



THE RECONNECTION PROJECT

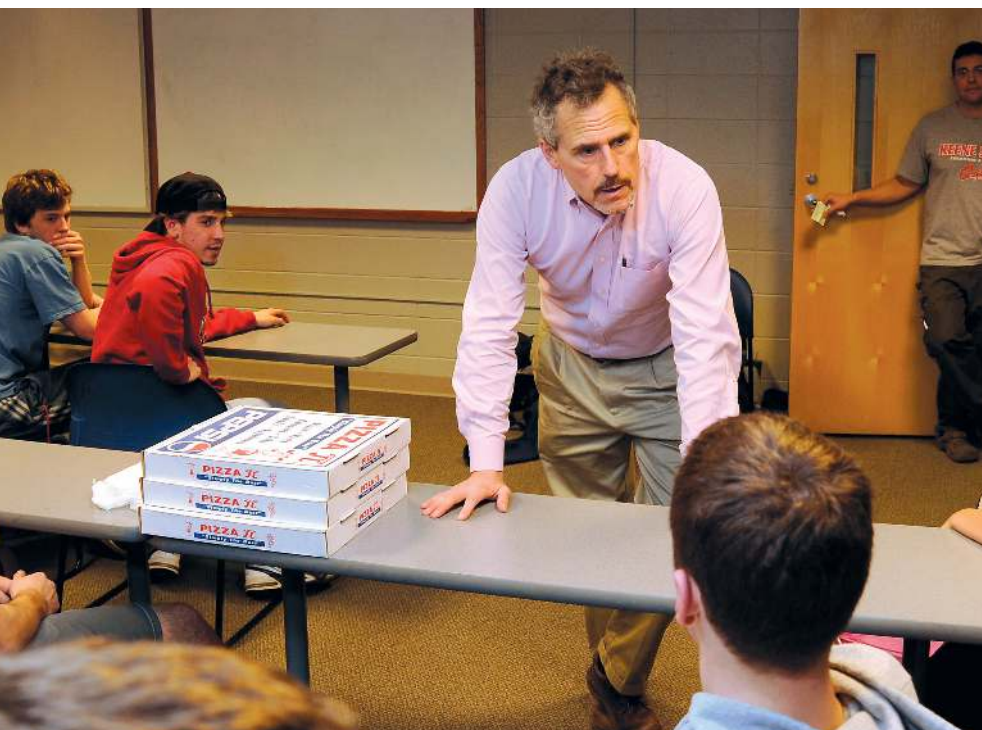
CREATING CONFIDENCE AND COMMUNITY IN THE DIGITAL AGE



JEFF LEVIN COACHING

Thank you for the gift you gave your team today by bringing Jeff Levin in... an opportunity to understand another's journey only leads to the greatest gift of all... to have the ability to walk in another's shoes...to understand their personal story with no judgment... your team is prepared to play their season ...but even more now as they can fully embrace who they are and have a better understanding of each other ... Billy didn't share any of the personal stories that he was blessed to hear ...he only shared his ...but I know today's team meeting has made him a better teammate and friend, and for this we are forever grateful.

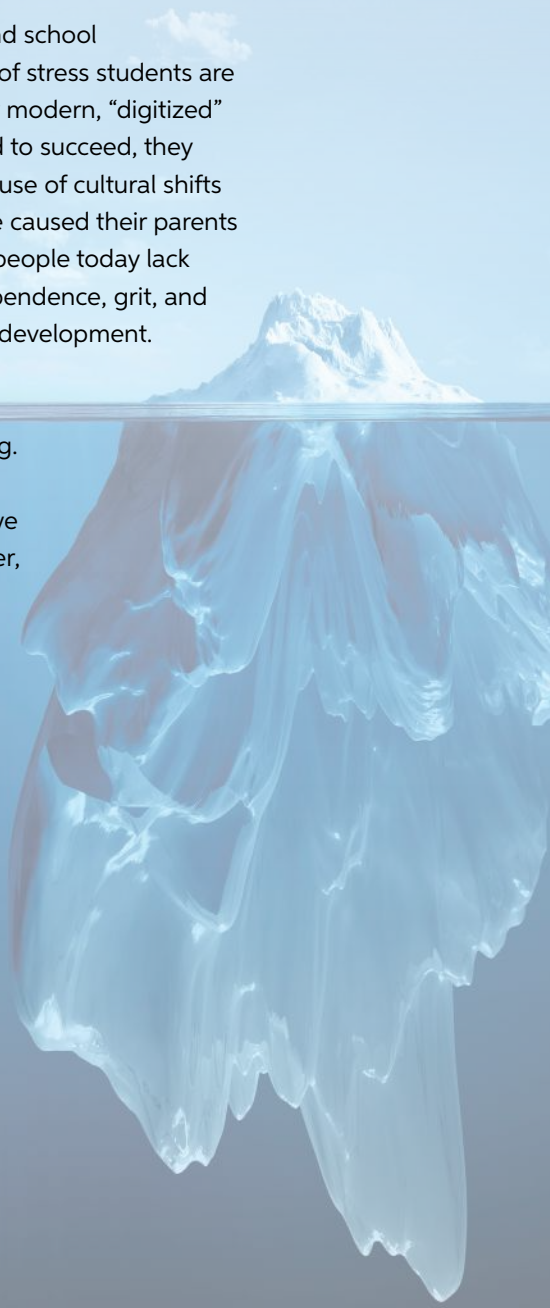
Andover parent



The Problem

Research now shows what teachers and school administrators already know: the level of stress students are experiencing is increasing. While many modern, “digitized” kids have the academic skills they need to succeed, they often lack critical emotional skills. Because of cultural shifts that both affect them directly and have caused their parents to raise them differently, many young people today lack confidence, emotional resilience, independence, grit, and imagination, all crucial to normal child development. This results in stress.

The problem is insidious, like an iceberg. Symptoms such as vaping, the opiate epidemic, and suicide rate are things we can see—above the waterline. However, the part of the iceberg below the waterline consists of stress, pressure, and disconnection in our kids, families, schools, communities, and even ourselves. These invisible dynamics cause the troubling symptoms and behaviors all school personnel now face on a daily basis: anxiety, depression, device addiction, bullying, and acting out online as well as the dramatic increase in dangerous choices students are making. We have a generation of anxious kids and anxious adults who live in a 24-hour bombardment and judgment cycle because of omnipresent technology and the fear-based culture all of this engenders.



The Solution

Fortunately, schools can mitigate this stress and anxiety. Kids are hard-wired the same way they have always been, with the same needs for support, limits, and independence, but today's students need to understand the effects of the Digital Age on themselves and the people around them. They also must be taught critical emotional skills that came naturally a generation or two ago. Enter the Reconnection Project, which can measurably reduce the stress level in your school.

We collaborate with you and your staff to provide safe, productive, professionally facilitated environments, online and/or in your school, in which the entire school community—students, teachers, and parents—learn to calm down, shed stress, and connect with themselves and each other. Our goal is measurable results, and this is achieved by working with all three constituent groups (the three legs of the “stool”) that form school communities:

Jeff was amazingly successful in providing activities to bring our entire team, coaches and kids, together with an eye towards personal confidence, mental toughness and selflessness and remarkable team unity. There's no question he can be of enormous help to any school leaders looking to help kids shed stress, come together and help each other navigate our complicated world.

— **Bill Raycraft, Director of Athletics, Human Performance & Wellness,
Head Varsity Football Coach, Windham High School**



Jeff worked with our dorm and brought the boys remarkably close with one another. They learned about trust, respect and passion, among other leadership qualities, all of which enabled them to become better residents and, more importantly, better people.

— **Bill Riley, Groton
School Admissions**

Rowing in the Same Direction: *THE PARENT LEG*

Using the Principal Advisory Council and PTA as springboards to reach all parents, and utilizing email newsletters and webinars (Level 1), as well as meetings (Levels 2 and 3), our goal is to get parents to collaborate and work with school staff so every student's entire "holding environment" becomes safe and supportive and encourages growing independence in consistent ways. Some of the topics covered include:

- An overview of child development and the impact the Digital Age has on children
- The critical importance of modeling and enforcing disconnecting from devices
- The concrete skills of building stronger connections between parents and children
- Specific skills for parents to positively respond when their teens test them
- The importance of building working, collaborative relationships between parents and teachers, coaches, and administrators
- Techniques to respond to a child's struggles without "rescuing" or enabling
- Finding a balance between preparing children for adulthood and protecting them from harm.

I just wanted to thank you again for your presentation last night at MMA. Having taught high school for 33 years, I truly appreciate what you were able to accomplish with our team in that “classroom” for the 2 hours of your presentation. The way you were able to get our players to feel the level of trust on our team in that short amount of time to allow many of them to appear vulnerable in front of their peers and reveal some of their deepest fears and dreams was incredible and moving. I believe that feeling of support and trust will stand us in good stead as a team when the “bullets of the season” start to fly. They will believe they can rely on each other. You embraced the mantra of my favorite author Mark Twain who insisted that you “must teach, but you must not professedly teach.” Your manner and delivery were so subtle, that most of us never realized you were teaching one of the most important lessons of life: believe in your team and yourself.

Mike Rainnie, Football Coach, Mass Maritime



The Reconnection Leaders:

THE TEACHER LEG

Utilizing email newsletters and webinars (Level 1), as well as meetings (Levels 2 and 3), teachers learn effective and practical ways to reduce their own stress, lower anxiety levels in the classroom, and connect more powerfully with a wider range of students. Any teacher can participate, but health teachers will be given additional resources in order to support the work done in their classrooms. Some of the topics covered include:

- Using the same techniques (see below) as the students in order to reduce stress
- Developing a working understanding of the impact of the Digital Age on students and families
- Implementing new pedagogical strategies that mold classroom culture to reduce student stress and anxiety
- Harnessing the authenticity that children demand of us to explore our “hot button” issues that kids seem to know how to push intuitively.



Having Jeff Levin spend the day with my leadership group at Salisbury was one of the most meaningful things I have ever done professionally. The boys opened up to each other and my colleagues and me about both obstacles they were facing and goals they had for themselves and our team in ways that I hadn't seen before. Jeff's insight about students and staff based on small group and individual conversations was invaluable to me as the leader of the program as well. It was amazing how much more cohesive our entire dorm was after one day of the conversations and activities Jeff integrated seamlessly into a busy day. Aside from being more of a team than before, the boys in our building left the day with a couple more tools to help with self-reflection, goal setting, and conflict resolution. I would recommend Jeff to any team or organization looking to strengthen itself from within.

Chris Adamson, Salisbury School

The Student Leg

The Reconnection Project has as its foundation the belief that achievements are only a part of what gives a young person the tools to be a productive, successful, confident adult. We now must consciously teach skills that were automatically learned just a generation ago, but whose absence now significantly increases student stress: Young adults must understand what makes them tick, develop a working sense of their passions and dreams, look courageously at the things of which they are afraid, and work deliberately to find their voices. Utilizing a variety of digital means (Level 1), as well as in person (Levels 2 and 3), the Reconnection Project teaches students specific skills to learn concrete, clear methods to reduce stress as well as develop true confidence and self-worth. Some of the skills taught include:

- Managing stress and avoiding self-destructive choices - vaping, alcohol/drug abuse, etc.
- Responding constructively to the “gremlins” in our heads
- Truly connecting with peers, teachers, family
- Treating others with empathy and respect, thus reducing objectification problems
- Knowing when to ask for help and when to let an adult know a peer is in trouble or may be dangerous to others or him- or herself
- Results aren’t all that matters—enjoying the journey!
- Using adversity to fuel success

- Learning the positives of failure
- Living with lasting, intentional confidence
- Setting goals: learning to devise a plan, implement that plan, achieve benchmarks, and reach goals
- Finding a sense of purpose, inspiration, and mission
- Managing technology, increasing human connections, and enriching social confidence
- The critical importance of imagination and being true to ourselves
- The overarching benefits of authenticity and connection.



Additionally, we use the desire all children have to be of service to others so they can be of service to each other. This mutual accountability and opportunity to get outside of themselves to help their peers also increase confidence, reduce stress, and minimize bullying, substance abuse, and inappropriate sexual behavior. Oftentimes, it makes sense to provide student leaders with specialized training to allow them to spread solutions among their peers.

Data is collected at the beginning and end of the project in order to measure results. Although we feel that the greatest impact occurs when all three legs of the school “stool” are involved and the program is ongoing, this program is completely customizable: you can have us work with one, two, or all three constituencies; come in for just a week or two or for an entire school year; sign up for our subscription service; or whatever works within your school framework. However, for this program to have a lasting impact, you have to have more than just a couple of sessions. We encourage you to give us a call so we can discuss your school community’s specific needs.





At first I thought it was going to be just another one of those motivational speakers that gets sent in to talk to people. I have never seen a group of kids that come from so many different areas and backgrounds, be so blatantly honest with each other, and for no other reason than respect and a common purpose that brings us together. Bad ass! Keep up the great work! You must be so happy to be able to have that effect on a group of young people; not a lot of people in the world can do that.

Dillon



Jeff Levin

Born and raised in Newton, Massachusetts, and a graduate of Dartmouth College, Boston College School of Education, and the Smith College School for Social Work, Jeff Levin has devoted his professional life (38 years and counting) to supporting people. He began his professional career as a middle-school English teacher in Carlisle, Massachusetts, and since then, Jeff has worked with individuals and groups in a wide variety of settings helping young people, families, schools, individual athletes, and corporations. Jeff was a practicing psychotherapist for over twenty-five years; for the last 14 years, he has been a life coach based in New Hampshire and Boston. He has been a consultant and coach to kids, parents, families, schools, teams/athletes, and corporations all over the U.S.

Jeff has a rare, powerfully engaging ability to connect with kids, teachers and parents. His easy authenticity and passion, vision and curriculum for how our students and we, as parents and educators, can slow down and make meaningful connections with ourselves and one another made a deep, lasting impression. Jeff's work will most definitely be moving forward here in Hudson.

Jason Webster, Quinn Middle School Principal



Stephen Sierpina, M.Ed.

Stephen has spent 17 years working in public education in both urban and suburban districts. He has been a middle and high school teacher, assistant principal, and principal, currently serving as the Windham, New Hampshire, High School principal. Stephen grew up in Haverhill, Massachusetts. He graduated from Saint Anselm College and has a Masters Degree in Educational Leadership and Management from Fitchburg State College as well as a certificate from the National Institute of School Leadership (NISL).

Stephen has worked successfully with students, parents, and professionals in a variety of settings. Having worked at every level, PreK-12, as a teacher and administrator, Stephen has a keen understanding of the struggles students and parents go through in today's "Digital Age" and how schools can help both navigate what can be difficult years. As a principal, Stephen has also worked with his staff to provide them with the necessary skills to allow their students to shed stress and "power down" in order to achieve. Stephen's passion for working with students and his experiences and skill set help students, parents, and professionals learn new ways to motivate, communicate, and develop skills to help our students shed stress, become more resilient, and develop confidence.



Ryan Brown

Ryan was a three-year starter at Middlebury College at offensive tackle and was an All-New England and All-NESCAC player. After graduating in 2001, he had coaching stints at Middlebury, Hamilton College, and Utica College, where he worked primarily with offensive linemen. In 2006, Ryan accepted the role of Head Football Coach and Assistant Athletic Director at St. Luke's School in New Canaan, Connecticut. While at St. Luke's, he helped to build a program that went from 17 players to a championship level in four years. He also helped numerous student-athletes reach their goal of playing college athletics. In 2012, Ryan came to St. Thomas Aquinas High School in Dover, New Hampshire, where Ryan has been part of the Leadership Team as Dean of Students, a member of the Student Services Team, and, currently, as Athletic Director. In those roles he has helped many students and families with social and emotional challenges. During the almost 20 years since he's been working with student-athletes, parents, and teachers, the anxiety and stress created by "Outcome Fever" has changed athletics and education. It's become apparent that we need to use new skills and techniques with our students and parents.



Jeff Levin designed a workshop for our student leaders that had a huge, positive impact. Not only were our leaders talking about it days after, but more than one also agreed with one student who commented, “We need more stuff like that.” Jeff is a gifted practitioner who knows how to connect with kids. He has a pulse on where they are and what they need—and he delivers! That is why we plan to have Jeff back for many years to come.

■ **Bret Barnett, Assistant Head of School–Campus Affairs, Brewster Academy**

Reconnection Project Services

Level 1: \$1500

Monthly newsletters, one for school staff, one for parents

Monthly webinars, one for parents, one for teachers

Podcast by students for students

Training, using digital format, for student leaders

Support, via an app, for parents and teachers to allow them to share ideas and concerns

Free publications

Free admittance to regional workshops

Discounts on other Reconnection Project and Jeff Levin Coaching programming.

Level 2: \$5000

All Level 1 benefits, PLUS

Conference (in-person or video) with school administrators/teacher reps to discuss specific issues in your school

A full day of in-school programs for students, teachers, and parents

Access to RP staff for questions.

Level 3: Custom

(price varies based on program developed)

All Level 1 & 2 benefits, PLUS

Regular presence (customized based on school need) in school to work with students, staff, and parents for an entire semester or school year.

We collect data at the beginning and end of the project, interview school leadership, teachers, students, and parents, and then prescribe and implement a course of action that we feel best fits your community.



Jeff has been blessed with the rare but amazing gift of bringing people together. With only one day spent with our group, I know I speak for many others when I say Jeff encouraged each individual to view their relationship with themselves and others in a realistic light through his openness and inviting authenticity. By establishing a trustful, judgment-free atmosphere, Jeff allowed participants to confront their self-perceptions and engage in a soul-searching experience that brought those involved closer to each other. A truly humbling experience.

Ryan



After two hours with Jeff not a single student in the room had checked the time. It was a transformative experience for us. Jeff has a gift in reading people and fundamentally wants to improve our outlook on our academic and athletic seasons, our relationships and our lives. Between the group and individual connections, all emotions were in play, and he created a powerfully trusting and positive environment. He is a healer, a motivator, an entertainer and always an ally.

Charles Davis, Deerfield, Massachusetts



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