

Anchorage Standard	Conscious Discipline	Conscious Discipline Skill Description
1. Self-Awareness (I Am)		
1A. Students demonstrate awareness of their emotions	Chapter 4: "Composure," pp. 86-119 a. Safe Place b. Circle Time/Morning Meetings k. Safekeeper Ritual l. Brain Smart® Start	Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.
	Chapter 5: "Assertiveness," pp. 120-159 f. Time Machine/Instant Reply p. S.T.A.R. & Wish Well Rituals	Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.
1B. Students demonstrate awareness of their personal traits	Chapter 6: "Encouragement," pp. 162-193 c. Meaningful Jobs d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual n. New Student & Greeting/Goodbye Rituals o. Kindness Ritual	Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning.
	Chapter 7: "Choices," pp. 194-217 g. Picture Rule Cards q. Daily Routine	Building self-esteem and willpower while reducing impulsiveness. Empowering children while setting limits so that learning is optimized.
1C. Students demonstrate awareness of their external supports	Chapter 6: "Encouragement," pp. 162-193 c. Meaningful Jobs d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual n. New Student & Greeting/Goodbye Rituals o. Kindness Ritual	Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning.
	Chapter 7: "Choices," pp. 194-217 g. Picture Rule Cards q. Daily Routine	Building self-esteem and willpower while reducing impulsiveness. Empowering children while setting limits so that learning is optimized.

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1. Self-Awareness (I Am) (continued)		
1D. Students have a sense of personal responsibility	Chapter 4: "Composure," pp. 86-119 a. Safe Place b. Circle Time/Morning Meetings k. Safekeeper Ritual l. Brain Smart® Start	Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.
	Chapter 6: "Encouragement," pp. 162-193 c. Meaningful Jobs d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual n. New Student & Greeting/Goodbye Rituals o. Kindness Ritual	Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning.
	Chapter 10: "Consequences," pp. 286-322 j. Class Meetings/Circle Time t. Connecting Rituals & Group Commitments	Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.
2. Self-Management (I Can)		
2A. Students demonstrate ability to manage their emotions constructively	Chapter 4: "Composure," pp. 86-119 a. Safe Place b. Circle Time/Morning Meetings k. Safekeeper Ritual l. Brain Smart® Start	Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.
	Chapter 5: "Assertiveness," pp. 120-159 f. Time Machine/Instant Reply p. S.T.A.R. & Wish Well Rituals	Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.
	Chapter 9: "Positive Intent," pp. 254-285 h. Celebration Center r. Cheer Card Rituals	Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.
	Chapter 10: "Consequences," pp. 286-322 j. Class Meetings/Circle Time t. Connecting Rituals & Group Commitments	Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.

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2. Self-Management (I Can) (continued)		
2B. Students demonstrate honesty/integrity	Chapter 6: "Encouragement," pp. 162-193 c. Meaningful Jobs d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual n. New Student & Greeting/Goodbye Rituals o. Kindness Ritual	Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning.
	Chapter 10: "Consequences," pp. 286-322 j. Class Meetings/Circle Time t. Connecting Rituals & Group Commitments	Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.
2C. Students use effective decision-making skills	Chapter 4: "Composure," pp. 86-119 a. Safe Place b. Circle Time/Morning Meetings k. Safekeeper Ritual l. Brain Smart® Start	Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.
	Chapter 6: "Encouragement," pp. 162-193 c. Meaningful Jobs d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual n. New Student & Greeting/Goodbye Rituals o. Kindness Ritual	Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning.
	Chapter 7: "Choices," pp. 194-217 g. Picture Rule Cards q. Daily Routine	Building self-esteem and willpower while reducing impulsiveness. Empowering children while setting limits so that learning is optimized.
	Chapter 10: "Consequences," pp. 286-322 j. Class Meetings/Circle Time t. Connecting Rituals & Group Commitments	Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.

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2. Self-Management (I Can) (continued)		
2D. Students demonstrate ability to set and achieve goals	Chapter 4: "Composure," pp. 86-119 a. Safe Place b. Circle Time/Morning Meetings k. Safekeeper Ritual l. Brain Smart® Start	Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.
	Chapter 10: "Consequences," pp. 286-322 j. Class Meetings/Circle Time t. Connecting Rituals & Group Commitments	Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.
3. Social Awareness (I Care)		
3A. Students demonstrate awareness of other people's emotions and perspectives	Chapter 8: "Empathy," pp. 218-251 i. We Care Center s. Absent Child & Welcome Back Rituals	Helping children accept and process their feelings so as to see the world from others' perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.
3B. Students demonstrate consideration for others and a desire to positively contribute to their community	Chapter 6: "Encouragement," pp. 162-193 c. Meaningful Jobs d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual n. New Student & Greeting/Goodbye Rituals o. Kindness Ritual	Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning.
3C. Students demonstrate an awareness of cultural issues and a respect for human dignity and differences	Chapter 6: "Encouragement," pp. 162-193 c. Meaningful Jobs d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual n. New Student & Greeting/Goodbye Rituals o. Kindness Ritual	Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning.
	Chapter 8: "Empathy," pp. 218-251 i. We Care Center s. Absent Child & Welcome Back Rituals	Helping children accept and process their feelings so as to see the world from others' perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.

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3. Social Awareness (I Care) (continued)		
3D. Students can read social cues	Chapter 4: "Composure," pp. 86-119 a. Safe Place b. Circle Time/Morning Meetings k. Safekeeper Ritual l. Brain Smart® Start	Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.
	Chapter 5: "Assertiveness," pp. 120-159 f. Time Machine/Instant Reply p. S.T.A.R. & Wish Well Rituals	Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.
4. Social Management (I Will)		
4A. Students use positive communication and social skills to interact effectively with others	Chapter 4: "Composure," pp. 86-119 a. Safe Place b. Circle Time/Morning Meetings k. Safekeeper Ritual l. Brain Smart® Start	Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.
	Chapter 5: "Assertiveness," pp. 120-159 f. Time Machine/Instant Reply p. S.T.A.R. & Wish Well Rituals	Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.
4B. Students develop constructive relationships	Chapter 6: "Encouragement," pp. 162-193 c. Meaningful Jobs d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual n. New Student & Greeting/Goodbye Rituals o. Kindness Ritual	Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning.

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4. Social Management (I Will) (continued)		
4C. Students demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	Chapter 4: "Composure," pp. 86-119 a. Safe Place b. Circle Time/Morning Meetings k. Safekeeper Ritual l. Brain Smart® Start	Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.
	Chapter 5: "Assertiveness," pp. 120-159 f. Time Machine/Instant Reply p. S.T.A.R. & Wish Well Rituals	Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.
	Chapter 8: "Empathy," pp. 218-251 i. We Care Center s. Absent Child & Welcome Back Rituals	Helping children accept and process their feelings so as to see the world from others' perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.
	Chapter 10: "Consequences," pp. 286-322 j. Class Meetings/Circle Time t. Connecting Rituals & Group Commitments	Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.