



ConsciousDiscipline

# Using M.A.P. Leads to Safety

Audience: Grades 3-5

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Brain Smart® Start		Notes
♥ <b>Unite</b>	Same thing, for the same time, for the same purpose.	_____
♥ <b>Disengage Stress</b>	Deep belly breathing.	_____
♥ <b>Connect</b>	<ul style="list-style-type: none"> <li>• Eye Contact</li> <li>• Touch</li> <li>• Presence</li> <li>• In a Playful Situation</li> </ul>	_____
♥ <b>Commit</b>	We are all in this together.	_____

## Brain Smart Starts are used in the morning and throughout the day.

### WEEK 1:

- Teach **why** we do Brain Smart Starts
- Teach children the Brain State Model using their hand (Example available at: [ConsciousDiscipline.com/free-resources/book-portal/chapter-2-brain-state-model/#4howtorepresentthebrainwithyourhand](http://ConsciousDiscipline.com/free-resources/book-portal/chapter-2-brain-state-model/#4howtorepresentthebrainwithyourhand))
- Teach correct deep belly breathing

**Unite** - Sunshine in my pocket.

**Disengage Stress** - S.T.A.R. Breathing.

**Connect** - *Jack Be Noodle* Brain Poem.

**Commit** - "Today I commit to following classroom procedures."



Dr. Becky Bailey demonstrates the Brain State Model

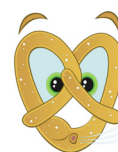
### WEEK 2:

**Unite** - Come up with a class chant.

**Disengage Stress** - Teach Pretzel and continue to use S.T.A.R.

**Connect** - Teach *Dum, Dum Ditty* and continue *Jack Be Noodle*.

**Commit** - "Today I commit to focusing my attention on \_\_\_\_\_ (teacher name) after our call back signal."





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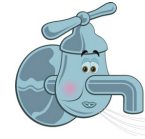
## WEEK 3:

**Unite** - *Watch Me Listen/Get Funky* and continue the other songs.  
Start letting the Song Selector choose the song.

**Disengage Stress** - Teach Drain and continue using S.T.A.R. and Pretzel.

**Connect** - Teach *Peter, Peter, Pumpkin Eater* and continue using the others.  
Begin letting the Brain Poem Selector choose.

**Commit** - "Today I commit to using my Big Voice when I don't like what someone did."



## WEEK 4:

**Unite** - *Team of Two/Brain Smart Time* and continue the other songs.

**Disengage Stress** - Teach Balloon and continue using S.T.A.R., Pretzel and Drain.

**Connect** - Teach *Margie Pargie* and continue using the others.

**Commit** - "Today I commit to taking 3 deep belly breaths when I feel angry or frustrated."



## WEEK 5:

**Unite** - *Greetings/Jump* (Zonda Kids Dance) and continue the other ones.

**Disengage Stress** - Show your own personal breathing that represents you.  
(Example: Mine is "Wand" Breathing.) Continue using S.T.A.R., Pretzel, Drain and Balloon.

**Connect** - Teach *Three Nice Mice* and continue using the others.

**Commit** - Choose a commitment that you want the class to focus on.  
(Example: "Today I commit to lining up with a purpose.")

## WEEK 6:

**Unite** - *Rockin' Robin/Different Drum* and continue the other songs.

**Disengage Stress** - Let the S.T.A.R. Helper make up their own breathing to teach the class and continue using S.T.A.R., Pretzel, Drain and Balloon.

**Connect** - Teach *Georgie Porgie* and continue using the others.

**Commit** - Choose a commitment that you want the class to focus on.

## Sample Brain Smart Start to use throughout the day after transitions:

**Unite** - Repeat after me clapping/Simon Says or any of your call and responses.

**Disengage Stress** - Any of the breathing techniques you have taught.

**Connect** - See commitment, we have combined two of them together.

**Commit** - Use any of your learning objectives and turn them into commitments.  
(Example: If you commit to learning a new strategy for multiplying two digit numbers, give your partner a high five and say, "I'm ready.")

## Visuals

### Make Before School Starts:

- Pictures of the different areas around your classroom
- Visuals on the different supply containers
- Line-Up spot on the floor where you want the line to start
- Morning/Pack-Up Routine check lists
- Make a list of all the procedures that you expect your students to do
- Daily Schedule with simple pictures

**TIP:** After teaching procedures and after practicing, split up the procedures and have students create a procedure book for each one including visuals for each step.



## Visuals (continued)

### WEEK 1 - Looks Like, Sounds Like, Feels Like:

- Arrival
  - Morning Meeting
  - Lunch/Cafeteria
  - Coming to the carpet and how to sit on the carpet
  - Personal Needs (bathroom, water, sharpening pencils, getting tissues)
  - Walking in the Hallway
  - Turning in Work
  - Transition Routine
  - Technology
  - Flexible Seating Routine and Expectations
  - Recess
  - Indoor Recess
  - Teacher is the visual for jobs
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### WEEK 2

- Visual for student's assertive voice "I don't like it when you \_\_\_\_\_." "Next time \_\_\_\_\_."
  - Small Group Time
  - Partner Work
  - Active Listening Rule Cards
  - Agreement Visuals
  - Voice Levels
  - Take photos of students during the different times of the day to replace in your visual schedule.
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### WEEK 3

- Kindness Recording Expectations
  - Procedures and Expectations during testing/assessments
  - Ways to Be Helpful
  - Celebrations Expectation Visual
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### WEEK 4

- When I am absent
  - Any other procedures you have not taught
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### WEEK 5

- School Family Jobs Book
  - Safe Place Procedures
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### WEEK 6

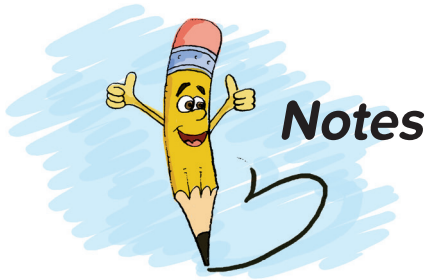
- "Oops" Cards expectation visuals
- Class Meeting Procedures

# My Plan for the First Six Weeks

WEEK	MATERIALS
<b>Week 1:</b>	
<b>Week 2:</b>	
<b>Week 3:</b>	

# My Plan for the First Six Weeks

WEEK	MATERIALS
<b>Week 4:</b>	



Lined writing area for notes, consisting of multiple horizontal lines.

