

Welcome to Session 1

Introduction to Conscious Discipline®

SESSION OVERVIEW:

- Examine traditional discipline, reflecting on how we've disciplined in the past and why we have continued this pattern.
- Discover one value system that integrates the way we feel on the inside with the way we behave on the outside.
- Explore the mindset shift necessary to help remain conscious, even in the most challenging moments.



ConsciousDiscipline®



If you are in a group setting, choose a partner for Session 1:

Session 1: Pre-Learning Survey

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

1. Connections with children lead to more cooperative behavior.

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

2. It is possible to make others change if you use the right reward or punishment.

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

3. All behavior is a form of communication.

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

4. Rules govern behavior.

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

5. Conflict is an opportunity for us to teach.

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

Introduction

You are in the perfect place, at the perfect time to discover the exact skills and perceptions you require to experience meaningful change.

We must be willing to make two vital shifts to ensure we experience and model healthy relationships with our children:

- Shift from trying to fix the child's problem to healing our relationships.
- Shift the way we attempt to teach values by flipping the practice of "do as I say, not as I do" to "be the change you want to see in the world."

Movement is essential. Standing up delivers 10 to 15 percent more blood and oxygen to the brain.

1. The brain is _____-seeking and _____-oriented.
2. Intentional face-to-face moments create _____ juice that includes:
 - Dopamine — "Yahoo!" Says, "Pay attention!"
 - Oxytocin — Bonds with others and builds social trust (moral molecule)
 - Opioids — Decrease pain

Connect

Enjoy the "Little Miss Muffet" *I Love You Ritual*™ with your partner or child. If you are using a partner, one of you will pretend to be the child and the other will be the adult.

The adult forms a tuffet (or footstool) by gently making a fist.

Little Miss Muffet, sat on a tuffet.

The child uses two fingers to sit on the tuffet.

Eating her oatmeal today.

The child pretends to eat oatmeal.

Along came a spider, that sat down beside her,

The adult uses the other hand to dramatize a spider crawling down to sit beside the child's Miss Muffet fingers.

And said, "Have a great day!"

Shake hands.



Miss Muffett



Reflect

What did you experience during this moment of connection? _____

Is your mood:

____ Lifted

____ Lowered

____ The same

Is your focus:

____ Clearer

____ Scattered

____ The same

Transformational Change

Fear separates us into “us” and “them.” Conscious Discipline unites us as “we.”

3. Conscious Discipline is based on what type of change?

____ Traditional ____ Transitional ____ Transformational

- Traditional change means we’re going to do the same thing, but do it better, cheaper and faster.
- Transitional change means we’re going to stop doing Behavior A and start doing Behavior B.
- Transformational change requires us to change our mindset as well as our skill set.

**Conscious Discipline is an infinite journey into *transformational* change.
There is no end.**

Two Shifts

- 4. Conscious Discipline asks us to make a mindset shift from “Do as I say, not as I do” phrases, actions and intentions to “Be the change _____.”
- Values are taught through interactions, not lectures.

Reflect

Which approach described above is most closely related to your upbringing? How was that for you and how does it impact you today?

Examining the Values We Teach and How We Teach Them

We learn our values through the human interactions we see, not the words we are told.

What human interactions do you see throughout your day? _____

What human interactions do your children see throughout the day? _____

Typically, our actions teach two value systems:

- When the world is going your way, behave politely and pleasantly.
- When the world is not going your way, it's okay to complain, name-call and behave in other unhelpful ways.

What are your thoughts about this?

How do you believe you teach values to your children?

What values do you teach when you are in an upset state?

We cannot teach values through lectures.

We cannot learn values through someone telling us about them.

We learn our values through personal experience and by watching the human interactions around us.

The interactions children see around them teach them what to value and how to build relationships. Humans possess a social brain; we cannot live without relationships.

Most of us teach one set of values when we are calm and another when we are upset. It's time to decide on one value system.



A Compassionate Culture of “We”

Conscious Discipline asks us to change our perception of conflict and how we respond to conflict in order to create a compassionate culture of “we,” instead of “us” and “them.” It is about setting a goal, self-motivating toward that goal, and becoming conscious of straying off-track so we can return to a path that leads toward our goal.

When I hear the word “discipline,” I think of:

To discipline and to teach are the same act.

Traditional Discipline and Conscious Discipline

Traditional Discipline	Conscious Discipline
It’s possible to make others change if you have the right reward or punishment.	Controlling yourself is possible and can profoundly impact others.
Rules govern behavior.	Connection governs behavior.
Conflict is a disruption and should be avoided.	All behaviors, including conflict and misbehavior, are a form of communication.

Do you believe you can make others change against their will? How has this belief impacted your life?

Change starts with me and extends to you.

Teaching is about giving. Control is about getting.

Do you tend to please others or try to control everything?

If you are in a group setting, share an example of this with your partner. If not, write an example below.

Seeing all behavior as a form of communication sets us up to teach rather than ignore, punish, permit or distract.

If you try to direct children's behavior through control, fear and manipulation, these will become their core strategies and they will learn to use these same strategies with peers and with you.

Connection Governs Behavior

5. Connections on the _____ with other people build _____ on the inside.

6. These connections wire our brain for _____ and _____.

7. What are the four ingredients necessary for connection?

Our interactions with children literally shape their brains.

The Seven Powers of Conscious Adults help us stay regulated enough to access the Seven Skills of Discipline.

Old job description:

My job is to make children behave and their job is to make my job hard.



New job description:

8. My job is to keep it _____ and the children's job is to _____.

9. To do this job, I must shift from punishing children to _____ children.

Are you willing to spend time becoming conscious of your intent in regard to discipline? YES NO

Describe what this will look like in your world. _____

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.

Post-Session Survey

Complete this survey. Then take a moment to re-read your answers to the Pre-Session Survey on page 4. Reflect on the transformational changes you've already internalized.

1. Connections with children lead to more cooperative behavior.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
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2. It is possible to make others change if you use the right reward or punishment.

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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

- “Get Ready” from *It Starts in the Heart*
- “Safekeeper” from *Kindness Counts* (Optional)
- “I Like to be with You” from *Songs for I Love You Rituals™*, Vol. 2 (Optional)

Essential Reading

- *Conscious Discipline: Building Resilient Classrooms*, Chapter 1, Introduction to Conscious Discipline (pages 8-29)
- *Easy to Love, Difficult to Discipline*, Chapter 1, From Willful to Willing (pages 1-23)
- *Managing Emotional Mayhem*, Chapter 1, Introduction: Meet Your New BFF: “Hello, Self-Regulation”
- *Creating the School Family*, Chapter 1, The School Culture: Why traditional models are a disadvantage to our children (pages 15-27)

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 1.

- [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](https://twitter.com/ConsciousDiscipline)
- [YouTube.com/user/LovingGuidance](https://www.youtube.com/user/LovingGuidance)

ANSWER KEY: SESSION 1

1. Pattern-seeking / survival-oriented
2. Joy
3. Transformational
4. You want to see
5. Outside / neural connections
6. Self-control / willingness
7. Eye contact / touch / presence / playful situations
8. Safe / help keep it safe
9. Teaching