



6840 Seaview Road, Sechelt, BC V0N 3A4

www.zonein.ca

The Inner Drive Directive

10 Steps to Ensure Self-Responsibility for Every Child

1. Create your *Inner Drive Team*

Commitment to establishing *Inner Drive* for all children will require that teachers, parents and therapists come together to formulate a consistent and unified approach to teach and monitor achieving successful *Inner Drive*. Specific directives should be determined at university and government level, in conjunction with school-based *Inner Drive Teams*.

2. Establish Movement Parameters

Children need to move to learn, and need to get out of their desks for 2 full minutes every 20 minute period. Gyms should be open and accessible before, during and after school. Gyms and recess should include supervised, organized sports. Playground equipment should enhance development and integration of children's balance, strength and touch sensory systems. Classrooms should include Brain Gym, *Zone'in Breaks* and *Zone'in Stations* including lots of heavy work activities, easily accessible to all children all day. Don't forget to do the *TV and Videogame Module!*

3. Seeing the Big Picture

The most salient motivator for human behavior is the perception that they are a productive part of the big picture. It is crucial for each child to have a sense that they will make an integral contribution to the world in their lifetime, and school can teach them how! Often young children have no idea or concept why they are at school. Teaching children that learning to print, spell and write will ensure they have a voice; knowledge will ensure they have something important to say; art, music, song, dance and drama will give them imagination to be creative.

4. Just Right Challenge

The way children learn is by making mistakes. Children can reduce their fear of making mistakes through established daily periods of *creative* scribbling, printing, reading without judgment or teacher criticism. When faced with a task that is perceived to be beyond a child's skill level, frustration and poor self-esteem will be the result. *Learned Helplessness* often plagues the grade three classrooms, as children who repeatedly fail simply just *give up*. Each child should be able to find one thing they do really well, and then teach this skill to the rest of class.



6840 Seaview Road, Sechelt, BC V0N 3A4

www.zonein.ca

5. Nurture Creativity

It's OK to make mistakes, this is how children establish and learn to value original ideas. Add music, art, dance and drama back into daily curriculum. Creativity is the basis of language content, and needs to be fostered. Once children's bodies establish rhythm and movement, learning of other subjects is greatly enhanced. Don't leave our brightest kids behind!

6. Respect Individual Interest and Value Systems

Not all children are interested and value the same activities. While we want to foster tolerance for differences, teachers do have 30 children in one classroom! Design exercises that allow children to individuate and identify their own unique interest and value systems. Offer variety and choice whenever possible, allow freedom of movement, and let go of conformity!

7. Balance Predictable Structure with Novelty

Predictable habits and routines allow the sensory system to relax and become less reactive. Novel situations foster adaptability. Predictability without novelty creates a very demanding, rigid child. Novelty without predictability creates a hyper-vigilant reactive child. The teacher and parents job is to skillfully *dance* the child between predictability and novelty.

8. Teach Zone'in Body Learning Concepts

Use Zone'in Program, Zone-O-Meters, Zone'in film to teach children Zone'in Concepts, and how to *Know* their energy states.

9. Experience Zone'in Tools and Techniques

Establish *Zone'in Stations* with *Zone'in Tools and Techniques* in school gym, classrooms and playgrounds. Use Zone'in Program, Zone-O-Meters, Zone'in film to teach children Zone'in Concepts, and how to *Tone* their energy states.

10. Expect Responsible Behavior!

Now that children understand why they are in school, and have learned the *Zone'in Concepts*, teachers and parents should *expect* children to use responsible and self-regulatory techniques to ensure optimal energy states for learning. Prior to desk task or homework, teachers and parents should allow children one minute to get their body energy *Zone'in to Learn*.