

Welcome to Session 6

The Skill of Encouragement and the Power of Unity

SESSION OVERVIEW:

- Identify ways to shift from a culture of “us” and “them” to a culture of “we” with unity as its goal.
- Recognize how being of service can function as a powerful replacement for external rewards.
- Practice the language of encouragement to highlight acceptance and unconditional love.
- Explore the School Family and Connected Home Family structures to help children practice the Skill of Encouragement.



ConsciousDiscipline®



If you are in a group setting, choose a partner for Session 6:

Session 6: Pre-Learning Survey

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

1. You cannot have an encouraging classroom or home unless you focus on what you want.

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

2. Competition is a healthy and necessary part of a classroom or home culture.

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

3. Being of service is genetically within all of us.

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

4. The Kindness Tree structure is similar to “catching them being good.”

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

5. Acceptance demonstrates unconditional love, love that makes no demands.

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

In This Session, We Will Explore...

Skill of Encouragement: Building the School Family™ and Connected Home Family

Power of Unity: We are all in this together

Adult Goal: Build the School Family and a Connected Home Family by creating a sense of belonging for all

Child Goal: Develop connections and relationships with adults and peers as part of a community

Combined Tools for Creating Connection

R = Rituals

E = Encouragement

J = Jobs

E = Empathy

C = Choices

T = The School Family

The Power of Unity

The Power of Unity says the motivation to behave comes from being in relationship with one another.

Humans are wired to view the world in a compassionate way, to connect and to be of service to each other. These evolutionary traits helped us to survive and prosper.

1. What happens in the brain when we are helpful or are of service to others? _____

2. Helping others regulates the _____

3. Educator “Safety” Job Description: My job is to keep the classroom _____ and your job is to help keep the classroom _____.

4. Parent “Safety” Job Description: My job is to keep the home _____ and your job is to help keep the home _____.

5. How does the safety job description encourage both adults and children to be of service? _____



The Skill of Encouragement

There are three structures that help us implement the Skill of Encouragement.

- Kindness Tree
- Meaningful Jobs
- Ways to be Helpful

The Kindness Tree helps us train the brain to see kind and helpful acts. We will get more of the behaviors we focus our attention on. What kind and helpful acts have you noticed today? _____

6. In the past, we've attempted to build children's self-esteem by pumping them up from the outside with comments like "good job." We now know that the belief that something from the *outside* will make us feel good on the *inside* is the prerequisite for all _____.

What are some of the consequences of this in our society? _____

In your life? _____

7. How do we shift from a "me" generation to a "we" generation? _____

You cannot have an encouraging environment unless you focus on what you want.

8. What I offer to others, _____.

Noticing as a Tool for Encouragement

Noticing helps to encourage children in a way that makes their accomplishment their own rather than making it about us. Noticing provides a play-by-play description of the action and sounds like this:

"You did it! You _____!" or "Good for you! You _____."

9. "Good job" places the emphasis on my _____ of you. "_____"
places the emphasis on your achievement.

Encourage the following children with "you did it!" and a description of their accomplishment.

10. Sofia put on her backpack.

11. Jordan organized his desk before dismissal.

12. Determine which of the following statements are a command or a request:

a. "Malik, walk behind Jada in line."

b. "Malik, please pass this over to Jada."

c. "Jada, please come to the carpet."

d. "Malik, will you take this down to the office for me and give it to Ms. Carter?"

e. "Buckle your seat belt so you are safe."

f. "It's time to line up. Come to the door."

13. What are three ways to replace "good job" with encouragement?

When we judge children, we tell them who we think they should be. Judgment implies conditional love or love that makes demands.

Encouragement and noticing are about accepting children for who they are. Acceptance shows unconditional love or love that makes no demands. It describes "that which is."



Noticing Kind and Helpful Acts

Noticing kind and helpful acts is an extension of noticing for encouragement. We describe the action, relay how it impacts others and add a tag like “that was helpful” or “that was kind.”

“You (describe what the child did) so (describe how this impacted others). That was helpful.”

Example: “You started your work so others would know what to do. That was helpful.”

Judging vs. Noticing	
Judging	Noticing
“Good job, Erica!”	“Erica, you put your toys in the bins and your clothes in the drawers. You’ve cleaned your room so you can find things when you want them!”
“You are such a good boy.”	“You showed Cody how to butter his bread without tearing it. That was helpful.”
“That was a great slide!”	“You did it! You came down the slide feet first and landed right in my arms.”

Notice the following helpful acts:

14. Child held the door open.

15. Child got ready quickly.

16. Child hung up his things.

REMEMBER!

Notice and encourage yourself when you’ve accomplished a goal, tried something new or worked toward breaking an old habit:

“I did it! I remembered everything on the list so we would have what we need for the project!”

It’s helpful to make these statements out loud for children to hear as you retrain your own inner speech to be more helpful and healthy.

Highlighting Children's Unique Gifts

We can also notice to highlight children's unique gifts and skills. State the skill, "You _____," then ask them to help others, "Would you be willing to _____?"

Examples: "You read the whole assignment. Would you be willing to help Clarence finish his reading?" "You folded the paper in half to make a card. Would you be willing to show your sister how to do hers?"

Encouraging Children Who Make Poor Choices

The way we speak to ourselves is generally the way we speak to others when we are upset or triggered.

Think about your inner voice. Do you typically encourage or discourage yourself? _____

What kind of inner voice do you want the next generation to develop? _____

Encourage children when they make poor choices by saying:

- You almost did it. You just need a little more practice.
- I'm confident you can think of another way to solve your problem.
- You'll figure out a helpful way. You can do it.
- Keep breathing. You can handle this.

**The words we say to our children today will become
their inner speech when they grow older.**

A sense of belonging comes from feeling personally valued within a social system. It is feeling accepted by other members, while also feeling indispensable and integral to the whole.

Connecting Rituals

Rituals are essential for life at all ages and at all stages. They bind us together, providing meaning and a rhythm to our lives. Rituals are essential to the health of your School Family and your Connected Home Family.

Wish Well Ritual

"We wish you well. We wish you well. All through the day today, We wish you well."



What are your current greeting and goodbye rituals?

Greeting: _____

Goodbye: _____

Thinking of the four components for connection (eye contact, touch, playfulness and presence) and the brain's pattern-seeking tendencies, write down two ways you are going to strengthen your greeting and goodbye rituals.

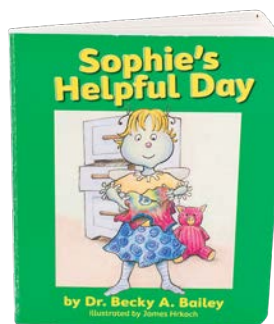
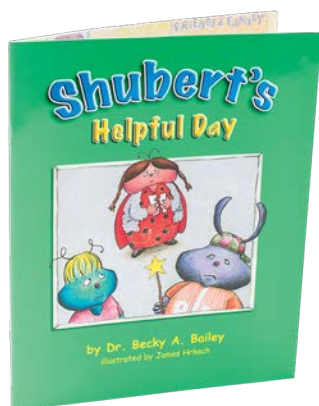
Greeting: _____

Goodbye: _____

Welcome Back Ritual

Use a puppet or wand to “kiss” the returning child. “You’ve been gone and you’ve been missed. Where would you like your welcome back kiss?”

What other rituals will you implement to encourage and connect your classroom?



I am willing

To consciously use noticing and encouragement to shift from “good job” to “good for you,” and help children who make poor choices understand they are still loved.

SIGN: _____ DATE: _____

Focus Points for Parents

These structures will help you create an encouraging, connected home family. Visit Shubert's Home at ConsciousDiscipline.com/Free-Resources/Shuberts-Home to see them in action.

Kindness Tree: Create a Kindness Tree using paint or wall decals, or by drawing a tree trunk on a piece of card stock. Honor kind and helpful acts by putting sticky notes or hearts on the tree. Discuss and celebrate some of these acts during family dinners.

Kindness Jar (instead of a tree): Write the person's name and the helpful act on a slip of paper. Store these notes in a child-decorated Kindness Jar and read them at a set time daily or weekly, perhaps during dinner or as part of a family-wide bedtime ritual.

Kindness Conversation: Each night at the dinner table, ask, "What is one helpful thing you did or saw someone else do today?"

Meaningful Jobs: Jobs encourage self-worth, responsibility and unity. Create a visual such as a board, book or checklist to show the many jobs that are required to keep the household running smoothly, like trash collection, table setting, cooking, picking up toys, sorting laundry and mowing the grass. Encourage children to select jobs they are willing to be responsible for doing. If a job seems too advanced, seek out ways for them to assist. (A 3-year-old cannot safely vacuum the floors, but can use the hand-held vacuum to do the baseboards and couch cushions.) The purpose of these jobs is to be of service to the family, not to earn an allowance. An allowance is helpful for teaching money management, but when we connect it to regular household duties, we replace family contribution with personal gain.

Ways To Be Helpful board or books: Help children reap the brain-building, feel-good benefits of contributing to the family by providing them with visuals for ways to be helpful in the home. Photograph helpful acts, print the photos and write a brief explanation to go with each. Then post the images on the wall or bind them together in a book. Be certain to include chore-type tasks like putting shoes in the closet and turning off the lights, as well as social strategies like asking for a turn and saying, "Thank you." The more you highlight helpful acts, the more of these behaviors you will see!



Focus Points for Educators

These structures will help you create an encouraging, connected School Family. Visit Shubert's School online at ConsciousDiscipline.com/Free-Resources/Shubert to see them in action.

Kindness Tree: Create a Kindness Tree using paint or wall decals, by drawing a tree trunk on poster board or by making one out of felt. Encourage children to honor kind and helpful acts by putting a sticky note or heart on the tree branches for each kind or helpful act they see. Young children will put hearts on the tree. Those who can write will either print the person's name or print the name and the act, depending on proficiency level. Invite students to share these kind and helpful acts daily, perhaps in conjunction with a "Kindness Recorder" or "Kindness Tree" class job.

Meaningful Jobs: Meaningful jobs encourage self-worth, responsibility and unity, and allow children to experience how each person is valuable to the group. Provide a job for every child to ensure all have the opportunity to contribute to the class. Visually track the jobs using a system like the School Family Job Board from Conscious Discipline. Rotate jobs weekly.

Ways To Be Helpful board or book: Help children reap the brain-building, feel-good benefits of contributing to the well-being of the group by providing them with visuals for ways to be helpful. Photograph helpful acts, print the photos and write a brief explanation to go with each. Then post the images on the wall and bind them together into books. Be certain to include housekeeping tasks like putting backpacks away and social strategies like raising their hands before speaking. The more you highlight helpful acts, the more of these behaviors you will see!

Review: Skill of Encouragement

Power: **Unity:** We are all in this together.

Becoming Brain Smart: Encouragement, connection and belonging prime the brain for academic achievement.

Skill: Notice instead of judge as the basis for encouragement, "You did it! You ____ so _____.
That was helpful."

School Family: The "I See" Song, Connecting Rituals, Ways to Be Helpful, Kindness Tree or Recorder, Job Board, Friends and Family Board/Book

Reflection: Power of Unity

We can choose to see a world of separation and judgment, or a world of interconnection and hope. The Power of Unity inspires us to co-create a School Family filled with intrinsic motivation, contribution, helpfulness and the limitless expression of each person's unique gifts for the betterment of the whole. We can do it! We can build the connected, compassionate classrooms of our dreams! The following will help in our success:

- ☐ **Treat others as we wish to be treated.**
- ☐ **Become consciously aware of our tendency to judge instead of notice.**
- ☐ **Observe how willing or resistant we are to see a call for help** instead of misbehavior. Use the two-step call for help formula instead of judging or labeling.
- ☐ **Help children be of service.** Replace activities that focus on specialness with ones that focus on unity, helpfulness and contribution: "I am unique because _____ and it contributes to my School Family by _____." "Are you willing to help your classmate by _____?"
- ☐ **Watch the Power of Encouragement video** on the portal to deepen your reflection.

Review: Brain Smart Teaching Moments

Use acts of helpfulness as the core of your character-building efforts. Notice the following acts frequently:

- | | |
|----------------|------------------|
| • Helpfulness | • Thoughtfulness |
| • Kindness | • Courtesy |
| • Taking turns | • Cooperation |
| • Caring | • Concern |

Every assertive command is a teaching moment. We can make the moment about us by saying, "Thank you" or "Good job," or we can honor the child's willingness and effort by saying, "You did it!" "Good for you!" or "Way to go!" Notice children's strengths and encourage them to be of service by offering their unique gifts to others.



Reflection: Traditional Discipline and Conscious Discipline

If possible, partner up with someone and say the following two statements out loud. See if you can feel the difference. After each statement share, “The difference between Traditional Discipline and Conscious Discipline for me was...”

Traditional Discipline	Conscious Discipline
“Thank you, Erica.”	“Erica, you carefully matched each toy with the label and put it in the bin so everyone can find it. That was helpful.”
“Good job, Roberto.”	“Roberto, you did it! You finished all your homework. Good for you!”
“That was a great catch!”	“You did it! You held your hands out and kept your eyes wide open so you could catch the ball!”
“You are so good at math.”	“You finished all your math problems and checked your work carefully. Would you be willing to help Kareem so he can be successful, too?”

3-2-1 Reflections

3 Things you learned...

2 Ways that you were personally impacted...

1 Question you still have...

Implementation Plan: Make a Commitment

Commitment for Educators

What are you willing to begin implementing right away? Pick one commitment from below or fill in your own. Take out your **Reminder Mini-Poster** for this session and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

- ☐ **Encourage through noticing**, “You did it! You ____.” At least three times a day, catch yourself before you issue a judgment (“good job”) and encourage instead.
- ☐ **Shift to “You did it!” “Way to go!” or “Good for you!”** instead of “Thank you” or “Good job!” after compliance.
- ☐ **Consciously notice helpful acts daily** using the formula “You ____ so _____. That was helpful.”
- ☐ **Encourage children who make poor choices.** “You almost did it. Try again. You can do it!”
- ☐ **Implement a job for every student** and organize it with a job board.
- ☐ **Create a Ways to be Helpful bulletin board, book or directory.** Plaster your school with images of what you want children to do, demonstrating the values you hold dear.
- ☐ **Create a Kindness Tree and/or Kindness Recorder** to honor helpfulness, not “catch them being good.”
- ☐ **Set aside time for connecting rituals** and use student jobs to organize, plan and run them.
- ☐ **Add more music, movement and brain breaks into the day.**
- ☐ **Visit Shubert’s School and the portal** to gain additional insight, with a particular focus on implementing a Kindness Tree, Jobs, Ways to Be Helpful and Connecting Rituals.



Commitment for Parents

What are you willing to begin implementing right away? Pick one commitment from below or fill in your own. Take out your **Reminder Mini-Poster** for this session and write your commitment in the space provided. If you are in a group setting, verbalize this plan to your Commitment Buddy.

- ☐ **Encourage through noticing** by saying, “You did it! You___,” at least three times a day. Catch yourself before you offer a judgment (“good job”) and encourage instead.
- ☐ **Shift to “You did it!” “Way to go!” or “Good for you!”** instead of “Thank you” or “Good job!”
- ☐ **Consciously notice helpful acts daily** using the formula, “You ____ so _____. That was helpful.”
- ☐ **Encourage children when they make poor choices.** “You almost did it. Try again. You can do it.”
- ☐ **Begin family jobs** and organize them in a visual checklist or chart.
- ☐ **Take pictures of your child doing helpful things around the house** and put them in a Ways To Be Helpful board or book.
- ☐ **Set aside time for daily connecting rituals.** Decide when and what you will do, and be sure to involve your children in choosing the rituals.
- ☐ **Add more music, movement and brain breaks into the day.**
- ☐ **Visit Shubert’s Home and the book study portal** to gain additional insight on implementing a Kindness Tree, Jobs, Ways To Be Helpful and Connecting Rituals.
- ☐ **Other** _____

Session 6: Post-Learning Survey

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

1. You cannot have an encouraging classroom or home unless you focus on what you want.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
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2. Competition is a healthy and necessary part of a classroom or home culture.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
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3. Being of service is genetically within all of us.

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
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4. The Kindness Tree structure is similar to "catching them being good."

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
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5. Acceptance demonstrates unconditional love, love that makes no demands.

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

- “Greetings” from *Brain Boogie Boosters*
- “That Was Helpful” from *It Starts in the Heart*
- “I’m a Helpful Person” from *Songs for I Love You Rituals Vol. 2*

Essential Reading

- *Conscious Discipline: Building Resilient Classrooms*, Chapter 6, Encouragement (pages 162-193)
- *Easy to Love, Difficult to Discipline*, Chapter 6, Honoring Your Children so They Can Honor You (pages 121-142)
- *Creating the School Family*
- Chapter 7, Ways to be Helpful Boards and Books (pages 129-143)
- Chapter 10, School Family Rituals (pages 199-221)
- Chapter 11, Classroom Jobs (pages 223-245)

Rubrics

- Skill of Encouragement 3.0
- I Love You Rituals 3.1
- Ways to be Helpful 3.2
- Meaningful Jobs 3.3

Products to Support the Skill of Encouragement

- *Shubert’s Helpful Day*
- *Sophie’s Helpful Day*
- *Shubert Puppet*
- *Sophie Puppet*
- *Seven Skills Poster Set*, Encouragement Poster
- *School Family Job Set*
- *Routine and Responsibility Cards*

Additional Resources

- Songs for *I Love You Rituals*, Vol. 1 and 2 music CD
- *I Love You Rituals* book
- *Conscious Discipline: Building Resilient Classrooms*
- *Creating the School Family*
- *Kindness Counts* music CD
- *It Starts in the Heart* music CD
- *Brain Boogie Boosters* music CD
- *Conscious Discipline Premium Digital Toolkit*, including:
 - Make-N-Takes
 - CD Games
 - We Care Cards
 - Audio Series
 - Elevate SEL Video Sessions

Online Resources

Log in to your e-Learning Portal at ConsciousDiscipline.com to access additional resources and video FAQs for Session 6.

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



ANSWER KEY: SESSION 6

1. It stimulates the reward centers of our brain and emits “feel good” chemicals
2. Arousal system of the brain: the clacker
3. Safe / Safe
4. Safe / Safe
5. Adults and children are of service by helping each other keep it safe.
6. Addictions and aims us in the direction of narcissism
7. Build encouraging classrooms and homes
8. I strengthen in myself
9. Evaluation / “You did it”
10. “You did it! You put on your backpack and stood by the front door.”
11. “You did it! You cleaned up your desk and now you are ready to leave.
Way to go!”
12. a. Command
b. Request
c. Request
d. Request
e. Command
f. Command
13. You did it! / Way to go! / Good for you!
14. You held the door open so we could all walk through. That was helpful.
15. You got ready quickly so we would be on time for rehearsal. That was helpful.
16. You hung up your things so the walkway would be clear. That was helpful.