# Day 1

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| Module 1 | **Hour 1** | **Introduction and Ice Breaker**  Objectives   * Introduce KTI, faculty and new students * Provide a framework for the rest of Professional Development (PD)   + Explain Pacific Institute   + Hand out and explain PD outline   + Overview the different topics that PD will be covering, like study skills, test taking tips and note taking techniques   + Review the “ Golden 20” worksheet (see Handouts folder) * Ice breaker |
| **Hour 2** | **Introduction videos**   * Play 2-3 of the introduction videos of your choice * Lead a discussion on the videos and their individual goals and motivations |
| **Hour 3** | **Unit 1: What’s holding me back**  Objectives   * Know that I have real potential * Understand scotomas * Realize that everybody has scotomas, we just don’t know what they are * Know that I am smart and capable, and that scotomas are caised by my past conditioning   Answer two of the questions in the book, or make your own questions that you create from the concepts shown in the video |
| Lunch (30 minutes) | | |
| Module 2 | **Hour 4** | **Note taking**   * Pass out and review handouts for note-taking (see Handouts/Note Taking folder) |
| **Hour 5** | **Unit 2: Who am I listening to?**  Objectives   * Be careful about who I listen to in the future * Know that my past conditioning affects what I see * Understand that I can look right at something and not see it * Tell myself what I want and not what I don’t want   Answer two of the questions in the book, or make your own questions that you create from the concepts shown in the video |
| **Hour 6** | **Unit 3: Lock on/ Lock off**  Objectives   * Understand that I act according to the beliefs I hold about myself * Learn that, as a human being, I cannot hold two opposing thoughts/beliefs at the same time * Know that my job is to keep improving my beliefs * Know that by locking on to my goals, I am locking out the things that would interfere   Answer two of the questions in the book, or make your own questions that you create from the concepts shown in the video |

# Day 2

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| Module 3 | **Hour 1** | **Goal Setting**   * Hand out, review and complete worksheets about setting goals (see Handouts/Goals folder) |
| **Hour 2** | **Unit 4: My brain’s filter system**  Objectives   * Understand the reticular activating system * Know how to energize my RAS by clearly defining what I want * Learn that I am accountable for achievable the future I want * Be accountable   **Unit 5: How my mind works**  Objectives   * Have a full understanding of the three parts involved in the thought process-conscious, subconscious, and creative subconscious * Know that if the outside world does not match my inner idea of who I am, I subconsciously make the outside match to the inside picture * Understand that I guide my life at my belief level, not my potential level   Answer two of the questions in the book, or make your own questions that you create from the concepts shown in the videos |
| **Hour 3** | **Computer login and LIRN intro**   * Distribute passwords and have student log into computers * Discuses proper computer usage * Introduce Student Portal (when applicable) |
| Lunch (30 minutes) | | |
| Module 4 | **Hour 4** | **Unit 6: Free-Flowing at a new level**  Objectives   * Understand the decision-making process of perception, association and evaluation all leading to make a decision * Know that my stored reality may not be “the truth” because of the emotions that are tied to my memories of a situation * Have learned that stress comes when I try to behave differently than I know I am   **Unit 7: Leaning in the right direction**  Objectives   * Understand that my subconscious holds my habits and attitudes * Know that habits are good if I have the right habits * Understand that attitudes are neither good or bad, they just cause me to either lean towards or lean away from whatever is before me * Know that by setting goals, I can uncover attitudes I may not know I have   Answer two of the questions in the book, or make your own questions that you create from the concepts shown in the videos |
| **Hour 5** | **School Tour, Mini Meet n Greet**   * Take the students on a tour of the school * Meet with faculty and administration (be sure to inform them of this time slot beforehand so they are prepared to speak with students) |
| **Hour 6** | **Study/Memory Skills**   * Hand out, review and complete worksheets about study/memory skills (see Handouts/Study Skills folder) |

# Day 3

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| Module 5 | **Hour 1** | **Research Techniques**   * Hand out, review and complete worksheets about Research Techniques (see Handouts/Research Techniques folder) |
| **Hour 2** | **Unit 8: How my beliefs are formed**  Objectives   * Know that self-talk is a three dimensional form of thought: words trigger pictures, which then trigger emotions * Understand the importance of self-talk in my daily life * Realize that I need to clear away all the negative, destructive self-talk from my life   Answer two of the questions in the book, or make your own questions that you create from the concepts shown in the video |
| **Hour 3** | **Unit 9: Building my self-image**   * Understand the power of self-talk to determine my beliefs and actions * Remember to give credit where credit is due, including to myself, for a job well done * Be mindful of how I teach the young people in my life, so that I am coaching them forward into positive achievements   Answer two of the questions in the book, or make your own questions that you create from the concepts shown in the video |
| Lunch (30 minutes) | | |
| Module 6 | **Hour 4** | **Test Taking skills**   * Hand out, review and complete worksheets about Test taking skills Techniques (see Handouts/Test Taking folder) |
| **Hour 5** | **Unit 10: My future is up to me**  Objectives   * Know the four levels of self-talk * Understand that I move toward what I think about * Use my self-talk to change my beliefs, working toward what I want |
| **Hour 6** | **Book distribution**   * Distribute books * Wrap up the session with Q&A * Have the student write a reflection on the experience |