



Weaving Rituals Throughout the Fabric of the Day

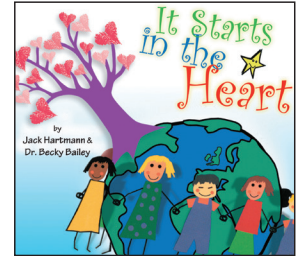
For Pre-K – Grade 2

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Let's get this PARTY started with a Brain Smart® Start

This is My School Family

The Conscious Discipline Brain Smart Start of the day consists of four activities: An activity to unite, an activity to connect, an activity to disengage stress and an activity to commit. Dr. Bailey designed this combination of activities using current brain research in order to promote an optimal learning state. Each classroom will conduct its own Brain Smart Start daily. Additionally, schools utilizing school-wide announcements will incorporate a Brain Smart Start into their regular announcement routine.



Implementation Plan: Safekeeper Ritual and Daily Commitments

How to use the Safekeeper/Commitments Ritual: Conscious Discipline teaches us that the brain functions optimally when a person feels safe. The basic job description for a teacher in a Conscious Discipline classroom is “My job is to keep the class safe.” The children’s job is “To help keep the class safe.” The principal is the Safekeeper of the school.

Safekeeper Rituals look different in different classrooms. One of the most common Safekeeper rituals involves each child selecting or creating an item that represents him or herself (a cutout, a photo glued to a popsicle stick, a small toy, etc.). Each morning the teacher states the Safekeeper job description and asks the children to commit to keeping the class safe by putting their item in a decorated Safekeeper box.

GOAL: For children to consciously place their figures in the Safekeeper container while making a commitment to help keep the classroom a safe place to learn (play and work).

Ideas for Implementation into my classroom:

Helpful Hints for the Safekeeper Ritual: At the beginning of the school year, do the safekeeper ritual after commitment time because it all relates to being safe:

- Review commitments
- Ask each child individually if they are willing to keep it safe
- Student will respond, “I will keep it safe”
- Teacher places picture/stick in treasure box
- When all are in box, teacher will close and say “My job is to keep you safe, and your job is to help keep it safe!”



Once students understand the ritual, the Safekeeper ritual becomes a part of their morning routine. They enter the room, put their photo on the wish well board, pick up their Safekeeper stick and say “I’m going to be safe today.” They put stick in the treasure box, and then unpack their back pack. After commitment time, the commitment helper gets the safekeeper box, hands it to the teacher and the teacher says, “My job is to keep you safe, and your job is to help keep it safe!” Focus on helpful/hurtful language. Teach help/hurt sign language.



Implementation Plan: Safekeeper Ritual and Daily Commitments (continued)

Helpful Hints for Commitments:

- Introduce one commitment a week using Mr. Potato Head to model – discuss what it looks/feels/sounds like. Model appropriate and inappropriate use of commitment and that is what you focus on noticing that week!
- Use a clothespin (works fine motor skills) or craft stick (they decorate the first week).
- The first six weeks of school everyone commits to the same commitment. Ask each student, “Are you willing to use kind words today?” They respond, “Yes, I’m going to use kind words today”. Then the teacher puts the clothespin on the kind word commitment.
- Once all commitments are introduced, students start to pick one “that they need to work on that day”. THEY choose but the teacher models and places the clothespin on the correct commitment. After a few weeks and students have seen the modeled behavior, students may start to put their own clothespin on the commitment they choose.
- Use commitment reflection at the end of the day (free download from ConsciousDiscipline.com/Resources). Students reflect on their day and they say whether “they did it” or had an “oops” and move clothespin.
- Teacher also makes commitment each day and models reflection time – this is powerful! Mistakes are opportunities to teach/learn.

Implementation Plan: Greetings

How to use Greetings: Select a location where you will stand every morning to greet the children. Send the verbal and nonverbal message, “Hello, I’m glad you’re here today!” Props like the greeting apron give children a choice about how they would like to be greeted. For example, you may put images of a butterfly, a hand, a bear and fireworks on an apron. Ask children how they would like to be greeted and then share a playful greeting together. Make up greetings to go with the images.

GOAL: For children to consciously connect with their teacher (and others) so their brain gets a hit of Joy Juice (Dr. Bailey, 2015) and is able to work/learn from the highest state of their brain that is on-line.

Ideas for Implementation into my classroom:

Helpful Hints for the Greeting Ritual: A few popular ideas

- for **touch:** bear (hug), hand (high five), butterfly (intertwine thumbs) **Non-touch:** crown (to bow), smile, robot (robot dance).
- Have 3-4 options (always offer one non-touch) posted on wall, on apron, or hat
 - You can buy inexpensive wooden cuts outs from Michaels/Hobby Lobby or print your own images
 - Greet every child, every morning
 - Kneel or use a chair to be at their eye level





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Implementation Plan: I Love You Rituals (ILYR) and other Connecting Rituals

How to use I Love You Rituals: Dr. Bailey designed I Love You Rituals as a playful means to promote optimal brain development, increase attention span, reduce hyperactivity, build self-esteem, amplify cooperation and facilitate language development. These transformative rituals can be enjoyed in an adult-child setting or between children and are appropriate from 15 months through elementary school.

I Love You Rituals are structured connecting activities that include eye contact, touch, presence and playfulness. Classrooms benefit from I Love You Rituals in routines like the Brain Smart Start, during circle time and after transitions. Teachers and individual students benefit from scheduling regular one-on-one I Love You Rituals when children call for help through difficult behaviors like aggression, tantrums or withdrawal.

I Love You Rituals are helpful for all children, but are particularly essential to fostering healthy connection and development when enjoyed with children with challenging behaviors, who are at-risk or who experience special needs.

GOAL: For children to consciously connect one-on-one with their teacher (and others) so their brain gets a hit of Joy Juice (Dr. Bailey, 2015) and is able to work/learn from the highest state of their brain that is on-line.

Ideas for Implementation into my classroom:

Helpful Hints for the I Love You Rituals:

- Have a few choices for the child so he/she can choose their favorite
- You can find free printables online at ConsciousDiscipline.com/Resources
- Kneel or use a chair to be at their eye level
- A few favorites we will learn include:



*Twinkle, Twinkle, Little Star,
 What a wonderful child you are,
 With bright eyes and nice, round cheeks,
 A talented person from head to feet.
 Twinkle, Twinkle, Little Star,
 What a wonderful child you are!*



*Humpty Dumpty sat on a wall;
 Humpty Dumpty had a great fall;
 All the queen's horses and
 All the king's men
 COULD put Humpty together again!*



*George Porgie, pudding and pie,
 Gave his friend a big high five!
 With his friend he loved to play,
 A gift of a smile he gave each day!*

Other Connecting Rituals: HAPPY BIRTHDAY, JEN!!

- Birthday Rituals Ideas: Birthday Song with candle, Plant Birthday wishes, Homemade Birthday Book with Birthday Globe



Implementation Plan: Wish Well and Absent Child Rituals

How to use the Wish Well and Absent Child Rituals: Wishing well is a way to instantly calm ourselves, and offer love and caring to others. It is a way for children to help others when there is no physically tangible way to offer their help. **To wish well put your hands over your heart, take a deep breath in – pause – and picture something precious in your mind. Breathe out while opening your arms and sending precious, loving energy out to the person you are wishing well.**

The Wish Well Board is used for the class-wide Wish Well Ritual. When a child is absent, moving to another school, has arrived late or is in need of support for other reasons, place the child’s picture or name in the heart inside your Wish Well Board. During your Wish Well Ritual, you will invite the class to wish the child well with the process described above, and/or by singing a song like “We Wish You Well” on Songs from *I Love You Rituals™* Volume 2 or “I Wish You Well” on *It Starts in the Heart* (in English and Spanish). You may purchase a Wish Well Board, or create your own using a magnetic cookie sheet and magnets or foam board and velcro.

GOAL: For children to consciously send loving energy to help others when there is no physically tangible way to offer their help. Wishing well offers a way for children to support each other and calm themselves. The Wish Well Board provides a visual aid for children during your daily Wish Well Ritual.

Ideas for Implementation into my classroom:



Helpful Hints for Wish Well/Absent Child Ritual:

- Cross heart, close eyes, “Put ___ in my heart.” (Children repeat)
“We wish you well, we wish you well, all thru the day today, we wish you well”
- Have a plush toy or finger puppet to give kisses, “You’ve been gone and you’ve been missed, welcome back with a ___ kiss!”
- Have a wish well helper job and welcome back helper job.

Where Should You Begin?

- Begin where you are comfortable! Pick structures that you KNOW you are comfortable with and can easily incorporate into your present classroom routines.
- Conscious Discipline isn’t a second job, it’s woven into your day and integrated into what you already do. It should make your job easier, less stressful and more enjoyable!
- Take small steps: one skill, one phrase, one structure at a time until you feel comfortable and ready to add something else.
- *Celebrate your success! You’ve got this!*

I will start with: _____

I will need: _____

I will know that I am successful with this ritual implementation when: _____
