

Conscious Discipline Chapter 1: Composure

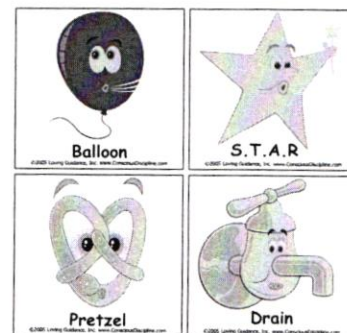
Learn principles

Principle #1: Composure is self control in action.

- ___ 1. Read p. 25-27

Principle #2: “No one can make me angry without my permission.”

- ___ 1. Read p. 28-32
 ___ 2. Repeat Principle #2 above three times to yourself.
 ___ 3. Fill out Skill #1 (following page)



Principle #3: Implement stress reduction activities.

- ___ 1. Read p. 34-36, 40. Learn how to do all four of these activities to relax and breathe pictured here and demonstrate them to your site manager →
 ___ 2. Skill #2: The three skills to reduce stress are:
 1. _____
 2. _____
 3. _____
 ___ 3. Ask a teacher how she begins group time early in the day to include an
 1. ___ activity to unite
 2. ___ activity to disengage the stress response
 3. ___ activity to connect with each other
 4. ___ activity to commit oneself to learning.

Teacher’s response:

Principle #4: “My job is to keep you safe. Your job is to help keep it that way.”

- ___ 1. Read p. 51-54.
 ___ 2. Safe Place case: In a container located within your main structure, place additional items that might help children return to a pleasant peaceful inner state. This could include but is not limited to the following:



<ul style="list-style-type: none"> • Tape recorder/CD with soothing music • Family and Friends Center nearby 	<ul style="list-style-type: none"> • Stuffed animals or dolls to hug • Lotion • Relaxation wave bottles 	<ul style="list-style-type: none"> • Small blanket or beach towel • Stress balls or stress S.T.A.R. • Favorite books
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Ask a teacher where her Safe Place is. Does it have a Safe Place Case?

Teacher’s response:

<p>___ 3. Complete as many of these as you have time for—in whatever order you want.</p> <p><i>Fill out the corresponding activity found on the “Three Activities” page.</i></p>	<p>Read <i>Shubert is a S.T.A.R</i></p>	<p>Read “Becoming brain smart” (pp. 42-48).</p> <p>Read “Understanding temperament” (p. 48-51).</p>
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THREE ACTIVITIES



What insights did you gain from reading Shubert Is a S.T.A.R.?



Activity to take time to synthesize the brain information

Hypothesize the answers to the following questions. There are no correct answers, just educated guesses. The purpose of the exercise is for you to interact with the information presented about the brain and the nervous system. *Choose one of the following to answer.*

1. Describe behaviors you might see in your classroom from a hypothetical child who possessed the following nervous system characteristics:
 - a. Oversensitive alarm system, undersensitive dopamine and motivation system, low levels of serotonin
 - b. Undersensitive alarm system, oversensitive dopamine and motivation system, low levels of serotonin
2. Why might certain children respond differently to classroom teasing?
3. From your current knowledge, brainstorm the messages, types of activities and kinds of class climates children need to be successful. Focus on what would benefit all children.
4. Discuss how current policies/practices may destine some children for failure.

Answer to Question # _____



Activity to discern your temperament

The traits listed on pages 49-50 can be loosely dived into easy, moderate and difficult levels. The difficult descriptions have been given. You must estimate from this description what easy and moderate would look like. Rate yourself as easy, moderate or difficult. Also pick a child who you would find challenging and rate him or her as well. Write **E** for easy, **M** for moderate, or **D** for difficult.

Trait	Your temperament	Child's temperament
Activity level	_____	_____
Quality of mood	_____	_____
Approach/withdrawal	_____	_____
Rhythmicity	_____	_____
Adaptability	_____	_____
Sensory threshold	_____	_____
Intensity of reaction	_____	_____
Distractibility	_____	_____
Persistence	_____	_____

Conscious Discipline Chapter 2: Encouragement

Principle #1: We are all in this together

- ___ 1. Read p. 57-62
- ___ 2. Read p. 65-67, “Building the school family” and “Physical structures.”
- ___ 3. Locate these physical structures in your classroom.

Principle #2: Contributing to the welfare of others builds self-worth—and this includes children.

- ___ 1. Read p. 68, including Skill #1: Meaningful jobs for all.
- ___ 2. Read p. 71-73, Skill #3: Noticing children’s contributions to others.

The basic formula: You _____ so _____. That was _____.

- ___ 3. **Using the basic formula, write down your response to these situations.**

Situation 1: Arlie was upset and could not find her carpet square to sit on for story time. Marcia waved to her and said, “You can sit with me.”

Situation 2: After working on puzzles, Alexander cleans up his table space and puts the puzzles away.

Situation 3: After serving himself some corn, Matt passed the bowl to Lucas.

Principle #3: How you “see” others defines who you are.

- ___ 1. Read p. 76-77, Skill #4: “Call for help”—A two-step teaching process.
Step #1: Empower the children to respond to “problem” child.
Step #2: Then use “call for help” perceptual frame to respond to child.
Shubert’s Helpful Day describes this skill well.

Note: When you master this concept, the most difficult one in the book, you’ll be able to call yourself a master teacher. Don’t worry if you do not master it yet.

Principle #4: We are all unique, not special.

- ___ 1. Read p. 78-79

Principle #5: Some forms of praise can be discouraging.

- ___ 1. Read p. 79-84. *This is key to mastering Conscious Discipline.*
- ___ 2. Fill out handout, “Do You Tend to Encourage or Discourage Yourself?”
- ___ 3. **When you get the urge to say, “Good job.” “Great!” What are you going to do to teach yourself to notice, rather than judge, a child?**

- ___ 4. **Why does *Conscious Discipline* not use rewards?**

Principle #6: Children need encouragement, especially when they have made “poor” choices.

- ___ 1. Read pp. 84-87.
- ___ 2. Read *Shubert’s Helpful Day*.

