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## II. R Rules: What, Why, How

### What is *The R Rules*?

*The R Rules* is a curriculum designed for teens to explore their current pictures, create future pictures, and build resources for both. A student workbook is used to present information and activities that develop skills for school, the workplace, and life in the 21st century. The model incorporates research-based strategies and proven practices. Students organize and manage projects, create academic and career plans, and contribute as leaders and citizens. Curriculum supports a one- or multiple-year course and an 18-session workshop model. *The R Rules* uses constructs from *A Framework for Understanding Poverty* (Payne, 2013) and *Bridges Out of Poverty* (Payne, DeVol, & Dreussi-Smith, 2009).

### Why use *The R Rules*?

*The R Rules* is an asset-based model and uses a facilitated learning process. “A learning process is a process that occurs over time, whereby people’s beliefs, ways of seeing the world, and ultimately their skills and capabilities change” (Senge, 2006). Using the R Rules process, students create current and future pictures, set goals, and monitor progress. They also identify and use resources to access, navigate, and achieve in different systems and environments.

Students work and contribute as members of a learning community. Self-assessment, reflection, and regular conferencing with adults and peers are used to build resources. Using R Rules Personal Planners, students develop and manage academic and career plans. These plans include career exploration, dual credit, and school-to-work options; career ladders; and programs of study. R Rules Professional Portfolios are used to support scholarship, college, and job applications and interviews.

Pilot programs of *The R Rules* model were conducted in two different grant programs and at an alternative high school. Each of the pilot programs met or exceeded objectives, which included increasing student completion rates, academic achievement, postsecondary awareness and readiness, and entry into college and the workforce.

Using *The R Rules* model, GEAR UP students met and exceeded academic goals, recovered high school credits, earned college credits, and were recognized for leadership and contributions by their schools, community, and state.

In 2008 a school district in Wisconsin implemented a college and career readiness model based on *The R Rules*. Outcomes included increased achievement, graduation rates, ACT scores, college entrance, and college credits earned prior to high school graduation. The district has received state and national recognition for its accomplishments. Information on *The R Rules* being used in reentry and grade court programs is also available.

*The R Rules* provides a learning process and a nexus for community engagement inside school walls and beyond.

### How is *The R Rules* delivered?

*The R Rules* can be delivered in a variety of ways, including sessions for children of family members who are completing Getting Ahead in a Just-Gettin’-By World classes. Workshops present an overview of R Rules core concepts and build leadership, resources, college and career readiness, and financial literacy. The curriculum can be presented as an 18- or 36-week course for academic credit, or to earn high school and college credits through dual credit courses or work programs.

*The R Rules* curriculum can be implemented as a multiyear college and career readiness course that is vertically aligned and builds on R Rules concepts using a specific focus at each grade level:

- 9th grade focuses on personal resources and goals.
- 10th grade investigates jobs and careers.
- 11th grade concentrates on postsecondary education.
- 12th grade develops individual transition plans to prepare for the future and graduation.

*The R Rules* can be delivered in any sequence, but it is designed to build on the knowledge and skills presented in previous chapters, workshops, and courses. It can be adapted and aligned to content standards, program objectives, and schedules.

*The R Rules* is based on relationships of mutual respect. Facilitator certification for *The R Rules* is available and recommended. Support in customizing and implementing *The R Rules* is also available.

*The R Rules* uses constructs from Bridges Out of Poverty, Bridges to Sustainable Communities, and A Framework for Understanding Poverty. Facilitation of *The R Rules* requires a knowledge base in at least one of these models.

Multiple options are available to obtain this knowledge base, including:

- Attending a Bridges or Framework workshop and trainer certification.
- Completing online Bridges or Framework workshops.
- Offering an aha! Process training or professional development opportunity on your campus or in your workplace.
- Working with an aha! Process consultant to adapt, implement, and assess *The R Rules* for a course or program.
- Training through webinars, DVD series, audiobooks, and publications.



### III. Facilitator Notes

*The R Rules* is a curriculum designed for young people to identify, develop, and build resources. Resources are defined as anything available to an individual, institution, or community that helps or supports.

*The R Rules* is an asset-based model built on the foundation that all people have resources, all people are problem solvers, and all people use the resources available to them to meet day-to-day challenges and live well. The type of resources, the amount of resources, and how resources are used will vary by individual, situation, organization, and community.

*The R Rules* is a facilitated learning process. R Rules facilitators guide and support processes of exploration and inquiry. The model builds on strengths and relationships of mutual respect, which is defined as support, insistence, and high expectations.

*The R Rules* uses three foundational mental models:

- Rules without relationships breed rebellion.
- To get resources, results, and respect, understand the rules, rigor, and relationships.
- More resources = more choices. Choices are relevant to resources. More resources allow more choices.

In *The R Rules*, life is like a card game. We all get a hand. While you cannot control the cards you were dealt, you can control how you play them. The card game becomes a mental model for life. Ten cards represent 10 resources we all have in common. The cards are used to create a current picture. Winning the game requires using those cards to reach a future picture. The card game is used as a process to identify the resources we have, add resources that will help us reach a goal, combine resources when needed, and discard any that are barriers or irrelevant. In *The R Rules*, winning is not about outdoing or defeating other players. Winning here is about building resources,

staying in the game long enough to get what you want, and helping others do the same.

*The R Rules* is designed to increase awareness, acknowledge students' unique talents, and inspire hope. Read the author's statement, *I Hope*, that follows, and restate the following statements from *I Hope* throughout the course: Your mind is a tool to invent and discover. Your mind is a weapon to fight fear and injustice. Your mind is a resource to create the world we all want to live in.

R Rules Personal Planners are foundational to the model. Planners are structured, standardized notebooks that are personalized with text, illustrations, and photos. Planners are used daily to organize information and resources relevant to the course and future pictures. Planners are maintained and used throughout the course to set goals, monitor progress, self-assess, and guide regularly scheduled conferences with peers, facilitators, teachers, and family members.

Students also develop R Rules Professional Portfolios in paper and electronic formats. Whereas personal planners are used to support day-to-day activities, the professional portfolios are used to support applications and interviews with schools, employers, and other programs. Schedule time for conferencing, progress checks, reflection, and maintaining planners and portfolios as part of any R Rules workshop or class.

### III. Facilitator Notes

Project development, management, and completion are important components of *The R Rules*. Students develop and engage in community activities and service projects, attend community meetings, contribute, build resources, and develop voices as citizens and leaders.

*The R Rules* uses mental models:

- Mental models are how the mind stores abstract information.
- Mental models represent how we think the world is or should be.
- Mental models show the whole picture and all of the parts in order to quickly understand complex systems or issues. For example, a road map is a mental model of the geographic distribution of transportation systems.
- Mental models can be stories, pictures, or analogies and show the patterns, purposes, processes, and structures of the concepts they represent.

*The R Rules* is based on patterns. Patterns occur most of the time, not every time. All patterns have exceptions. Stereotyping occurs when the patterns of a group are applied to each individual in the group. To do so would be a misuse of this work.

Research and generational patterns are used to explore and discuss economic realities. Students develop and use mental models of three economic classifications (generational poverty, middle class, and wealth) to identify and increase resources.

*The R Rules* is a framework to identify and use community resources. As part of your course, develop social capital by inviting speakers from a range of sectors and organizations to talk to your class or to meet with individual students. Education, industry, the military, nonprofits, and service organizations are just a few areas to explore. Visit businesses and college campuses. Attend meetings of the city council, school board, civic groups, clubs, and service organizations. Provide pamphlets, brochures, and documents relevant to future pictures for students to file in their personal planners for later access.

Evaluation and assessment tools are included in the student workbook and facilitator guide. Learning goals are included at the beginning of each chapter. Reflection, progress checks, rubrics, self-assessment, and conferencing using *R Rules* Personal Planners and *R Rules* Professional Portfolios are used throughout the course for formative and summative assessment.

Electronic resources are integrated into the course. The model uses current events to build the literacy and skills needed to navigate and achieve in 21st century systems. Multiple resources are listed in the facilitator guide and student workbook, but technology is fluid and time sensitive. Facilitators should review and update electronic resources regularly.

### III. Facilitator Notes: Bridges Out of Poverty

*The R Rules* uses foundational constructs from Bridges Out of Poverty and A Framework for Understanding Poverty. Successful facilitation of *The R Rules* requires understanding and implementation of these constructs and processes. The following pages are provided as a resource and reference for facilitators.

#### Bridges Constructs

1. Use the lens of economic class to understand and take responsibility for your own societal experience while being open to the experiences of others.
2. At the intersections of poverty with other social disparities (race, gender, physical ability, age, etc.), address inequalities in access to resources.
3. Define poverty as the extent to which a person, institution, or community does without resources.
4. Build relationships of mutual respect.
5. Base plans on the premise that people in all classes, sectors, and political persuasions are problem solvers and need to be at the decision-making table.
6. Base plans on accurate mental models of poverty, middle class, and wealth.
7. At the individual, institutional, and community/policy levels, stabilize the environment, remove barriers to transition, and build resources.
8. Address all causes of poverty (for example: individual behavior, human and social capital, exploitation, and political/economic structures).
9. Build long-term support for individual, institutional, and community/policy transition.
10. Build economically sustainable communities in which everyone can live well.

Key points from Bridges Out of Poverty training are used to support discussion, creation of mental models, and investigation into economic realities.

#### Bridges Key Points

1. This workshop focuses on economic environments.
2. Economic class is relative.
3. Economic class is a continuous line, not a clear-cut distinction.
4. Generational poverty and situational poverty are different.
5. This work is based on patterns within the environments of economic class. All patterns have exceptions.
6. Individuals bring with them the hidden rules of the class in which they were raised.
7. Schools and businesses operate from middle class norms and use the hidden rules of middle class.
8. In order to build relationships of mutual respect between economic classes, we need to be aware of more than one set of hidden rules.
9. The more we understand how class affects us and are open to hear how it affects others, the more effective we can be.
10. In order to achieve, one may have to give up relationships (at least for a time).

### III. Facilitator Notes

The following adaptation of Reuven Feuerstein's work comes from *A Framework for Understanding Poverty*. Activities in *The R Rules* are used to build input, elaboration, and output skills to gather, analyze, and communicate information. Additional information can be found in chapters 1, 2, and 10.

#### **INPUT: Quality and Quantity of Data Gathered**

1. Use planning behaviors.
2. Focus perception on a specific stimulus.
3. Control impulsivity.
4. Explore data systematically.
5. Use appropriate and accurate labels.
6. Organize space using stable systems of reference.
7. Orient data in time.
8. Identify constancies across variations.
9. Gather precise and accurate data.
10. Consider two sources of information at once.
11. Organize data (parts of a whole).
12. Visually transport data.

#### **ELABORATION: Efficient Use of Data**

1. Identify and define the problem.
2. Select relevant cues.
3. Compare data.
4. Select appropriate categories of time.
5. Summarize data.
6. Project relationship of data.
7. Use logical data.
8. Test hypothesis.
9. Build inferences.
10. Make a plan using the data.
11. Use appropriate labels.
12. Use data systematically.

#### **OUTPUT: Communication of Elaboration and Input**

1. Communicate clearly the labels and process.
2. Visually transport data correctly.
3. Use precise and accurate language.
4. Control impulsive behavior.

**Chapter 1. ROAD TRIP**

Student Workbook pages: 25–50

Facilitator Guide pages: 85–106

Slides: 37–56

<b>Vocabulary Terms</b> Define and check for understanding words in <b>bold text</b> . Definitions FG104–105			
abstract <b>action plan</b> advocate <b>affinity diagram</b> concrete emotional memory <b>goal</b>	<b>leadership</b> manage mental model mentor milestone year <b>mission statement</b> momentum year	<b>mutual respect</b> peer <b>planning backwards</b> policy (policies) <b>procedure</b> process <b>project</b>	<b>registrar</b> respect <b>strategy</b> <b>teamwork</b> timeline tradition <b>transcript</b>
<p><b>WHY:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>Explain the benefits of “beginning with the end in mind.”</li> <li>Use a variety of tools to manage time.</li> <li>Develop, monitor, and revise personal education plans.</li> <li>Use an affinity diagram to gather, organize, and analyze information.</li> <li>Create and use a mission or purpose statement.</li> <li>Develop and use rubrics.</li> <li>Write SMART goals.</li> <li>Create and use action plans.</li> <li>Use the what, why, how process to organize and plan.</li> <li>Demonstrate planning backwards.</li> <li>Achieve and contribute as a member of a team.</li> <li>Give examples of leadership.</li> </ul>			
<p><b>HOW</b></p> <ol style="list-style-type: none"> <li>1. Activities, overview Chapter 11, discussion on the benefit of beginning with the end in mind.</li> <li>2. Direct instruction on translating abstract concepts into concrete actions and realities.</li> <li>3. Create and use a time map, identify patterns, predict, and plan.</li> <li>4. Use tools to see patterns, prioritize, plan, and manage time.</li> <li>5. Gather and analyze data to set goals, monitor progress, and revise education plans.</li> <li>6. Direct instruction on processes, policies, and systems.</li> <li>7. Direct instruction on affinity diagram.</li> <li>8. Create and use a class mission or purpose statement.</li> <li>9. Create and use rubrics to clarify expectations and standards.</li> <li>10. Write and use SMART goals.</li> <li>11. Create and use action plans: SMART, what-why-how, lists, and check sheets.</li> <li>12. Direct instruction on relating activities to goals and future pictures.</li> <li>13. Direct instruction on planning backwards.</li> <li>14. Identify and eliminate barriers for working in teams.</li> <li>15. Establish and clarify ground rules for teamwork.</li> <li>16. Game day.</li> <li>17. Introduce project development, management, and completion.</li> <li>18. Project development, service, and leadership with review of Chapter 11.</li> <li>19. Assess for learning Raffiti, R Rules rubric, R Rules Personal Planner, conference.</li> </ol>			

## Chapter 1. ROAD TRIP

HOW Facilitator	HOW Student
<ol style="list-style-type: none"> <li>Facilitate activities and discussion of beginning with the end in mind. Include a review of Chapter 11. Direct instruct on abstract to concrete.</li> <li>Facilitate completion and analysis of time map.</li> <li>Facilitate development of calendar.</li> <li>Educational review and progress check. Direct instruct on data, appointments, challenges, conferences, and advocacy.</li> <li>Direct instruction on keep, start, stop tool.</li> <li>Assess for understanding, clarify as needed.</li> <li>Facilitate creation of mission or purpose statement using affinity diagram; what, why, how.</li> <li>Direct instruct on rubrics: review values, create rubric to define/clarify mission statement terms.</li> <li>Direct instruct on SMART goals.</li> <li>Direct instruct on action plans—what-why-how, checklist, to-do list, step sheet.</li> <li>Direct instruction of planning backward. Include as a tool for note taking.</li> <li>Provide team-building activities.</li> <li>Facilitate discussion on teamwork, removing barriers, and setting ground rules for teamwork.</li> <li>Facilitate process to identify, develop, and complete a project. Introduce service log.</li> <li>Guide discussion on leadership, future pictures, and community. Review Chapter 11.</li> <li>Raffiti, R Rules rubric, and assessments.</li> </ol>	<ol style="list-style-type: none"> <li>Discussion of Cheshire Cat quote, Chapter 11, abstract to concrete, and mental models. Activities: Life Saver and creation of “dream wall.”</li> <li>Create time map, identify and discuss patterns.</li> <li>Create and use a personal calendar.</li> <li>Gather, review, and file information in planner. Schedule review with facilitator, use information feedback and tools to revise and plan.</li> <li>Complete keep-start-stop and force field.</li> <li>Self-check using rules and rigor activity.</li> <li>Use affinity diagram to complete mission or purpose statement. Post in room, file in planner.</li> <li>Create rubric to define and clarify class values and behaviors relevant to mission statement.</li> <li>Write one SMART goal.</li> <li>Write and use action plans, checklists, to-do list, and step sheets.</li> <li>Complete two planning backward activities. Use for note taking in Chapter 2: Relevance.</li> <li>Participate in team-building activities.</li> <li>Identify and eliminate barriers to working in teams, develop and agree on protocol.</li> <li>As a learning community identify, develop, and complete a project. Create a service log.</li> <li>Review, discuss Chapter 11: Road Ready. Use information and activities to inform, contribute.</li> <li>Complete Raffiti and R Rules rubric.</li> </ol>

Elements, Artifacts, and Assessments—Chapter 1. Road Trip		
Topic or Element	Artifact or Description	In Planner
Personal Planner	<b>Education plan, data, progress reports, transcript, artifacts</b>	
Time	<b>Time Map</b> , calendars, schedules	
Mission Statement	<b>Mission or purpose statement, rubric</b>	
Goals, Action Plans	<b>SMART goals and action plans, checklists</b>	
Planning Backwards	Examples of <b>planning backwards</b>	
Future Picture	Review of activities to future picture, class dream wall	
Project Development	Research, notes, processes	
Teamwork, Leadership	<b>Notes, personal service log</b> , any activity from Chapter 11	
R Rules Rubric	Reflection, application of concepts in this chapter	
Tools	Keep-start-stop, force field, affinity diagram	

<b>Road Trip</b>	
<b>Day 1</b>	<b>Vocabulary:</b> abstract, concrete, emotional memory, pattern
<b>Students will be able to:</b> Explain benefit of beginning with the end in mind. Use a time map to see patterns, plan, and identify personal strengths.	
<b>Materials:</b> <i>The R Rules</i> Student Workbook	For each student: one Life Saver and one 24-inch piece of string
<b>Prior to class:</b> 1. Display quotations (board or screen). 2. Read facilitator resources for and practice Life Saver activity located on following page. 3. Read facilitator resources on time map located on following page. Complete a personal time map, identify patterns and strengths.	
<b>Facilitator:</b> 1. Display, facilitate discussion of quotes. “Believing is seeing” (unknown) and “If you think you can do a thing, or if you think you can’t do a thing, you’re right.” (Henry Ford) 2. WB25 Review chapter learning objectives and WB223 Road Ready for end of course outcomes. 3. WB26 Read Alice’s Adventures text and relate to future pictures. Define abstract and concrete. Explain abstract as ideas, concepts, and dreams and the need to translate into concrete actions, realities. 4. Read WB26 Covey quote. Facilitate Life Saver activity. Explain subconscious, benefit of mental models, including future pictures and goals to guide actions and decision making. 5. Facilitate discussion of questions. Restate from WB18 your mind is a tool, a weapon, and a resource.	
<b>Student:</b> Contribute to discussion; increase awareness of mental models, processes to translate dreams into realities; what, why, how, when, where, who for reflection and planning.	
<b>Facilitator:</b> 1. WB27 Complete and discuss Time Map. ( <i>Instructions on following page.</i> ) Use to see patterns, identify strengths, plan, and predict. Informed learning is both emotional and intellectual; we often think of events and reference time with emotions. 2. Facilitate journal activity My Future Story. – One or two paragraphs that include what, why, how, where, who. Facilitators choose when of future story. Examples—at the end of this semester, school year, graduation from high school or college, etc. – Journal on future picture may include: Describe your talents and interests. What do you enjoy doing? What kind of occupations (job or career) do you see yourself doing as an adult? Where would you go to get training or experience to learn the skills you will need for this kind of work? What high school classes are available to you that are important in reaching this goal?	
<b>Student:</b> Complete personal time map, strengths list, and journal activity My Future Story.	
<b>Facilitator:</b> WB26 Review calendar and provide students with a copy of school calendar.	
<b>Student:</b> Enter important dates on personal calendar. Discuss school calendar and important dates Examples—grading periods, progress reports, assessment dates, and holidays.	