, and record what is important to you. Have fun!
XIII. R Rules Rubric	R Rules rubrics are tools to self-assess, sort, and use information.	Assess learning; use information to build resources to reach goals.
XIV. Definitions, Symbols, Mental Models, and Tools	Definitions of words, symbols, mental models, and tools.	Use to increase knowledge and resources.
Check items to be filed in your R Rules Personal Planner.		

I. The R Rules

1. *Rules – Relationships = Rebellion*

“Rules without relationships breed rebellion.”
–Grant East

2. *Rules + Rigor + Relationship = Resources, Results, Respect*

*To get resources, results, and respect—
understand the rules, rigor, and relationships.*

3. *Resources = Choices*

More Resources = More Choices

In The R Rules ...

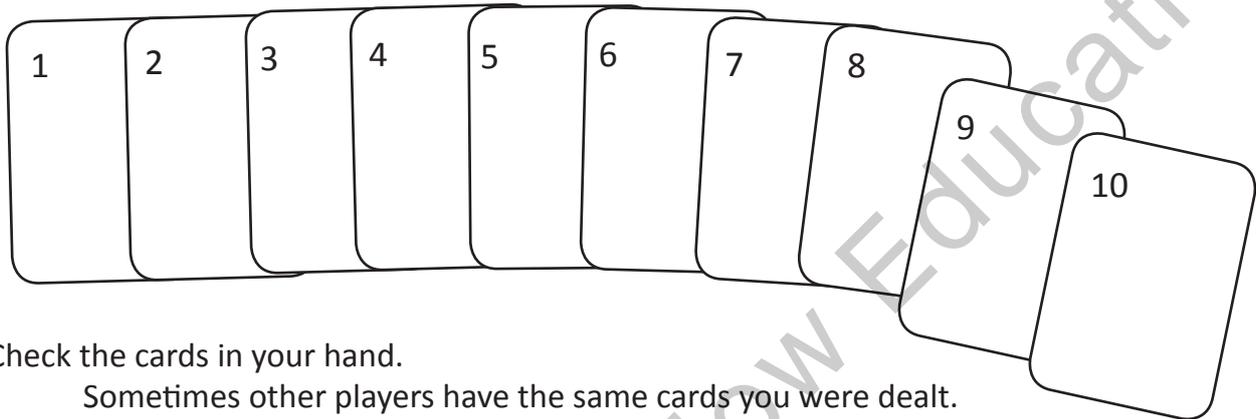


II. *Life is like a card game ...*

Everyone gets a set of cards.

You can't control the cards you get.

You can decide how to play them.



Check the cards in your hand.

Sometimes other players have the same cards you were dealt.

Sometimes the cards are different.

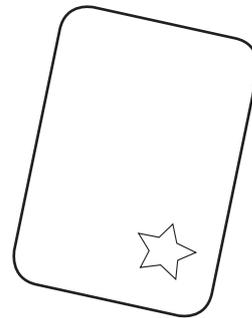
We all ...

Have hopes and fears, goals and dreams.

Face unique challenges and situations.

Use the resources that are available.

Are problem solvers.



We all ...

1. Live in a particular region or part of a country.
2. Belong to a group or groups based on cultural heritage.
3. Face the possibility of illness or disability.
4. Have intelligence and an education—formal and/or informal.
5. Will experience the effects of aging.
6. Deal with various expectations related to gender.
7. Have an economic reality and are members of an economic class.
8. Use the rules and patterns we know.
9. Have a variety of resources—external and internal.
10. Use languages to communicate and negotiate.

We are all different. We are all alike.

II. Life is like a card game ...

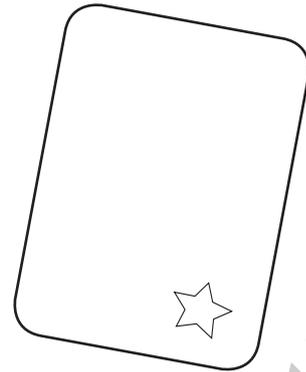
Upon completion of The R Rules, you will be able to:

- ... explain three r rules.
- ... develop current and future pictures and set goals.
- ... use an R Rules Personal Planner to monitor progress.
- ... create and use mental models.
- ... achieve and contribute as a member of a team and learning community.
- ... recognize, analyze, and apply patterns.
- ... identify, develop, and apply resources to contribute and achieve.
- ... use resources in different systems, environments, and situations.
- ... increase financial literacy; access systems that support future pictures.
- ... develop an R Rules Professional Portfolio and education and employment plans.
- ... use language to communicate, negotiate, and have a voice.
- ... explain the relevance of relationships.
- ... use critical and creative thinking.
- ... solve problems and make informed decisions.
- ... demonstrate organization, management, and leadership skills.
- ... contribute as a citizen in local and global communities.

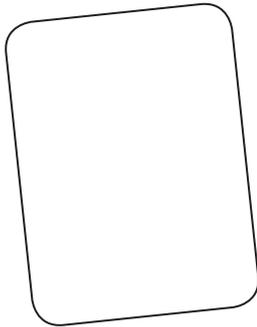


II. Life is like a card game ...

Identify expectations and goals for this class.



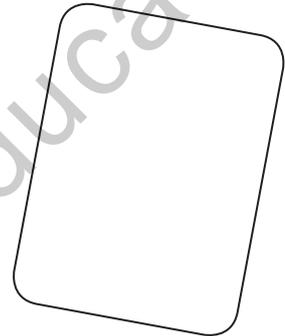
1.



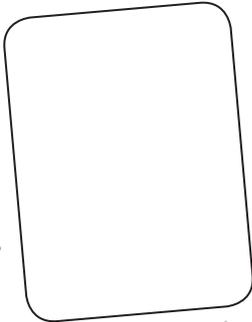
2.



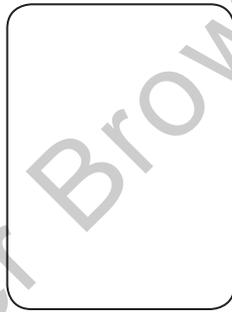
3.



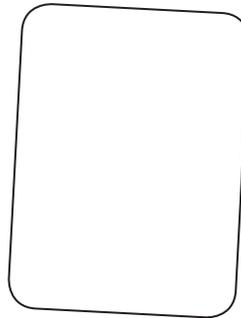
4.



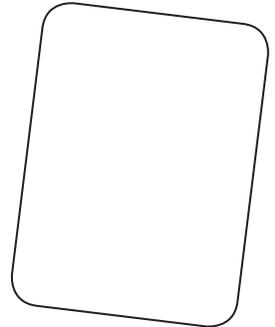
5.



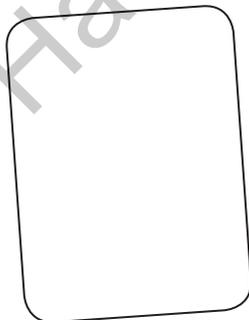
6.



7.



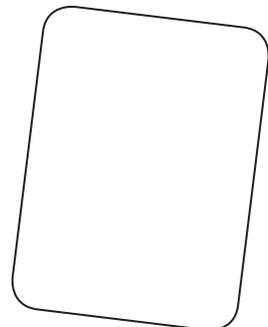
8.



9.



10.



III. Registers of Language

One Register: OK!
Two Registers: GO AWAY!

Register	Explanation
	Frozen – Language that is always the same. <i>Examples: Pledge of Allegiance, Lord’s Prayer, ceremonies, Constitution, brand names, Miranda warning, Gettysburg Address, “please,” “thank you,” “you are welcome”</i>
	Formal – Standard sentence syntax and word choice of school and work. Complete sentences and specific word choices. <i>Examples: textbooks, newspapers, applications, technical manuals, lectures, scholarships, job interviews</i>
	Consultative – Formal register when used in conversation. Discourse not quite as direct as formal register. Mix of formal and casual. <i>Examples: explanation of repairs to a vehicle, consultation, conferences, collaboration, classroom instruction</i>
	Casual – Language between friends. Characterized by a 400- to 800-word vocabulary. Word choice general and not specific. Conversation dependent on nonverbal assists. Sentence syntax often incomplete. <i>Examples: they, it, that way, hey, yo, huh, yup, lol, j/k, use of hands to indicate a direction</i>
	Intimate – Language of twins and personal relationships. Communication specific to participants. Language of discipline referrals and sexual harassment. Shared, exclusive language and meanings. <i>Examples: a look, a shrug, “she’s a mable,” “the gizzle,” “the whatchamacallit”</i>

Registers of language from the work of M. Joos and R. Payne.

Example of syntax: Adjective is before a noun.

Example of discourse: Speaker gets right to the point.

III. Registers of Language

<i>Register</i>	<i>Explanation</i>
	Frozen
	Formal
	Consultative
	Casual
	Intimate