

TOP 20 TRAINING

MAKING A POSITIVE DIFFERENCE THROUGH SOCIAL-EMOTIONAL DEVELOPMENT.

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Top 20s Know How to See Things Differently: The Frame

The Frame: How we **SEE** something influences how we **FEEL**.
How we **FEEL** influences what we **DO**.
What we **DO** influences what we **GET**.
What we **GET** reinforces how we **SEE**.

1. When what we are feeling is real, we think that what we are seeing is _____.

2. When not getting what we want to be getting:

Bottom 80s:

A. Change nothing.

B. Change what we do.

C. **Blame:** Gets activated by our **need to be right**.

Top 20s:

Get **Curious:** Change how we see it.

3. How do I operate when I am: Right Curious

4. Three Rights:

Bottom 80: R = R When I have a need to be right, I am RIGHT. →

Top 20: R = W When I have a need to be right, I am WRONG.
I just don't know what I'm wrong about YET. →

Top 20: R = R+ When I have a need to be right, I am RIGHT,
but there's still more to it. →

5. My Choice: Blame because I have a need to be right.

Be Curious because I want to be effective.

6. Four Ways to See More or Differently:

- A. Create a crisis.
- B. Ask someone else how he/she sees it.
- C. Change roles.
- D. Say “Maybe.”

7. Two Paths:

	<u>Top 20</u>	<u>Bottom 80</u>
	We don't see.	We don't see.
	We know it.	We don't know it.
	We are curious.	We blame.
	We are responsible.	We are victim.
	We maintain our power.	We give up power.
	We make a difference.	We are stuck in yuck.

8. What's a situation in which I am not getting what I want to be getting?

- A. How do I see it?
- B. What do I feel? Do I have a need to be right?
- C. What am I doing? Am I blaming?
- D. What am I getting?

Re-Frame: How might I see this differently?

9. Teacher Tips:

- A. Have a blame ball handy: Toss it to a student whenever he/she is blaming as a reminder that he/she is giving away power.
- B. Use a Frame (paper, wood): (1) In your content area
(2) When counseling/problem solving with students.
- C. Establish a “Maybe” chorus: Have the class yell out “Maybe” when someone is making a judgment.