

Welcome to Session 3

The Connected Family and the School Family™

SESSION OVERVIEW:

- Discuss the shift from a factory model of education to a family model, with the goal of creating an optimal school culture.
- Examine how intrinsic motivation to achieve, learn and be of service is more effective than relying on external manipulation.
- Discover the transformative power of the School Family and the Connected Home Family, and how they lay the groundwork for a safe, connected culture where problem-solving is possible.



ConsciousDiscipline®



If you are in a group setting, choose a partner for Session 3:

Session 3: Pre-Learning Survey

Let's begin with a little survey to help you measure your perceptual shift as you learn helpful, new information.

1. Noticing connects us while judgment disconnects us.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

2. External motivators are helpful in permanently changing behavior.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

3. Rituals soothe the lower centers of the brain.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

4. Noticing language sounds like this, "I noticed you picked up the blocks. That was helpful."

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

5. Intrinsic motivation is the only means for achieving life-long learning and healthy values.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Building a Compassionate Culture

1. A relaxed, alert internal state is the optimal state of being. It is a state of high _____ and low _____.

Reflect on your early experiences in education. What type of school culture did you experience in grade school? Was it one of competition or compassion? What about later in life?

How was that for you? _____

Conscious Discipline is built on two core principles:

2. _____

3. _____

How do I establish a **School Family** and a **Connected Home Family**?

- Start with a new job description: My job is to keep you safe.
- Replace the language of fear with the language of safety.
- Shift from judging to noticing.
- Wish well.
- Develop a healthier way of seeing behavior.
- Shift from a core focus of achieving to a focus on belonging.

Changing Our Job Description

Adults and children have a new job description that helps shift our perceptions from seeing behaviors (and each other!) as good or bad, to seeing them as safe or unsafe.

Adult Job Description: “My job is to keep it safe.”

Child Job Description: “Your job is to help keep it safe.”



Using the Language of Safety

Shifting to the language of safety is a natural extension of our safety job description. It requires us to focus on the behavior we want and relate it to safety.

Reflect on the following two statements:

Traditional: “No running. What is our rule about running in the hall?”

Conscious: “Walk in the halls so everyone is safe.”

If you were the child in this situation, how would you internalize the information?

Traditional: _____

Conscious: _____

Reflect on the following two statements:

Traditional: “Hold my hand, so you don’t get run over.”

Conscious: “Hold my hand. I will keep you safe when we cross the street.”

If you were the child in this situation, how would you internalize the information?

Traditional: _____

Conscious: _____

Shifting from Judging to Noticing

Judgment is about “us” and “them,” and nobody is safe with judgment.

4. Children don’t ask to be judged; they are asking to be seen. We achieve this through _____.

Think of a time when your child or a child in your care was asking to be seen. What behaviors did he or she exhibit?

Our heart puts off energy and the heart governs the brain. How would you describe your energy when your heart is in a peaceful, coherent state? _____

How about when it is in an upset, incoherent state? _____

The brain is pattern-seeking. Patterns help us to feel safe, and are at the core of all learning. When our internal state is peaceful, content, grateful or appreciative, our heart generates a coherent wave. Our brain is subsequently able to detect patterns. When we are stressed and anxious, we are unable to recognize patterns. This is true for both adults and children.

**Can you think of a time when your child had difficulty picking up on patterns?
Were they stressed? What behaviors did you see?**

**Think of one or two children who have difficulty picking up on patterns in
your classroom. Are they stressed? What behaviors do you see?**

Noticing always stimulates the prefrontal lobes.

Wishing Well

Wishing well is a movement of energy. Take a deep breath. Focus your energy from your head to your heart, and then send that loving energy to others. Wishing well, like mindfulness, is a skill that requires practice.

5. What is one known fast track to the Executive State? _____

6. **S.** _____

T. _____

A. _____

R. _____

7. List the first two steps to teach your Connected Home Family or School Family:

Step 1: _____

Step 2: _____



More About Noticing

Noticing asks us to add language to nonverbal behaviors. “See her face? Her face is saying, *Ouch! Walk around me.*” The adult’s “you” talk becomes the child’s inner speech, also known as “I” talk. Noticing is healthy “you” talk, and fosters the child’s development of healthy inner speech (“I” talk).

There are two basic communication options with children:

Option 1: Our “you” talk becomes the child’s internal “I” talk:

- “You picked up the pencil.” = *I picked up the pencil.*
- “You picked up the blocks and put them on the shelf.” = *I picked up the blocks and put them on the shelf.*

Option 2: Our “I” talk becomes the child’s internal “you” talk:

- “I like the way you are sitting quietly.” = *You like me when I sit quietly.*
- “I noticed you picked up your friend’s pencil.” = *You notice me when I am helpful.*

Option 1 notices. It encourages intrinsic motivation, a healthy inner voice and unity.

Option 2 judges. It encourages power struggles, people-pleasing and a separation mentality.

Always start with “you” to notice a child and encourage intrinsic motivation.

8. Shifting from judging to _____ helps create the “we” in the Connected Home Family and the School Family.

Judgment separates us. Noticing unites us.

Developing a Healthy View of Behavior

There are two ways of looking at behavior:

- A stressful way of looking at behavior judges it as either good or bad.
- A healthy way of looking at behavior judges it as either safe or unsafe.

If the behavior is safe, we can infer that children are in a calm state. If it is unsafe, they are dealing with some level of stress.

Are you willing to let go of seeing the world as good or bad, and start seeing the world as safe or unsafe?

What will help you be successful with this goal? _____

Brain Smart Start

9. List the components of a Brain Smart Start:

Activity to _____

Activity to _____

Activity to _____

Activity to _____

What are some times in your day when you could engage in a Brain Smart Start for yourself? _____

With children? _____

Where have you experienced activities like this in your adult life?

Focusing on a Sense of Belonging

Traditionally, our efforts tend to focus on achievement first and foremost. However, belonging is a powerful force for motivation and brain integration. When children experience a felt sense of safety and belonging, increased achievement naturally follows. It is time to shift our focus from achieving to belonging.

10. There are two parts to discipline: _____ - _____ and _____ - _____.

The slow-slow builds and increases the quality of relationships over time.

The quick-quick provides us with skills to use in the moment when something happens.

Are you willing to shift how you see behavior? Are you willing to shift from judging to noticing? Are you willing to make mistakes and say, "Oops?" Reflect in the space below. If you are in a group setting, discuss with your partner.



3-2-1 Reflections

- 3** Things you learned... _____

_____ ...
- 2** Ways you were personally impacted... _____

_____ ...
- 1** Question you still have... _____

_____ ...

Implementation Plan: Make a Commitment

Think of the most valuable piece of information you heard during this session. What are you willing to begin implementing right away? Take out your **Reminder Mini-Poster for this session** (printed from the e-learning portal) and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

Session 3: Post-Survey Learning

Let's revisit our survey. Answer the questions below. Then take a moment to re-read your Pre-Learning Survey from the beginning of Session 3 and reflect on the transformational changes you've already internalized.

1. Noticing connects us while judgment disconnects us.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
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2. External motivators are helpful in permanently changing behavior.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
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3. Rituals soothe the lower centers of the brain.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
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4. Noticing language sounds like this, "I noticed that you picked up the blocks, that was helpful."

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
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5. Intrinsic motivation is the only means for achieving life-long learning and healthy values.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
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(odd numbered items with a "1" and even numbered items with "5" show the highest level of understanding)

Reflect



Extend Your Learning

Brain Breaks

- “Itsy Ditsy Spider” from *Brain Boogie Boosters*
- “Who” from *Kindness Counts*
- “It Starts in the Heart” from *It Starts in the Heart*

Essential Reading

- *Conscious Discipline: Building Resilient Classrooms*, Chapter 3, The School Family (pages 60-83)
- *Creating the School Family*, Chapter 2, The School Family: Using the power of connection to create school reform (pages 29-45), and Chapter 3, The School Family Structures: The foundation of emotionally intelligent classrooms
- *Managing Emotional Mayhem*, Chapter 3, Feeling Messages: Following our emotional guidance system (pages 67-83)

Online Resources

Log in to your e-Learning Portal at [ConsciousDiscipline.com](https://www.consciousdiscipline.com) to access additional resources and video FAQs for Session 3.

- [Facebook.com/ConsciousDiscipline](https://www.facebook.com/ConsciousDiscipline)
- [Pinterest.com/ConsciousDiscipline](https://www.pinterest.com/ConsciousDiscipline)
- [Twitter.com/ConsciousDiscipline](https://twitter.com/ConsciousDiscipline) or @ConsciousDiscipline
- [YouTube.com/user/LovingGuidance](https://www.youtube.com/user/LovingGuidance)

ANSWER KEY: SESSION 3

1. Challenge / stress
2. A healthy family is the ultimate cultural model for optimal development and learning.
3. Intrinsic motivation is the only means for achieving life-long learning and instilling healthy values.
4. Noticing
5. Wishing well
6. Smile, Take a deep breath And Relax
7. Breathe / wish well
8. Noticing
9. Unite / disengage stress / connect / commit
10. Slow-slow / quick-quick