



ConsciousDiscipline

Building School Family™: Connection Doesn't Have to be Cute

Audience: Grades 3-5

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Greetings

Week 1	Greet students with visual options for how they want to be greeted. Have one of them be a non-touching way. <i>Examples: Handshake, High-Five, Wave</i>
Week 2	Continue to greet students with visual options for how they want to be greeted. Add a new way but keep two options from previous week. Tell students that there will be a student greeter job and explain what that person's job will be. <i>Examples: High-Five, Wave, Bro Hug</i>
Week 3	Continue greeting students with visuals. Keep adding new ways to be greeted; encourage students to create ones to add. Pick a different student each day to be the arrival greeter. <i>Examples: Wingardium Leviosa, Hermione, Lightning Bolt</i>
Week 4	Continue greeting students with visuals. Keep adding new ways to be greeted; encourage students to create ones to add. Start jobs.
Week 5	Continue greeting students with visuals. Keep adding new ways to be greeted; encourage students to create ones to add. Add a new handshake made by the greeter. Call it the name of the person who made it. Take a photo of them and add it to the box/bag of choices.
Week 6	Continue greeting students with visuals. Keep adding new ways to be greeted; encourage students to create ones to add.

Wish Well

Week 1	Show by your actions what Wish Well is. Give a brief overview on what Wish Well is. Take photos of each student and add their picture to the Wish Well Board. Use the Wish Well song or create a special Wish Well chant. "We wish you well, We wish you well. All through the day today we wish you well."
Week 2	Continue wishing well throughout the day. Have the students start calling out Wish Wells during morning meeting. After doing this for a few days talk about how it makes them feel when we put those people in our hearts and wish them well. Also if students are willing, ask those that received Wish Wells during the day to share how it made them feel. Do a contrast with what a typical response might be.
Week 3	Wish Well person will become a job. Explain what the job is and pick different students to try out that job each day. The Wish Well person will lead Wish Well during morning meeting and will help lead Wish Well throughout the day as well. Begin to talk about the importance of wishing well outside the classroom. <i>For example, if we pass someone having a hard time in the hall, we can walk by and wish them well.</i>
Week 4	Start the Wish Well job.
Week 5	Continue the Wish Well Ritual.
Week 6	Continue the Wish Well Ritual. Have students create a <i>Reasons to Wish Well</i> book. "I Wish Well when _____. It is helpful because _____."



Line-Up Ritual

Week 1	Teach the line up song with you as the leader. <i>Example: Song is sung by a call and response.</i> <i>Everywhere we go people want to know</i> <i>Who we are</i> <i>So we tell them</i> <i>We are a family</i> <i>A mighty, mighty family</i> <i>Who ha ha a who</i>
Week 2	Continue working on the line up song. Practice lining up with space and using the words when you need more space or you want a spot in line. Explain to students that there will be a line up leader and explain that they will lead the chant that helps us get in line.
Week 3	Continue using the line up song. Pick a different person each day to lead us in lining up. Take a photo of what the line looks like and post it by the line.
Week 4	Start the line up leader job. Add in an expectation chant ending with a high five with a partner.
Week 5	Continue the Line-Up Ritual.
Week 6	Continue the Line-Up Ritual.

Absent Student Ritual

Weeks 1 - 6	This ritual will come up naturally. You will start this ritual when a student is absent. The day the student is absent, put them in the heart on the Wish Well Board. The Wish Well Leader will create a card for them and put it in their missing work folder. It will be their job to collect their missing work and explain it to them when they return. The day they get back, complete the Absent Student Ritual. "You were absent. You were gone. You were missed all day long. Now you're here and not so far. Welcome back to our star."
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Kindness Counts

Week 1	This will start with you first. Use the words for noticing. You did it, you _____ so that _____. That was _____.
Week 2	Choose the way you want to record kind acts. <i>Example: Putting hearts on the tree or writing them in a notebook. You be the Kindness Recorder this week and add the "That Was Helpful Chant" to the end of the day meeting.</i> <i>"That was helpful. You helped somebody today. That was helpful. You helped to made a better way!"</i>
Week 3	Start letting other students be the Kindness Recorder each day. Add in the Counting Kindness Chart. This can be used later in the year for combining academics with your Conscious Discipline Rituals.
Week 4	Start your classroom job of the Kindness Recorder. Add in a class handshake and chant to end your end of day meeting. <i>Example: Have students huddle up and put their hands in. Say "Spread Kindness like magic" on magic put hands in the air.</i>
Weeks 5 - 6	Continue Kindness Counts Ritual.



End of the Day Ritual	
Week 1	Meet with your class and do a connecting game to end the day for the first week of school. <i>Examples: Human Knot, Heads Up Seven Up, The Shoe Game.</i> Then end the time with a handshake. Create an example for them. One for them to show what you mean. Explain afternoon expectations. Talk about the different things which need to happen that will end up being jobs. Stand by the door and give each student a goodbye "greeting." <i>Examples: High-Five or Handshake</i>
Week 2	Add your commitment check-in to your end of the day routine. If they say I did it, everyone says "YAY! You did it!" If they take an oops. Everyone says, "It's okay. You're still beautiful to me." Give different students the jobs that need to be done at the end of the day. Stand by the door and give each student a goodbye "greeting." <i>Examples: Use the ones that you are using for morning greetings.</i>
Week 3	Continue your end of the day meetings as normal. Move from the handshake you made to one made by the class. Start afternoon jobs.
Weeks 4 - 6	Continue your end of the day meetings as normal. Add in a special song that plays as you line up to leave and/or complete their afternoon responsibilities. <i>Examples: Hey, Hey, Hey, Goodbye, I wish you well, Children's Goodbye Song</i> Continue adding new ways to say goodbye to your students at the door.

Celebrations/Birthdays	
Week 1	Create a designated place in your classroom to show different celebrations. <i>Examples: "Daily Profit" Wall. Start by being the one to demonstrate how this works by putting up your own celebrations. Write down celebrations on celebration cards and put them up on the wall.</i>
Week 2	Celebrations will happen organically. Add them in during your morning meeting. The celebration job will be done by you this week to demonstrate how it is done. Have students write down their celebrations in the morning as part of their morning work. The Celebration Recorder will pick the celebration we do for them and put it up on the wall.
Week 3	Start the Celebration Recorder job. Continue to put up celebrations for yourself and for others on the board. Encourage students to write their own celebrations. <i>Examples of celebrations: "We all lined up in under 30 seconds." "I was 1st place at my horse show last weekend." "My mom had a baby."</i>
Weeks 4 - 6	Celebration Ideas: Basketball Cheer: Students pretend to dribble a basketball and make the sounds then after three dribbles they pretend to shoot it into a basket. Once they make it they go OOOOOOO. Fireworks: Rub hands together and then shoot the hands in the air one at a time. As they "fire" their fireworks they make an exploding sound. Make It Rain: Students make their hands look like rain and say make it rain, make it rain, make it rain. Have students make them up and add them to the list. I have mine printed on a ring for them to choose from. Birthdays: The birthday celebration will come up as you have a birthday. Have the student stand on a stool and you stand behind them. You will be their arms as you conduct the rest of the class on their chosen birthday song. Songs: <i>On the Day You Were Born, It's Your Birthday</i> (Kids Bop version), <i>Happy, Happy Birthday</i> (Disney Song).



Safekeeper	
Week 1	Introduce yourself as the Safekeeper. "It is my job to keep you safe and your job is to help keep it safe." Give each student a popsicle stick shaped like a person. They will color it however they want. When they are done, bring them back together to talk about why they colored it the way that they did. Begin to use daily class commitments that go with safety. <i>Example: I commit to following classroom procedures. As the students walk in the room, have them put their person stick inside the Safekeeper Box to show that they are willing to help keep it safe.</i>
Week 2	Continue to use the safekeeper job description. Add it into your morning meeting. You say: "It is my job to keep it safe." Students say: "It is our job to help keep it safe."
Week 3	Introduce the oops job. This person will hand the oops heart to someone if they make a mistake. Show them that the oops are just opportunities for us to learn. Talk about how it helps students feel safe when they know they can oops.
Weeks 4 - 6	Continue the Safekeeper Ritual and change the commitment every week depending on what it is you need to work on as a class.

Class Agreement Chant	
Week 1	Make a chart with 3 sections: Looks Like, Sounds Like, Feels Like. Have the students write on a sticky note for each of the sections a word that explains what a safe classroom is to them. Use these sticky notes to create class agreements. Pick 5 agreements stated positively. <i>Example: I will use my listening ears.</i> Create a visual that will go with each of these and go over them each day.
Week 2	Come up with a chant that includes all of the agreements and add it to your morning meeting. Include hand motions and make at least one of the motions a motion that has students touch.
Week 3	Have these agreements become their individual commitments for the day. They can choose the agreement they most want to focus on that day. For older grades, this will be a stepping stone, and eventually they will create their own commitments with a basis in the agreements. <i>Example: I commit to listening to my friends when they ask me to stop doing something.</i>
Weeks 4 - 6	Continue using the class agreement chant during morning meeting. Go over it as needed to remind students that they made this and we are all in this together. These agreements can be added to or modified throughout the year if needed.

Friends and Family Board	
Week 1	Take family photos at your Open House and add them to your Friends and Family Book/ Board, or frames in the room. If a family does not come to Open House ask if they will send them in. Students who don't have family photos can also draw their family.
Weeks 2 - 6	As the year goes on, add photos of any new families to the board. You can also add pictures of the principal, vice principal, etc. as they are part of our School Family. As you do fun events in the classroom, you can add those pictures to the board.

My Plan for the First Six Weeks

WEEK	MATERIALS
Week 1:	

My Plan for the First Six Weeks

WEEK	MATERIALS
Week 4:	

