

SOCIAL TOOLS NEWSLETTER

JULY 23, 2013

The following is from an unpublished manuscript titled "Social Tools" by Franklin H. Ernst Jr., M.D.

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SPECIAL POINTS OF INTEREST:

There are four types of social tools.

- Management of Self
- Dealing With Others
- Tickets, Talents, Hellos, Education, Trades, Techniques
- Money

SOCIAL TOOLS HOWDY DIAGRAM & THE I'M OK, YOU'RE OK CLASSROOM

This is a continuation of the previous newsletter.

One teacher, in big smiling awe, referred to these first sessions of named hello exchanges in his classroom as "organized pandemonium."

"Organized Pandemonium!"

Yes it was! Organized! None of the students asked, or was asked to leave the classroom during their classroom hour. Disorderly behavior was at a minimum, if at all. Boisterous? Perhaps! Disorderly? No! Taunting by student to student was minimal, if present. Students kept track of where their own seats were. And at the request of the teacher, before the end of the class period, students turned in their name seating drawings to the teacher. The teacher checked off the student's doing the exercise and returned the drawing to each student. No other class instruction took place in the initial sessions of exchanging named hellos. No other classroom homework assignments were given by the faculty teachers to their classroom students on these first days. Named hello exchanges and making seating charts

continued every day of class. Other classroom instruction and homework assignments were put on hold for the first few days after the "named hello" exercises was initiated in the particular teacher's classroom. This opening class exercise took place every day for the balance of the eight week course given to the TACT students, in the writer's office. Thus, the faculty members of the TACT class fulfilled their homework assignments from the first TACT class.

The students of these TACT teachers were aware their high school class homework was being carried out as a "legitimate" way to postpone other class instruction and homework assignments. But, within less than two weeks (after students and teacher had started initiating class sessions with the complete exchange of named hellos and making a name seating diagram and record of exchanged hellos to get better acquainted and onto friendly terms with each other) the classes began to readily settle down at teacher's request, after a half hour or so. And within a few more weeks this opening exer-

cise was taking less than 10 minutes at the start of the particular class period. Each class, though, started with a complete exchange of named hellos, the making of a named seating diagram, and recording of exchanged named hellos to get (better) acquainted and onto friendly terms with each other.

Setting a Limit On Visiting Time

Each teacher set his own limit on visiting time at the start of his class. Tardiness and in-class mischief stopped. Students refocused onto class instructional material.

By the end of the second week of beginning classes with the named hello exercise, most of the teachers had begun to limit the interval for these exchanges. The first half hour or less became the norm without student complaint. Tardiness stopped. Ridiculing, jeering, sneering and belittling of one student to another in the classroom came way down. Mischief and in-class vandalism stopped. Absenteeism was reduced to one fifth, or less, of what it had been before. By reports, several of the teachers

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continued this exercise through the balance of that school year. No disorderly pandemoniums (riots) broke out on the campus that year, or in any succeeding year as of 2009 that have come to writer's attention. Writer's office is within 5 blocks of the high school and has been continuously, for the past 55 plus years.

Teacher Grading of Daily Student Hello Exercise

Most of the teachers asked the students to turn in their HOWDY DIAGRAMS in order to verify that the individual students had carried out his classroom exercise. Classroom student handwriting, name spelling, degree of following instructions were all gradable if the teacher wanted to. These name seating charts were then returned

to the students before they left the classroom.

The following fictional example of seating chart represents "Philip Drew's" diagram with first and last names including the teacher in his geometry class. This example occurred one year later. Some of the teachers were still using this exercise a year later.

The classroom seating chart by Philip Drew, on 11/10/1972, shows he gave and received back named hellos in class including teacher, except for not giving Samuel his name and Les helloed him without a "Philip" after he helloed Les. The chart showed he knew the spelling of and names of his classmates.

Again and ahead of time, Mrs. Tobias requested and

obtained permission from the principal to go ahead with this exercise. The principal gave his OK: "Just keep the noise (in your classroom) down as much as you can."

Starting early in the semester, Mrs. Tobias told her class students she wanted them to write down, learn, and know each others names. Further she said she wanted them to say hello to each other by name at the start of each period and tally on their own seating charts the exchanges of hellos they gave and received back. By doing this and letting her see their charts each day she would give them some credit toward their semester grades. She added that she might also give them a quiz once in a while to see how they were doing with learning the names and correct spelling of fellow student names.

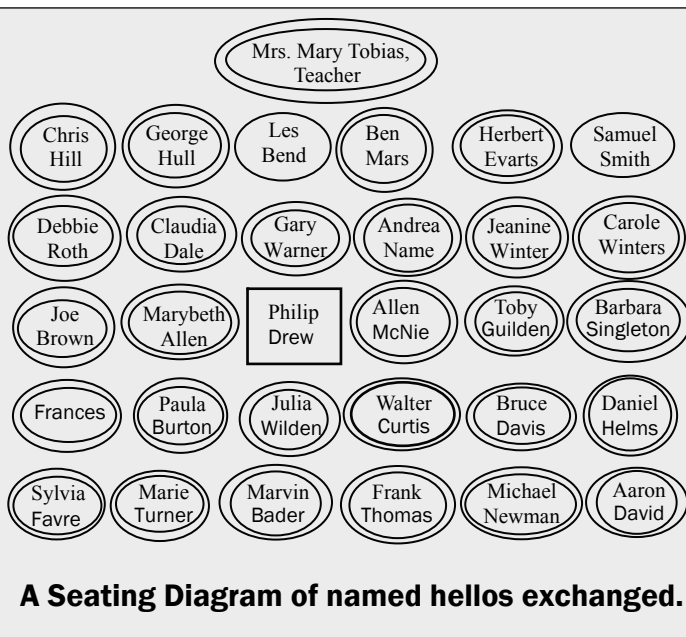
499 Students Reached, One Hold Out - - For One Week (5 days of getting a daily named hellos from 29 fellow classmates, plus teachers)

Of the more than 500 students involved in the classes taught by these teachers, only one female student, Adele, started out by refusing to give her name to her classmates. She gave an unnamed hello back to the handful she already knew. Adele held out for about a week. The few who did know

H. editorial note = the energy among the students is Adult-Child, knowing they have real protection (Parent). Enthusiasm of the real-Self and the one being in the "executive" join up together. This is freedom, the Fun of Learning. See "The Game Diagram" by F.H. Ernst Jr., M.D.

See "Organized Pandemonium", by F.H. Ernst Jr., M.D. Addresso'Set Publications, Vallejo, CA, 2009.

Note: Although writer did not specifically survey each teacher on the numbers of classes into which each teacher had introduced this "howdy" exercise, it became clear that it was being carried out in several, more than 24 classes (ie averaging more than two classes per teacher). (More than) 24 classes times 30 pupils per class comes out to (more than) 720 student hours per day. Assuming some of the students were in more than one of the classes of these 12 teachers in a day, the estimate of 500 students



her name passed her name on to others in her classes who asked them. The rest of the class began to give Adele her name. Those who asked for help with her name had as their Adult purpose, “to complete my own class assignment of saying the required hello by name to her” and writing her name down on “my seating charts” (a “requirement” from the teacher.) By the fourth day all classmates had begun giving her a “Hi Adele.”

Adele’s hold-out began to melt by the end of the first week and was gone by the end of the second week. By the third week she had become an active participant in the exchange of named hellos and writing names down and showing her charts to teacher as requested before leaving her classroom. She also became “much friendlier” according to her teacher, who was attending the writer’s TACT class.

In another setting, a kindergarten, the class teacher, named Mrs. Curtin, pointed out a shy Chinese girl in the class, Shoo Lin. Teacher mentioned that this girl had begun to come out of her shell. Shoo Lin had started the school year being physically round-faced and plumpish, two coats and a sweater on at all times. She would stay almost motionless and expressionless until spoken to, sitting in her place in class after arriving, never volunteering for anything, rarely

talking when spoken to. Since Mrs. Curtin had begun to have the students exchange, carry out this named hello exercise three times a week a few months earlier, Shoo Lin had shortly become a participant AND from the start knew the other students names. During this particular exercise writer witnessed and reported here, he saw her give a recognizable smile about a dozen times. She was now hanging up her two coats after arrival and was wearing only her sweater during class.

Another student, Dennis, in the early days of this kindergarten class was hyperactive, going from one place in the room to another, rarely seated for a full 30 seconds, making noise, interrupting others in conversation, etc. Mrs. Curtin described him as a real “Dennis the Menace,” at the beginning of the class year. As seen in the classroom on the particular visit of this writer, Dennis was composed, orderly, waiting his turn in class activities.

His teacher reported that the mother of Dennis had told her that now her son, when out shopping with her, knew and said hello to many more people by name than she was aware he knew and many more than she knew. For example at one store he introduced her to the mother of one of his classmates and told that this other mother was a nearby neighbor of theirs.

Classroom Efficiency

The teacher of a high school class has to learn and know the 60 names of his 30 students. Each student can learn and know names of each of the other 29 students (58 names) plus teacher’s 2 names. Therefore, there are 30 “other” people in a classroom (60 other names) each person can learn and know. And there were 31 people in that room. This means there is a possible combined (perfect) awareness of 1,860 names in that classroom (31 persons times 2 names per person) for a 100% score.

In fact the combined name awareness in a public school classroom is usually less than 30%. This means the efficiency in these “usual” classes is less than 30%. It is much harder to learn in a class if you do not know who those are you are with, what to expect from them, let alone expect some manner of good will from them. Who knows? The public school classroom student doesn’t. There may be more ill will against you than good will in the particular classroom settings, where you don’t know their names.

Once a student had attended two sessions of this particular style of classroom experience he/she kept on coming and both in the near term and longer term also began to mobilize some others of his acquaintances into awareness of this class activity. Enthusiasm for school

being involved in this program was arrived at; 500 who were directly involved in the activity and teachings initiated by the TACT “Anti-Riot” Class being taught.

HOLD OUTS à FULL PARTICIPATION INSIDE OF THREE WEEKS

One female high school student of one of the 12 faculty members taught in the class would not give her name to anyone, and only gave a hello back to a handful of multi-culturalists she already knew in the particular classroom. That lasted almost two weeks. But by the third week, she was a participant. Fellow students got her name from the two classmates who knew her name so they could give out their own assigned hello by name, say hello by name to her, mark on the daily “howdy chart” of exchanging named hellos showing that they had carried out the assignment given to them (the very best they could) by their classroom teacher.

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attendance came up as a result of the mutual exchanges of named hellos.

Of particular interest to author was the student fascination with:

1) learning how to introduce self, meet and get the other person's name, and become acquainted by name with so very many more people on his own campus of 2,000 students. The student learning of the subject matter taught by the class teachers took place within the students own "I am OK AND You are OK Corral", AND, as a result, out of his organized pandemonium class where mostly he gained personal confidence in himself, that if he timed the introducing of himself reasonably well, the new person was also glad to meet and get to meet those others also around him by name. He found out how to introduce himself to someone new and that the new-to-him person quite regularly also enjoyed exchanging names for future reference and hellos for now.

2) gaining some basic understanding of how the behaviors of each other could become more understandable (the PAC diagram). Learn some basic information which he could act on (information becoming knowledge), about how the behaviors of self and the other

person were understandable (the PAC diagram).

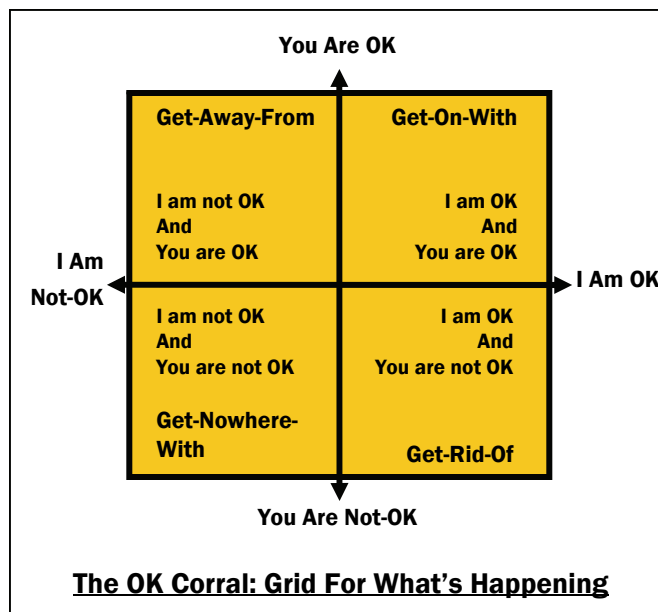


3) learning how each individual found he could better regulate his own behavior to more often achieve a desired outcome with another person while the particular event was going on, how the OK Corral diagram really works. How he could better regulate his own behavior to more often achieve a desired outcome with another person while the particular event was going on as understandable in the OK Corral.

You don't need to belong to a club, gang or special group. All you need is Names, Hellos, Stacked circles, OK Corral, initiative (assigned or otherwise). Everyone was a member of the school group (school classroom class).

Some teachers and students began to call an occasional other to "get your head on straight" if the other student in the classroom was getting argumentative or rowdy in class.

Author knew from the outset that writing (the names down) would of itself lead to Adult behavior. There was this to keep in mind, a person is unlikely to be simultaneously angry or tearful ("Child behavior" as defined by these students) and to also be writing ("Adult behavior") at the same time.



See "Can We Say The Hellos Now?"

by F.H. Ernst Jr., M.D., Addresso'Set Publications, Vallejo, CA, 2009.

See "Andrea's Named Hellos",

by F.H. Ernst Jr., M.D., Addresso'Set Publications, Vallejo, CA, 2009

Notes: Compulsory education vs. "voluntary" education. The "law" can be used to protect the voluntary.

It was shown that morale and pride went up among the faculty and students when the exchange of named hello exercises were used. In this particular High School it became safe again to walk in the hallways between classes. People now knew who belonged, and who was a stranger, who was accountable.

Why didn't the teachers continue using the named seating exercise in their classrooms the next semester ??? ?

This event of teaching classroom teachers in eight sessions (no more than 12 hours total time) the basics leading to (1) good school morale and (2) quality educational achievement by **teachers and students** was a singularly outstanding experience which demonstrated both an efficient, and effective method of teaching teachers, AND High School campus, Riot Control.

Once a student had attended a few sessions of this particular know your (neighbor) classmate by name and hello to him, this particular student will keep on coming to class, and both in the near term and also longer term, begin to mobilize others of his acquaintances into awareness of this class activity.

Enthusiasm for school attendance and the ADA (average daily attendance) improved following the classroom introduction of a mutual daily named hello exchanges as a required classroom exercise.

Students Pleasurably Anticipate Attending Their High School Classes

Each time one of the students went to his particular "Hello" class he could count on being well received by each of his classmates. He was also prepared to give (positive) greetings back to each of his classmates, as well as his teacher.

As might be expected, this good will toward each other did not stop at the classroom door. It extended out into the hallways and throughout the campus, wherever and whenever one of them saw his fellow classmate on campus, or later in town.

If a fellow classmate was talking to another friend on campus, but not in one of the "howdy" classes, when another from his "howdy" class did pass by the passer-by, he would again extend another good will "hi." The odds were good, that one or the other of the previously talking pair would comment about the passer-by and the class where the passing greeter had met him, AND also mention the particular classroom activity itself.

The buzz about the "Howdy Classes" had started on campus.

In-Class Adult Social Control of Personal Behaviors by Each Student

Author knew at the outset of this Transactional Analysis for Classroom Teachers course taught to the original group of teachers that the student activity of writing names down on a piece of paper would of itself lead to, bring about personal in-class Adult behavior of the individual students.

To keep in mind: a person is unlikely to be simultaneously angry, tearful, entertaining and/or entertained

("Child behavior" as defined by these students) **AND** also to be writing ("Adult behavior") at the same time. Yes, during the conversations with each other in the first days of name exchanges, the noise level in the classroom would pick way up. But each time the student would write down the two names of the classmates just talked to, and seat location of the one he was talking to, his own behavior would be moderated by his own reasoning, methodical, albeit enthusiastic Adult. The place became a place of the business of learning, albeit enthusiastic learning, referred to by a TACT teacher-students as "Organized Pandemonium."

Result: Improved Classroom Morale

Morale among teachers in the teacher's faculty room improved. Some of the teachers, noting the improved student morale and orderliness on teacher request, in the selected class, began extending this daily opening class exercise to the remainder of their class teaching periods during that particular school semester. Although writer did not specifically survey each teacher about the numbers of classes in which each teacher of the 12 teachers had introduced this opening "howdy" exercise into his/her classes, it became clear that it was being carried out in more than 24 classes (ie averaging more than two classes per teacher). More than 24 classes times

Prior to the introduction of the named hellos exercise there were campus invasions by gangs and riot promoters. There were hallway invasions, knifings, harassing, weapons on campus, classroom fights.

[After the introduction of named hello exercises] almost all of these were reduced (way) down to 5% or less of what they had been before. These numbers are verified by police and school records.

In 2009, these kinds of disruptions are back to being handled by administrative expulsions and police arrests. There are increased numbers of gangs. Drop out school rates are back up nearly [to] 50%. See recent local newspaper accounts.

Named Hellos exercises in classrooms are no-longer practiced, nor encouraged [that I am aware of].

[Why ??? ?]

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30 pupils per class comes out to more than 720 student hours per day. Assuming some of the students were in more than one of the classes of these 12 teachers in a day, the estimate of 500 students was arrived at who were directly involved in the activity and teachings initiated by writer's initial class of 12 classroom teachers.

Easier to Learn in a Friendly Setting

It's a whole lot easier to learn in a friendly setting than in an uncertain setting. With friends and people who are known being around, a person has "allies", sources from whom information could be gotten, could be corrected by a friend if he heard a part of the lesson wrong. A person is far more likely to be a friend if you know his name and use it, and he knows yours and says it to you when he sees you, far more likely to have good will toward you than not when you give him his name (in a hello).

Good neighbors policy: give them a hello, learn their names, give them their names, get a hello back, get a named hello back.

"My Classes Teach Themselves"

The Students Are Teaching Themselves Now

One of the science teachers in the latter half of the TACT course (week #6) volunteered to writer: "Now my high school chemistry classes teach themselves." She was referring to her improved pleasure and ease in teaching her chemistry class, the accelerated rate at which her students "caught on" to what there was to learn.

Another teacher quickly volunteered a smiling "Yeah, mine, too."

This heuristic (self teaching) effect of the eight session Transactional Analysis for Classroom Teachers course taught to these twelve teachers was the second most important finding. The same instructional information they learned at the writer's office was in turn easily taught to the students in their high school classes the next day in class. The most important finding was that the school became "RIOT PROOF." Students began to look forward to school and to their classes.

The Usual Combined Name Awareness In Any Public Secondary School Classroom Is Less Than 25%

In fact the combined name awareness in a public school classroom is routinely

less than 25%, and not unusually 15%. This means the efficiency in these classes is less than 25%. It is much harder to learn in a class if you do not know those you are with, what to expect from them, let alone expect some manner of good will from them. Who knows? The usual student does not! There may be more ill will against you, the identified individual student (let alone unawareness of you) than good will in the particular classroom setting. When someone says hello to you with your first name you have as good a single indicator as there is for estimating that personal good/ill will toward you that there is in a present social situation.

School Faculty Were Taught PAC

School faculty were taught Parent-Adult-Child which they taught, this PAC concept and evident set of facts, TO THEIR STUDENTS in their classes WHO THEN IN TURN TAUGHT this PAC diagram and set of personality facts to their classroom students who then taught this PAC facts to friends on campus and other places - ACCURATELY. What was taught on the "fourth generation down" was clear and correctly instructed and was "duplicated."

THE BASICS OF GAMES WERE SUCCESSFULLY TAUGHT

The basics of games people play were successfully taught by these twelve teachers in their own high school classrooms.

Students of the Transactional Analysis for Classroom Teachers could and did knowledgeably teach about games, for example, to priests.

These ideas are easily taught by students to other people.

In one of the TACT classes for High School faculty members this author taught the basics of how people fill their time with each other ("structure time" with each other) with examples, i.e. withdrawal, rituals, pastimes, activities (such as work and homework), games, and intimacy.

No teacher who took this TACT course, nor any of these teacher's 30 classroom students per class had any objection on learning that each one of the members had three different categories of behavior which were called their Parent, Adult and Child.

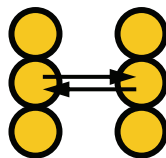
A few days after author had been teaching the faculty members about teaching about the "rebel Child," some of the faculty members would occasionally ask a disruptive student "Is that your rebel Child?" These high school teachers had been taught not to worry or argue if a student denied it was; that fellow student-peer-pressure would take care of it. And when put in the form of a question, what's to be insulted about? This was followed on occasion by some fellow students in class "calling" the disrupter on his "rebel Child" activities before teacher's question if the fellow-student question was "your Adult?" As back up, teachers began to recognize they could reinforce the Adult of the potential disrupter on an appropriate occasion when it was his Adult. Tell him "That sounds like your Adult!"



Students Began to Knowledgeably Teach Parent-Adult-Child to Others On Campus

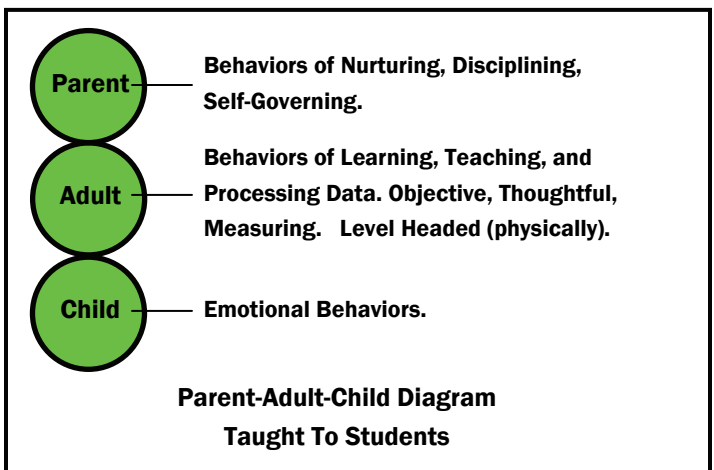
The faculty members attending the original TACT class learned about Parent, Adult and Child in the second of eight classes. Once they, the teachers and students, learned about PAC with diagram, it became their knowledge. They acted upon it. ("Knowledge is action based upon what one knows", E. Berne "Intuition Studies")

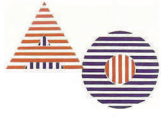
The job of the teacher was to teach students. They did. They accurately taught the meaning of the PAC diagram in their classes as a part of their "homework assignment" from this writer. They taught it so well, that their students could knowledgeably and accurately teach the same subject to friends, other students and even family members. In some instances the teachings could be seen with reproducible results on these fourth generation down levels from this course teacher, the writer.



Students were very receptive to PAC ideas and its symbol (stacked circles); and receptive to representing social transactions with a pair of arrows going between

a pair of stacked circles. Students promptly began teaching PAC (the symbol representing a real person) to fellow students, friends AND to family with no adverse results reported by the teachers. The amount of both pleasure and readiness to learn about themselves and understand each other was impressive. After all, one of the most fascinating of all subjects to learn about, if made understandable, (in school or anywhere) is how people are "put together" and how they work with each other. This diagram was taught by the teachers to the (TACT high school) students in their classroom in a 15 minute lecture to the students. Students began to use the diagram within the same classroom with each other.





Mastery of the Universe is Proportional to the Symbols Man Has by Which to Represent His Universe.

ADDRESSO'SET PUBLICATIONS

Social Tools Newsletter
 Franklin "Harry" Ernst III, Editor
 P.O. Box 3009
 Vallejo, California, 94590 USA

 Phone: 707/644-6358
 E-mail: harryernst@ao3news.cnc.net

a **Get-On-With** experience on campus ("It came from an I'm OK and You're OK"),

a **Get-Away-From** ("I wasn't OK and he was OK"),

a **Get-Nowhere-With** experience ("I wasn't OK and he wasn't OK with me, either"),

or a **Get-Rid-Of** experience ("I was OK and he was not OK")

The Get-On-With Classroom And Campus

Get-On-With comes from I am OK and You are OK. When I am OK and You are OK we have a Get-On-With.

The high school teachers taught the "OK Corral: Grid for What's Happening" to their students. And the students immediately began to accurately identify the social dynamics involved when they had:

These high school teachers immediately put what they had just learned into action, what they had been taught by this writer. And then, the students who had just been taught by the faculty students were found within a few days, to be correctly teaching to a "third generation" of other students what this writer had only a week before taught to the first generation (the faculty members).

To be continued

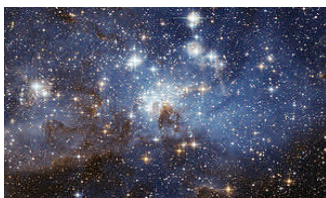
See "Transactional Analysis In The OK Corral: Grid for What's Happening", by F.H. Ernst Jr., M.D. Addresso'Set Publications, Vallejo, California, 2008.

See "Getting Well With Transactional Analysis. Get-On-With, Getting Well and Get (to be) Winners", by F.H. Ernst Jr., M.D. Addresso'Set Publications, Vallejo, CA, 2008.

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