

W.E.L.L. KIDS NOW[®]

by Evolving the Education System

A Grassroots Movement PROJECT

for students and their teachers, principals, counselors, mentors and parents

An Overview of Phase 1

&

A STRATEGIC PLAN for Phase 2 and 3

TO SHIFT the current education system
into a healthy and empowering paradigm of learning and living by 2025
so all students are Well, Empowered, heart-centered, self Leaders, who love to learn, love life
and are living their personal Legacy NOW.

International Body-Mind Empowerment Enterprises - i.b.mee. (I Be Me)

An innovative education 501(c)(3) non-profit organization

Asheville North Carolina

www.ibmee.org

Table of Contents

1. Infographic of the 3 Phases of the PROJECT.....	3
2. Details of Phase 1: Research and Development.....	4
3. Details of Phase 2: Overview.....	12
4. Phase 2 Steps: Preparation for the Movement.....	13
5. Details of Phase 3: Launch the Movement.....	18
6. Conclusion.....	20
7. APP Addendum.....	21

INFOGRAPH OF THE PHASES of the MOVEMENT

Phase 1 - 1988-2018

Foundational experiences and research to create the *Empowerment Education Theoretical Framework* and the *W.E.L.L. Kids NOW® System*.

Phase 2 - 2019

Consolidate research, write up the information in a book/manual form, and create online and live training modules with a phone APP that springboards the whole system.

Grow our *Coaches for Education Association* and our *W.E.L.L. Kids NOW® by Evolving the Education System* Social Media outlets.

Begin the *Empowerment Education for W.E.L.L. Kids NOW®* Podcast and the *World Cafe* for Educators on Zoom.

Hire people to do these things:

Curriculum designer, researcher and writers - 2

Marketing, Sales and Administrator for coaches for education,

and to market the Trainings and APPS to our Target Market - 1

Social Media Specialist & Graphic Designer - 1

Trainers - 2

Phase 3 - 2020

Launch the *W.E.L.L. Kids NOW® by Evolving the Education System MOVEMENT*

30 To Thrive Podcasts

Our Voice Counts World Cafe's for Educators and Parents and *My Voice Counts*

Founder and Executive Director of i.b.mee., Meg Hanshaw, is excited to announce that i.b.mee. is beginning Phase 2 of the *W.E.L.L. Kids NOW® by Evolving the Education System Project* so by 2020 we will be ready to launch to the masses a *Movement to shift the current conventional education system into a healthy, empowering system by 2025.*

DETAILS OF THE PHASES

Phase 1 - 1989 - 2018 - RESEARCH & DEVELOPMENT

Meg Hanshaw designed, researched and developed the *Empowerment Education Theoretical Framework* (EEF) and *W.E.L.L. Kids NOW® System* (WKNS) by doing almost 30 years of personal empowerment RESEARCH in the fields of athletics, health, wellness, education and parenting.

Meg Hanshaw PhD developed and launched the nonprofit, *International Body-Mind Empowerment Enterprises* - i.b.mee. (I Be Me) to bring to life Empowerment Education through the *W.E.L.L. Kids NOW® System* in local school in Asheville North Carolina. She wanted to practice to ensure that the WKNS was effective in implementing healthy and empowering learning environments for students and their teachers, principals, mentors and parents.

The i.b.mee. Board of Advisors and the *W.E.L.L. Kids NOW®* Advisory Team approved the strategic plan for the *W.E.L.L. Kids NOW® by Evolving the Education System MOVEMENT*.

During Phase 1 over the past 30 years, Dr. Hanshaw has been applying research for herself and her athletes, students and teachers and sport coaches she “coached” to obtain peak performance and potential in athletics, leadership and coaching development, as well as cutting-edge education, physical health and psychological methodologies, wellness practices, and personal resilience building (positive asset development) curriculum. From Meg’s years of piloting and benchmarking programs, she needed to develop a new Educational System theoretical framework because the current, conventional school system does not have the evidence-based philosophy and principles that truly create students that thrive mentally, physically, emotionally and spiritually. In addition to many students experiencing disconnections and trauma at home, the inherent one-size-fits-all, competitive nature of the school system is adding systemic trauma to their brain and nervous system. Our students are truly struggling (suicide, depression, addiction, chronic disease and violence due to constant toxic stress) and it is time to offer them healthy relationships and environments that

intentionally empower them. Dr. Hanshaw coined the new healthy and empowering educational paradigm of learning and living, the *Empowerment Education Framework*.

In 2011, Dr. Hanshaw developed a well-thought out strategic plan on how to shift our current conventional education system into a healthy and empowering learning and living paradigm. She named this system of shifting, *the W.E.L.L. Kids NOW® System (WKNS)*. This inside-out, top-down system of change works with people, environments and entire systems, meeting them where they are and moving them forward to health and empowerment. The outcome of the shift are individuals who are **W**ell, **E**mpowered, heart-centered, self **L**eaders, who love to learn, love life and are living their personal **L**egacy NOW.

So, for the last decade, since i.b.mee. began, we have been taking risks, researching, training and coaching students of all ages and their teachers, counselors, educational leaders, parents and mentors, in the trenches in our schools, benchmarking what is working and not working to support our students in thriving, not just merely surviving. We have found really promising results with the *W.E.L.L. Kids NOW® System* shifting challenged adult-child relationships and conventional classrooms (and homes) into healthy and empowering learning and living environments in the Empowerment Education Framework, where students are being intentionally empowered. We have been watching highly behaviorally, emotionally and academically challenged students shift into motivated, more regulated, happy, and contributing humans. We are seeing students who are quiet and withdrawn open up and connect like never before. Teachers who want to quit and are frustrated with teaching are loving their job (and experiencing better health) and are finally understanding how to confidently lead from the heart a group of 18-25 students even when they are not “behaving”. Principals who want their school to truly be student-centered, productive and peaceful become more hopeful because they can apply new innovative research to get the results they really want after we coach and train them on how to do this. They realize that there had been something missing in the way they connect with their staff and students that once they understand and practice, everything starts to fall into place with creating a truly healthy and empowering school.

We believe that as we replicate the W.E.L.L. Kids NOW® System over and over with students and their mentors, and in classrooms, schools and school districts, and continue to carry out our plan, we, with hundreds of others, will ultimately shift the educational system into a healthy and empowering new paradigm of learning and living (Empowerment Education) with safe, stable and supportive adult relationships and environments leading the way.

7 Main “Learnings” from Phase 1

1. **We learned there are three main STEPS that must be integrated to begin shifting classrooms, schools and districts into a new-paradigm healthy and empowering environment.**
 - a. **Knowledge** - This phase consists of TRAININGS to gain Empowerment Education and WKN System knowledge and personal experience. It is critical that teachers, principals, staff, mentors and parents have a cognitive awareness of the information and Principles of Success in Empowerment Education and can form a picture in their mind of what the new paradigm entails and can look like, be like, and feel like. Using different methodologies to acquire this information is necessary such as research, blogs, real-life stories, quizzes, discussions, reflections, videos, modeling and coaching either online or in a live setting.
 - b. **Experience** – This phase consists of HAVING THE EXPERIENCE of what it feels like to be in the new paradigm and practicing the skills needed to shift it. The ability to shift yourself and an environment or system comes with your own ability to shift yourself. So to Practice, Practice, Practice the skills first with yourself, and then with others in the . DO IT over and over with feedback and reflection. (longest phase - almost never ends)
 - c. **Habit** – When life (and people) become more easily understandable, peaceful, connected and fulfilling to the adults who work with and parent young people, then the environment will shift. Performing the W.E.L.L. Kids NOW® System skills effectively and efficiently without thinking and understanding why we do what we do when we do it, lets you know that the shift has begun and before long there will be the tipping point when everything shifts into a thriving, healthy and empowering environment.
2. **We learned there are three GROUPS OF PEOPLE that must be targeted with trainings and coaching for the Education System to shift.**
 - a. **The adults who work with and parent students.** Dr. Hanshaw, as a certified life and wellness coach has been coaching, training and consulting in the school systems. She found that, in general, the adults who teach, parent and work with young people do not understand the root causes of the challenges young people face or how to prevent them, so it is imperative that they learn innovative knowledge and skills, especially positive communication skills, so that they can give students what they need to have the best chance of reaching their full potential in in school, career and life. When we give

adults an experience of what it feels like to be well, empowered, leaders who are living their legacy NOW from their own heart in a compassionate and inspiring environment, then they are able to give these experiences to their students. If you don't know what it feels like to do something or be something, then how can you give it away or recreate it? You have to experience it. **When we coach and train teachers, principals, counselors and parents of our students in the W.E.L.L. Kids NOW® System, they naturally begin to intentionally shift their relationships and environments into healthy and empowering ones, and as a result, they are taking part in a major preventative plan to decrease the emotional, physical, psychological, spiritual, behavioral and academic epidemics our young people have today.**

- b. **The older students (14-24).** We believe that this group of students are the ones that are suffering the most right now in the U.S. and all over the world in developed countries. They have lived a young life of disempowerment through forming their self worth and concept through a belief system that focuses on outcome goals such as making straight A's, going to the "best" college, making a lot of money, and having the most "likes" and photoshopped pictures on social media, being the reasons that make them a successful person. The pressures from the school system and parents to be the best and be perfect is causing them to live in a constant state of toxic stress. This in turn, makes them hold back who they are in such an extreme way that they tend to not know what is important to them. They become roboticized waiting to be told what to do to "get the A", and thus, are not able to handle life's challenges in a resilient, empowered way. When students do make their own choices, they are mostly doing "it" because they have heard it is a "good choice". They really don't know what and why they want things from a place of intrinsic authenticity. When human beings are that disconnected from themselves, it negatively affects their health and fulfillment. Scientifically, what happens when there is that much stress and overwhelm is the nervous system forms disempowering patterns made up of unrealistic beliefs, painful emotions and unhealthy, high-risk lifestyle behaviors to cover up the pain they feel. Suicide is currently the 2nd leading cause of death for American students ages 12-24 and the 3rd leading cause of death for ages 5-12. Cancer is the 2nd leading cause of death for 5-14 year olds. There are a plethora of negative lifestyle statistics that this age group is affected by. (See the Live Your Legacy White Paper.)
- We need to move forward quickly to support this group of students by helping them become aware of why they feel the way they do and support them in how to make personal choices from their own empowering point of view (heart). Using the art and science of coaching as the foundational methodology of empowerment is the key to the

shift. Coaching provides personal awareness at a level where the masses will understand how to shift themselves and each other into empowerment. Dr. Hanshaw has piloted the Live Your Legacy curriculum with 100's of high school and college students with results that send them through their biggest challenges with resilience and empowerment, and supports them moving forward towards their goals and action steps with the freedom, confidence and skills to be themselves and have the best chance of reaching their full potential in school, career, and life.

c. **The powers that be that influence our education system in federal, state and local government and school districts, as well as big testing and curriculum companies** must learn this information too and make further systematic changes that allow the research we know about what human beings really need to thrive and create thriving communities be integrated into the our education system.

Dr. Hanshaw sees i.b.mee. and this movement contributing to even more effective healthy and empowering educational philosophies, policies, and curriculum being implemented on a wide-scale in education and in other systems that affect young people.

3. **We learned that the evidence-based information and experiential activities from the Empowerment Education Framework and and the W.E.L.L. Kids NOW® System that we have synthesized and shared ARE GAME-CHANGERS in how adults interact and treat young people.** When put together in a framework and system of change, the information and skills become innovative and truly make a difference. These trainings end up being worth teachers time and effort. Once they understand what it takes to truly support young people to thrive, they are ready for more. In general, our trainings covered:
 - a. What are the challenges and struggles students are truly facing?
 - b. Why are they and the school system struggling?
 - c. What are they and the system really needing? (Empowerment Education Framework and Principles of Success)
 - d. HOW they can shift themselves and their classrooms effectively so all participants are W.E.L.L.? (W.E.L.L. Kids NOW® System)
 - e. How will shifting their environmental lead the whole educational system into the shift into a healthy and empowering, new paradigm of learning and living where students thrive and can't wait to wake up every day and go to school.
4. **We learned HOW to COMMUNICATE & COACH students and their teachers, principals, counselors, mentors and parents to form these healthy and empowering relationships**

and environments so that students thrive is the FOUNDATIONAL KEY to the shift. We learned you can't **tell** principals, teachers, students that they are doing "it" wrong and that they need to change (in so many words). We didn't at first do what we were actually saying was needed to SHIFT the environment. So we learned to truly meet them where they were and empower them to make the changes. It is slower, but again, it is the way to sustain it. We use and train our target market in a revolutionary communication and coaching tool called the WAVE Process[®] that is a 4-step blueprint to personal empowerment by being able to move through emotional triggers and master connection with others. Kimberly R. Griffith from Dallas Texas is the creator of the WAVE Process[®] and Dr. Hanshaw worked with Kim to solidify the research and teaching progression of it. Coaching and training principals and counselors first to get their buy-in is critical in the unfoldment of the program.

5. **We learned HOW to use patience, trust and perseverance as we coach, train and model the small steps that naturally feel safe and nurturing so that students and teachers begin to shift in their own way in their own time.** It takes in-real-time-practice to really gain the supportive relationship skills and new methodologies in a new learning paradigm to set up a authentically healthy and empowering learning environment. Yes, it is a challenging shift, and it takes time, but it is worth the wait because when it happens it really works and it is the path to true sustainability of health, peace and fulfillment.
6. **We learned the current roadblocks in our conventional schools when trying to shift into the new healthy and empowering system of learning and living, and how we can transform and evolve these blocks.** We have become specialists at shifting even the most disempowering and challenging relationships and environments into healthy and empowering ones where students (and their teachers, parents and mentors) have the best chance to thrive. We learned that we will not try to train **every** teacher, principal and parent, but instead recruit the ones who are really ready for change, the early adopters, who will lead the movement.
7. **We learned how to Partner** with individuals to help lead the Movement. We formed a W.E.L.L. Kids NOW[®] Advisory Team with about ten people from all over the world. One of the main leaders that collaborates with i.b.mee. and Dr. Hanshaw is Martin Richards, an CTI certified Education Coach from Sweden. He has been doing similar work in Gothenburg, Sweden. Dr. Hanshaw is excited to work with Martin on this project.

What did Martin Richards experience in Phase 1?

Over the past two decades, Martin Richards has established himself as “the Scandinavian Education Coach” and is the founder of C4E “Coaches for Educators”, the American-European network of 25+ certified coaches who are committed to making a difference to the people living and working in the education system. Further, Martin is the founder and organiser of *Evolving the Education System* Facebook Group with 300 member who wish to be part of the evolutionary improvement in the education system. Many of the group’s members are educators, parents and coaches. Martin has hundreds of hours experience presenting coaching as a tool for evolving the education system; and coaching teachers individually and in groups. Further, Martin is well-versed in designing courses that are interactive and collaborative. Martin has authored several books, including: “A Coaching Approach to Education” 2014, and “The Coach in the Classroom” 2018.

What worked for Martin in Phase 1?

1. **Coaching** high school students, giving teenagers the experience of being coached (ie. being asked open-ended questions in authentic conversations with no predetermined outcomes), being treated as naturally creative, resourceful and whole. This has been done with self-selected volunteers in front of their peers. First, the basic strategies and coaching steps are shown and described, then they are demonstrated live in front of the audience who are sworn to secrecy. The impact of blending vulnerability and curiosity in a caring, secret (almost sacred) atmosphere has deep transformative effects.
2. **Holding self-leadership experiences** in the classroom - presentations to whole year groups of high school students where they discover what is deeply important to them. Through the use of a combination of authentic storytelling and guided reflection, the students realize how similar and different they are to each other; which develops mutual respect and builds community.
3. **Focusing on increasing intrinsic motivation** around academic work is key to student’s feelings of success. Martin volunteers at an national organization Mattecentrum that offers mentoring for students who seek support with Math homework. Martin has found that when 80% of the tutoring is about the students’ motivation rather than math, and the student clearly grasps their reasons for studying, the students are more empowered to study and math becomes easier.
4. **Trusting and respecting high school students to be themselves and do the right thing.** Through the national organization “Transfer” in Sweden, Martin has given over a hundred evaluated powerfully inspiring talks on making vital choices in life, avoiding the trap of ‘telling’ by using storytelling, and the pros of partner work and reflection as positive

personal development tools. The teenagers are initially surprised by being treated respectfully as young adults rather than older school children. They rapidly, over the course of 60 - 90 minutes, grow into behaving like the young adults they actually are. Their teachers are often mildly shocked at the speed of the transformation.

5. **Supporting teachers with how to self-assess, reflecting and goal setting from an authentic, intrinsic viewpoint is key to positive teacher-student relationships.** With fellow School Coaches (Skolcoacherna) Martin worked on assignment for The Swedish National Education Agency which has, with funding from ESF (the European Social Fund), supported schools in exclusion areas through individual lesson observation and coaching for teachers. This included self-assessment and reflection leading to the teacher setting personal goals, followed by selected lesson observation and constructive feedback paved the way for teachers to become positively self-critical and manage their own professional development.

In Phase 1, Dr. Hanshaw and Martin Richards experienced some challenges (from teachers and administration) when trying to shift the educational culture into the new paradigm.

1. Lack of experience and knowledge that the individuals in the school had about what kids (and all humans) really need to thrive.
2. Lack of trust, patience and perseverance in a new way of being; it was hard to trust that it works (until it did).
3. Frustration with lack of time and fear of supervisor reprimands to implement even when they want to.
4. Excess of rules and regulations in the school to allow for the shift.
5. The bombardment of learning even more skills in addition to the ones they already have to do.
6. Lack of resources to pay for the services.
7. Refusal to pay what the program is worth.
8. Fear that the changes won't work and the school won't get the state and federal school or district financial support if they don't have the highest test scores so they keep going in the same direction of the old paradigm just doing it harder and with more competition and rewards. ("Carrot and stick" approach).
9. Teachers burnout so they no longer have the strength to care about their students.
10. Not enough coaching support or time to be coached even after the students and teachers have experienced the positive effects in their lives and want coaching.
11. Lack of technological support to house the coaching system so there are enough easily accessible coaches when needed.

12. Not having technological support to house the online learning system to train the adults and students in the new learning and living paradigm. We need more support as we grow and expand our target market.
13. Needing financial support to research, develop and test a new technological program to support a new “grading” system for the new paradigm.
14. Needing a readily accessible way for our target market to get coaching outside of school hours.

These challenges helped us make the program even stronger and we will continue to assess and reflect throughout the next 3 years, what is working and not working and make changes to continue to grow and make a true difference in the lives of our young people which will be our next generation of adults.

In 2019, it is time to take this project into Phase 2. We need substantially more physical and financial support now to take our goals of the project to the next phase in the process.

Phase 2 - 2019 - PREPARE for the *W.E.L.L. Kids NOW®* by *Evolving the Education System* MOVEMENT.

Overview: We are a community of educators, coaches and parents. We have grand aspirations. We want to replace the current education system with a healthy and empowering education system.

We would love to see:

- An education system that supports, encourages and empowers our young people, teachers and administrators.
- Parents who have deeply trusting relationships with their children.
- Young people relaxed and excited about their futures, happy, curious and creative, and well-equipped with decision-making strategies.
- Teachers, fully authentic, empowering and positively holding students accountable for their choices.

We believe that an intentionally empowering Education System will naturally evolve from the current one when the people living and working within it become better informed about how to move towards what is important to them.

We believe that there is a new story of education ready to be unleashed: “A story based on a new definition of success, healthy ways of being, innovation in motion, and an expanded idea of what it means to learn and be human.”

The answers to the new empowering educational story are happening in bits and pieces all over the world, already making a difference. They are just needing to be gathered and centralized to allow great empowerment minds, practices, programs, and schools to be seen and heard.

We have been working on this for a few decades. We have established plans.

We have been working on this locally. We have reached out to the world and will continue to do so until the tipping point..

- We will collaborate with other partners that will support us in being successful.
- We will raise the finances we need to expand the local effects we have already generated onto a global scale
- We will be transparent and accountable which improves our fundraising efforts and our decision-making processes.

It is time to answer the question: “What is the process of a truly intrinsically-motivating, healthy and empowering educational system- one where students can’t wait to wake up and go to every day because they are excited to have another experience of how their gifts, innovations, ideas, and personal passions will come alive and contribute to the greater good today?”

We hope to blaze a path for others to follow and guide them on their journey of bringing an intentionally empowering education system to life so we have W.E.L.L. Kids NOW®.

STEPS OF PHASE 2:

- 1. We will complete a detailed description of the Empowerment Education Theoretical Framework that includes the foundational research that created the new paradigm PRINCIPLES OF SUCCESS and the corresponding W.E.L.L. Kids NOW® System and its curriculum. (Book/Manual)**
- 2. We will complete ONLINE TRAININGS for older students and their teachers, principals, counselors, mentors and parents through a learning management system such as the “OPEN LEARNING” System.**

Goal #1: Every teacher, parent, administrator (anyone who works with young people) is trained as an “education coach” to be able to form healthy and empowering relationships and learning and living environments for students which are the keys to thriving kids and eventually adults who are fulfilled, peaceful and productive citizens. (Young people who are **W**ell, **E**mpowered, heart-centered, self **L**eaders, who love to learn, love life and are living their personal **L**egacy NOW.)

Goal #2: Every secondary and college student has access to personal empowerment, wellness and leadership trainings, and coaching that support them in having the best chance of reaching their full potential in school, career and life.

3. We will develop and implement a PHONE APP that houses a mentoring, coaching and an information system for Empowerment Education which our target market can easily have access to. The APP is an attractive platform that sparks a connection with a community of support and resources in the new paradigm.

- a. **Accessibility of Information.** The APP gives easy access to a library of selected online educational materials and weekly/daily tips based in the Empowerment Education Framework and W.E.L.L. Kids NOW® System about health and well-being, mindfulness and inspiration, life-choices, parenting, teaching, being a successful student, Empowerment Education principles of success, The WAVE Process®, etc. written for basic understanding. The materials will be presented at three levels: aimed at teenagers, parents and mentors, and school teachers and leaders.
- b. **Community Connection.** The APP gives instant access to an online collaborative learning space with separate as well as mixed groups of teens, parents and educators discussing their learning (about the above materials), and where ongoing progress and successes can be shared. The conversations are moderated by professional mentors and coaches.
- c. **Coaching.** The APP gives educators, parents and teenagers live access to professional coaches through chat, voice and video communication platforms.
- d. **Scalability.** By creating an APP, putting the resources online, connecting the target market with coaches and other users via a digital communication platform, and having a virtual collaborative learning space, we include scalability in this project.
- e. **Sustainability:** We are discussing if we will charge for the APP. (Sliding scale? We want to be very mindful of sustainability and making the program seem “worth it”. Sometimes when things are free, people don’t feel their worth.)

- f. **Support:** We will search out a company/person to develop this APP. We will hire someone to oversee its development.

4. We will update and grow our *“Coaches for Education Association”* - C4E-A

Goal: Recruit and train coaches for education

- a. *These coaches are coaching the future of our world through our students, so the system will shift and grow in the new paradigm over the next generation.*
- b. We will continually recruit CTI, ICF and BCC certified coaches and add them to our already 25 or so from our current C4E group, so we can continue to grow our membership to be able to handle thousands of students and their teachers, principles, mentors and parents. (We will probably start with one district as a pilot for 1-3 years, see how it works, then expand the program to more districts/schools, and then train coaches within.)

C4E Association Brainstorm Rollout Plan Below:

- a. Create and/or update a Facebook page/Linked-in and Website for Coaches for Education Association (C4E Association).
- b. Create a tiered level of coaching membership? \$10.00-\$50.00
- c. Coaches who are members receive online and live coaching for education trainings for \$7.00/module instead of the \$14.00 (might do this in tiers)
- d. Coaches will take our trainings and become specialists and be certified in coaching in Empowerment Education and the W.E.L.L. Kids NOW[®] System.
- e. Coaches will volunteer coach for at least 20 hours/year in return for trainings.
- f. Coaches will be involved in our Coaching Mastermind group for connection, support and sustainability of the program.
- g. They will be available on a shared schedule that people using the APP would contact them for coaching.
- h. They will be involved in the collaborative learning with the other coaches on the Open Learning platform.
- i. They will be involved in the collaborative learning with the group of students and other participants they are working with.
- j. They will be involved with the reflections and feedback of the project on a consistent basis...of what is working and not working with the project.
- k. One of our goals is to get trained C4E-A coaches hired in schools and districts as full time employees. (A W.E.L.L. coach in every school.)
- l. School or District Memberships are available- District or school subscription (training and coaching) could be \$1000/month and they receive trainings and

coaching on demand for their own students, teachers, staff, administration and parents.

5. Create a new *W.E.L.L. Kids NOW®* by *Evolving the Education System MOVEMENT* Facebook GROUP

Goal: To create a large, interactive Facebook, Instagram, Youtube and Twitter account so that by the end of 2020 we have 1 million strong in our network.

- a. Invite i.b.mee. and Evolving the Education system Facebook patrons to the new FB page.
- b. Be clear on our Movement Mission and vision of the new paradigm of learning and the reason they would want to join.
- c. Add other social media outlets.
- d. Hire a Social Media and Graphic Designer
- e. Prepare for the Play or Pay social media launch for Spring/Summer 2020.

6. Develop a short Documentary/video to show the need.

- a. Use as an awareness, marketing and change agent tool.
- b. Find a person to do a short video/film showing the kids with the heart (old and new paradigm). Ensure the brand is portrayed.

7. Begin the *Empowerment Education for W.E.L.L. Kids NOW®* PODCAST

Goal #1: To launch this podcast in January 2019. The hosts will be Dr. Meg Hanshaw and the i.b.mee. Board.

Goal #2: For listeners to become aware of the state of education and how it is already beginning to shift. They will discuss: What is the Empowerment Education Framework? What is the W.E.L.L. Kids NOW® System and how will it shift the current education system? i.e. Pick one Principle of Success of the Empowerment Education Framework and discuss it; invite guest who educate, research or contribute to the new learning and living paradigm already. Martin Richards will be a regular guest when he is available. (Precursor to *30 to Thrive* which we will be preparing to launch in 2020)

8. Begin *WORLD CAFE for Educators*

Goal: To launch the “Zoom World Cafes for Educators”* with David Isaacs, Carol Gorelick, Jeff Fleckenstein and Martin Richards to begin to include the teachers in the

creation of the new paradigm of Empowerment Education. (Precursor to ***Our Voice Counts and My Voice Counts*** which we will be preparing to launch in 2020)

- a. *Wales GB has opened up a grassroots conversation with teachers about their new paradigm of education because the old way is not working.

9. Hire people to help with the Movement roll-out

- a. Curriculum designer, researcher and writers - 2
- b. Marketing, Sales and Administrator for coaches for education, and to market the Trainings and APPS to our Target Market - 1
- c. Social Media Specialist & Graphic Designer - 1
- d. Trainers - 3
- e. Administrator for Podcasts, World Cafes and other programs - 2
- f. App and online training specialists (technology people) - 1 or 2 companies/people

10. Create a Funding Plan for the Movement (this is one estimated projection, but will need support in making these numbers more realistic.)

Year 1 - \$704,000/10,000 users of the app = \$70/unit

Year 2 - \$370,000/10,000 = \$18/unit

Year 1

Variable Costs

The app - Hire a company or person - \$200,000

The coaches 0-\$20/hour = \$104,000 (100 paid coaching sessions/week for 52 weeks/year = 5200X\$20)

=\$304,000

Fixed Costs

Curriculum Development - Hire 3 people for 1 year - \$150,000

Coach Trainer and Organizer - \$50,000

Marketing Director for the project at all levels to recruit students, teachers, schools and school districts. - \$50,000

Fundraiser - \$50,000

Researcher \$50,000

Website updates and new development - \$50,000

=\$400,000

Year 2

Variable Costs

Coaches - Schools subscription - 100/month - \$1200/year x 100 schools = 120,000
coaching salaries

App Changes/Website changes - \$50,000

Coach Trainer - \$50,000

Researcher - \$50,000

Marketing - \$50,000

Fundraiser - \$50,000

=\$250,000

Phase 3 - 2020 - Launch of the W.E.L.L. Kids NOW® by Evolving the Education System MOVEMENT.

Goal #1: To begin the Empowerment Education Qualitative Research Study #2 to solidify the Empowerment Education Framework and the W.E.L.L. Kids NOW® System.

Goal #2: To grow the grassroots participants to 1 million strong to launch the movement.

1. Begin **30 to Thrive** Zoom, Youtube, Facebook, and Blogspot radio podcasts.
 - a. 30 to Thrive is a series of 30 minute interview podcasts that pick the brains and hearts of the great new-paradigm educational minds of our time. *"In 30 minutes, you will gain the Principles of Success that will help shift the education system into the new healthy and empowering paradigm.*
 - b. *It will bring recognition to the movement and be the basis for our Research Study #2.*
2. Continue acquiring research and participation from the World Cafe for Educators (on Zoom) we call **Our Voice Counts**.

- a. Educators meet on Zoom with a “trained facilitator to talk about where and how education should evolve. The information discussed will be a part of the research study.
3. Launch *My Voice Counts* forward in a bigger way.
 - a. *My Voice Counts* is a survey located online that asks our target market questions about how to change the education system. <http://ibmee.org/tell-your-education-stories/>
4. Launch the *Play or Pay* Social Media Movement in summer 2020 via FB, Instagram and Twitter, Youtube, and BLOGS/VLOGS
5. Begin certifying schools and other education entities in Empowerment Education so they can be known as **W.E.L.L. Kids NOW[®] Centers**. The Centers will be a total system of wellness, empowerment, heart-centered leadership and learning for young people. They will provide an inside-out systems approach to change that will support the shift of the local public school system into a healthy and empowering system and serve as models for other community learning centers.
6. Have the Movement foundational programs ready to go.
 - (1) *Coaches for Education* are ready and more are being trained.
 - (2) *WKN by Evolving the Education System* social media outlets are growing and are interactive.
 - (3) *Empowerment Education for WKN* Podcast is up and running and we have at least 6 episodes under our belt and great educational leaders on board to talk with.
 - (4) *30 To Thrive* is up and running and is attracting thousands of listeners.
 - (5) *Our Voice Counts* is up and running and has hundreds of participants.
 - (6) Begin a new project roll-out called The **GLobal Empowerment Education Conference** for 2021. (GLEE Conference online)
7. Write up of the research and share with the world.
 - Speak about what was found.
 - Show what worked and why.
 - Create and share “365 Ways to Move Forward with the Movement in your Community.” (Daily doables - Things you take action on.)

CONCLUSION

There is a new story of education ready to be unleashed: “A story based on a new definition of success, healthy ways of being, innovation in motion, and an expanded idea of what it means to learn and be human.” The answers to the new empowering educational story are happening in bits and pieces all over the world, already making a difference. They are just needing to be gathered and centralized to allow great empowerment minds, practices, programs, and schools to be seen and heard.

...it is time to answer the question: “What is the process of a truly intrinsically-motivating, healthy and empowering educational system- one where students can’t wait to wake up and go to every day because they are excited to have another experience of how their gifts, innovations, ideas, and personal passions will come alive and contribute to the greater good today?” ...and bring to life the learning and living environments that actually do this.

It will take an international movement of educational thought leaders in all levels of education applying the many bits and pieces of innovative research and practices in what children really need to thrive and be W.E.L.L. to create the new paradigm.

It will take massive support (coaching, training, modeling) for teachers, parents, students to know HOW to shift into the new paradigm in a safe, effective ways. The students are already ready for this change. They have been waiting for two centuries for this to happen.

In the new system, adults and young people work together in Empowered Partnerships in a process-oriented, connected W.E.L.L. environment that unleashes the student’s and teacher’s inherent intrinsic motivation to move through challenges, learn, grow and contribute. Students need to be able to make mistakes both academically and behaviorally. Those students who have been through earlier adverse experiences and are acting out, need something other than punishment. Punishment is just deepening the toxic stress patterns and lack of self worth. Challenged kids already believe that they deserve to be punished and create situations so they get their connection from adults being mad at them.

When students are taught in a W.E.L.L. environment , feelings of true success and wellness no matter their life circumstances become the norm. Their daily existence becomes a *process* of living what is really important to them; a place of experiencing more freedom, confidence, joy and purpose, as opposed to feeling the constant pressure of having to “be more”, “be better”, “prove myself”, “get it right”, and “I am my grade” which creates constant pressure and toxic stress. Once teachers and students (and administrators) understand, experience and implement this process, everyone shifts into empowerment and learning, fun, and friendships and peaceful, sustainable living accelerate.

MORE INFORMATION ON APP Creation

Are there other Apps out there like the one we want to make?

There are a few coaching apps that provide calendars, scheduling and payments, some goal setting and informational apps for personal development, many online learning management systems and education apps we can learn from, but nothing we know of for evolving education from the grassroots level.

Below are examples of some of the types we know about so far.

First steps, but no more

There are readily available a variety of inspiration apps that show an “inspirational phrase for the day”, from a context of religion, sports, business, health, etc. While these are a good first steps in awakening the interest of the user, they do not carry them into supported action.

Interaction, needs discipline

There are also educational apps about wellness, meditation, yoga, goal-setting etc which show how the user can bring about positive change in their lives. Again, the app is attractive and supportive when it is being used. However it requires determination and discipline from the user to continue using the app over a longer period of time. i.e.

CALM

Telling, not sharing

There are several online teaching services, such as Teachable, which offer a linear and interactive way of delivering lessons with text, slides, audio and video created by the teacher. These services fall into the trap of making the user / learner a passive recipient of the knowledge chosen by the teacher and stored in the teaching service. We believe that there should be a good mix of this and one like Open Learning described below.

Ntaskolutveckling.se

Interactive and inclusive learning space

There are more modern online collaborative learning services, such as Open Learning, which are specifically designed to include the learners reflections on what they are learning, and how they are learning; successes and failures. Much of the content in these courses is created by the learners showing what they have learned. The contents are moderated through comments and chat functions in an asynchronous environment. Learning environments such as this would become accessible through our app.

Online libraries

One notable example of an organic library is <https://hubpages.com>

“HubPages is an open community of passionate people — writers, explorers, knowledge seekers, conversation starters. Interacting and informing. Sharing words, pictures and videos. Asking questions. Finding answers. It’s a rich and rewarding experience with a unique set of tools and resources to help Hubbers find and build an audience, easily create articles, and earn all sorts of rewards, from accolades to ad revenue”

While the website does a great job of connecting authors with people through interesting articles, there is little follow up or engagement in the application of the teachings offered in the articles. Readers are left to continue the work of implementing the lessons themselves, there is no community commitment. There is no shared learning from the attempts at implementation.

Another notable example, with a strong focus on education topics, is Edutopia <https://www.edutopia.org/about>. “Our Foundation is dedicated to transforming K-12 education so that all students can acquire and effectively apply the knowledge, attitudes, and skills necessary to thrive in their studies, careers, and adult lives.” This website connects people, mainly educators, around educational success stories. However it does not teach them, nor lead them to make use of the lessons learned. The community pages often become ‘wailing walls’ even though they are moderated.

Supportive, in-person Change - Coaching of teachers in Sweden

Skolcoacherna, the School Coaches in Sweden, have used individual coaching as a way of developing teachers in exclusion (at risk) schools. This support was delivered on site and was rather expensive. We believe that our app can provide similar supportive individualised learning experience for teachers, educators in general and for parents and teenagers too.

Supported change, in groups

The World Cafe Model <http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/> offers a structured live conversation forum where ongoing change processes can be shared in a respectful way. This requires trained Cafe Hosts to hold the conversations. There are hundreds of such people who are already committed to holding World Cafe conversations on a wide range of topics.

Our APP. Similar, but different in ways that make a difference

Our app requires only that the user is open to receiving **messages** (reminders) on a daily / weekly / monthly basis.

The app is based on a path for people to follow through existing and new resources with a distinct commitment gradient which engages them. Crowd > Audience > Participant > Leader

What Apps do Teens like?

There are other types of apps that have amazing features that teens love. Apps that promote Group communities, story telling, making your own school, etc. We think it is crucial that we understand the psychology of a high school and college student (which we love to do), find out what is fun and keeps them interested, and then create our APP as a combination of a few ideas from a few popular Apps. Although, we also know that this is not our specialty and hiring the best person/company to make this app with us would be a priority of course.

We have started a list of apps that teens have told us they love. We will continue to research.

- Amino
- [Finding Home – A Refugee’s journey](#)
- **High School Story**
- **Words With Friends**

<https://www.common sense media.org/blog/snapchat-kik-and-6-more-iffy-messaging-apps-teens-love>

Our APP has its foundation in evidence-based research that has culminated in the Empowerment Education Framework and a proven health and wellness system called the W.E.L.L. Kids NOW® System.

This is how we see the APP working.

We send the app users inspirational messages which link to the **library** resources on the website, group activity and events. We will also post similar messages on social media as an addition attractor.

The resources link to the **social learning platforms** which encourage authentic interaction, reflection, and allow for commenting and sharing of successes and learning between the members in the cohort of learners - which can be grouped by sign up date, location, age, role, and other factors.

Relevant **groups** are formed and group members are encouraged to commit to support each other in making changes of their own choice, at their own pace.

Here’s the difference that we think will make the difference - SUPPORTIVE HUMAN RELATIONSHIPS

Trained hosts, mentors and coaches interact with the group members and offer support as needed in online events and individual conversations.

Scenario #1

Imagine a student wishing to find the motivation to learn about managing the stress that is hampering their learning.

They may be attracted to the app by a **message** like “10 techniques to reduce your stress levels” or “Less stress = More learning”. Once at the **library** they see articles, each focusing on stress techniques. After reading one of these they can comment, read others comments.

When they comment. they are invited to join a group on an **online social learning platform** called something like “Develop this technique” where they commit to ‘having a go at the technique and blogging about it within the group’ This commitment results in messages from the group being sent to the group members.

In the group there is also a moderator who nudges the members to share what’s going on with their attempts to lower their stress levels using the technique. Occasionally, the members are invited to live meetings (World Cafes) to connect with each other and share their learning and challenges.

At the live meetings they reflect on their learning and become part of a larger community of people who are reducing their stress levels using different techniques. The students is not left on their own

In this way, the student sets their own learning goals and pace. They share what they feel comfortable about sharing in a trusting environment. They are a valued member of their learning community.

As students begin to shift into empowerment, they will begin to connect more and more to who they are, what they want, why it is important to them, what is standing in their way, and what do they need to move forward....they will begin to do this naturally and then wonder how the change started to happen.

Scenario #2

John is a high school student at the local High School and he is experiencing high levels of stress and is worried about whether he has good enough grades to go to a good college, get a good job, and be successful. (This is the #1 fear high school students have.) His school has a

subscription to the Empowerment Education APP so he gets on and sets up a time with his W.E.L.L. Coach for that afternoon. He reads through the mini-module on *“Why students are so stressed about getting into college and how to shift it.”* He realizes that his parents are pressuring him about getting all A’s and he sends them a link to a module on *“How parents can help their teenager feel more confident about school, career and life.”* His teacher noticed his challenge and sat down with him and used the “Beliefs Activity” that she learned when she was on the online learning community with other coaches and mentors to help him understand why he is so stressed.

This APP will be KEY to the shift in our education system. We need a team of people and \$\$\$ to make this happen. We have been preparing. Let’s do this!