



**C**onscious **A**wareness **L**earning **M**odel

## CALM Classroom Set Up Guide

Session 9 – August 7, 2021



Funded by The Children's Board of Hillsborough County



In partnership with ELM, HCC & QEES



**ELM** Early Literacy Matters



**HCC**



[www.calmhcc.org](http://www.calmhcc.org)



# Brain Smart Start

Activity to Unite

Greetings

Activity to Disengage Stress

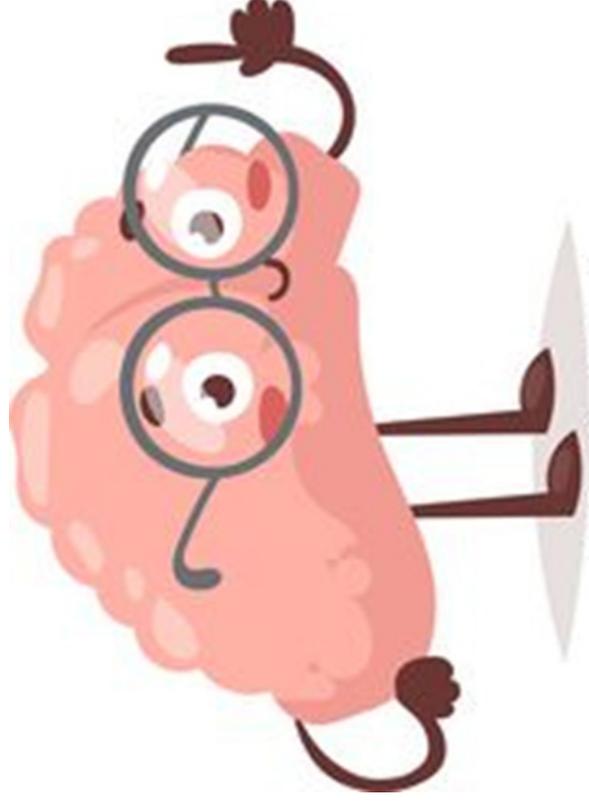
Breathing

Activity to Connect

I Love You Rituals

Activity to Commit

Safe Keeper Ritual



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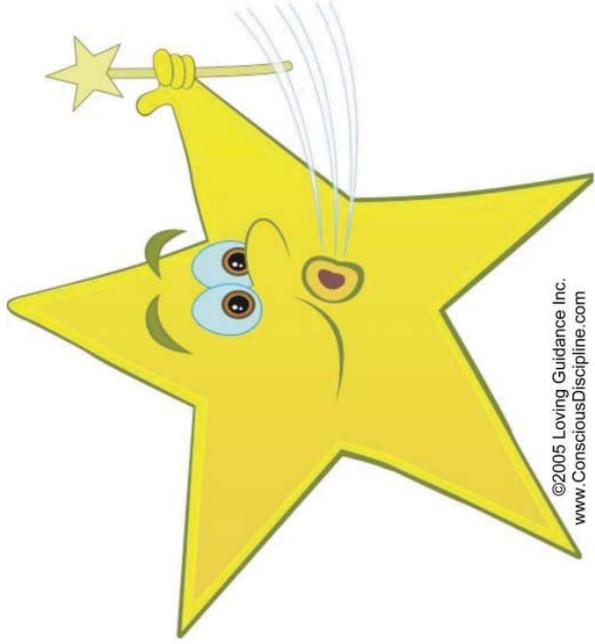
Early  
Literacy  
Matters



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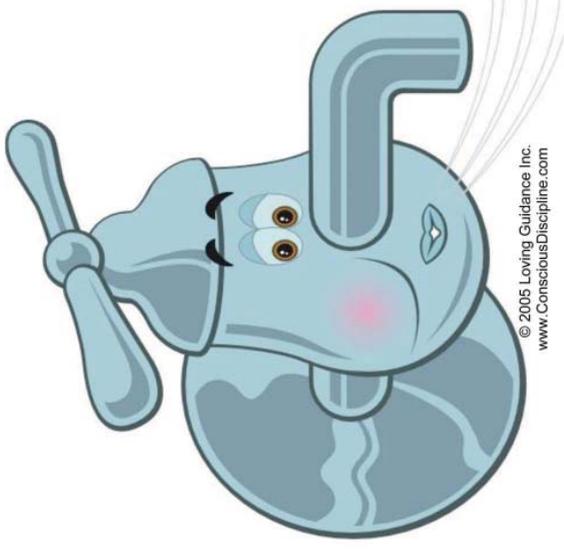
Early  
Education  
System





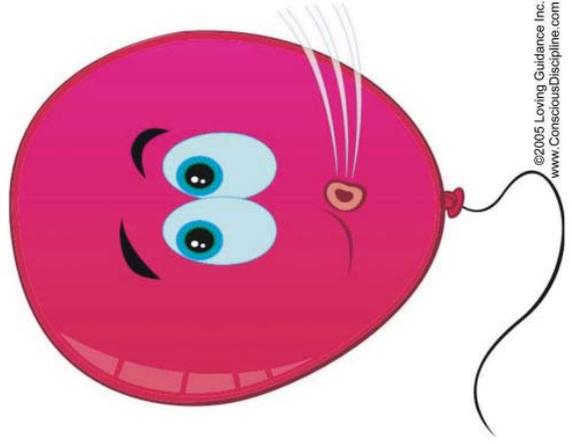
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S.T.A.R



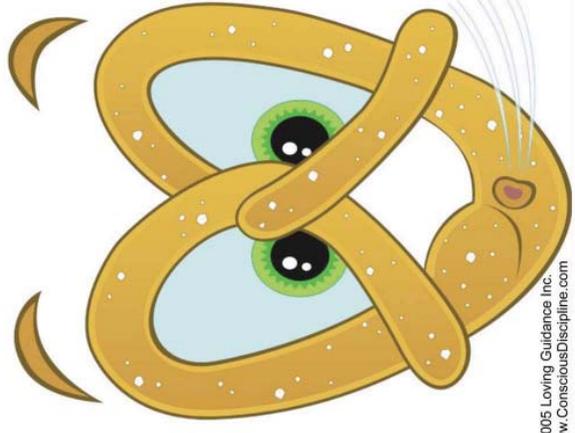
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Drain



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Balloon



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Pretzel



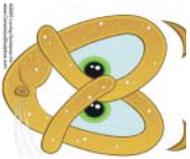
# Drain

Extend arms out, pretending your arms are faucets. Tighten arm, shoulder, and face muscles. Exhale slowly making a “ssshhh” sound and release all your muscles, draining out the stress.



# S.T.A.R.

**S**mile, **T**ake a deep breath **A**nd **R**elax.  
Encourage belly breathing where the tummy goes out when the air goes in, and in when the air goes out. Also help children learn to exhale slower than they inhale.



# Pretzel

Standing up, cross your ankles. Now cross your right wrist over left, turn your hands so your thumbs are facing the floor, put palms together and interlace fingers. Bend your elbows out and gently turn your hands down and toward your body until they rest on the center of your chest. Put your tongue on the roof of your mouth. Relax and breathe.



# Balloon

Place your hands on top of your head and interlace your fingers. Breathe in through your nose as you raise your arms, inflating an imaginary balloon. Release the air in the balloon by pursing your lips, exhaling slowly, lowering your arms and making a “pppppppp” sound.

# Make-N-Take

## Project: Greeting Apron

### Materials:

- Cotton apron
- Cut-out craft foam or laminated pictures
- Velcro dots



### Usage:

Start each day by greeting children as they arrive. Ask, "How would you like to be greeted?" Then conduct the greeting that they choose. This morning activity builds connection and empowers children by offering an opportunity for successful decision-making.

The greetings you use will be as varied as your students. You may also want to make seasonal aprons, greetings that support your curriculum or special occasion aprons to keep the morning ritual fresh. Below is a list of greetings and instructions for conducting them. Let these be a part of your creative process as you design your own greetings or help the children create theirs.

### Basic apron

- Bear: big bear hug
- Duck: link arms, use your other arm to make a wing. Flap your wings and walk in a circle.
- Rocket: start low, go to a high five, miss and clap hands in "low" five.
- Heart: place your hands on your heart (no contact)

### Other Greetings

Crab shape: Both people hold their arms out towards each other and move fingers like a crab's pinchers until they touch hands.

Skunk shape: Tell the child to hold his/her nose. Interlock your pinky finger with the pinky finger of the child and greet the child. Talk in a nasal tone.

Sailboat shape: Both people hold hands the whole time. Swing your arms over your heads together, then swish your arms to one side while making a blowing sound with your mouths. The motion is like the air filling a sail and blowing it to the side.

# Make-N-Take

## Project: Greeting Apron

**Snake shape:** Both people use their hand and arm to make a slithering motion. Now, twist your arms together with the other person's, and open your hands (which represent snake mouths) and make a hissing sound with your mouth. Your hand hisses at you and the child's hand hisses at the child. This reduces fear and allows connection.

**Butterfly shape:** Interlock thumbs with each other. Stick your fingers straight out, and then "flutter" your fingers in a butterfly motion.

**Fish shape:** Hold your hands perpendicular to the floor with your thumb pointing up like a fin. Have the child assume the same position. Have the fish swim (move them around). Then catch the child's hand in a thumb lock and say "Gotcha!" and "Good Morning!"

**Snowman shape:** Start by facing each other. One person moves to touch his/her shoulder to the other person's shoulder. Then you both start rolling your bodies till they come around to face each other again.

**Pig shape:** Both people face each other. Make a pig nose on your face by pushing your nose up with your index finger. Make eye contact and say "good morning" enthusiastically. Add a pig snort if you wish!

**Reindeer shape:** Both people put their hands on top of their heads, pointing fingers out to create "antlers." Then bend your heads towards each other and lock antlers.

### Directions:

1. Choose four or less greetings you would like to include on your apron. The general rule is to use the number of choices that reflect the age of the child(ren) you are working with. For example, a 2-year-old would have two greeting choices.
2. Cut out foam shapes by cutting out the templates, tracing them onto the foam and then cutting out the foam shapes. You can also create your own shapes using a die-cut machine, or you can cut out and laminate pictures

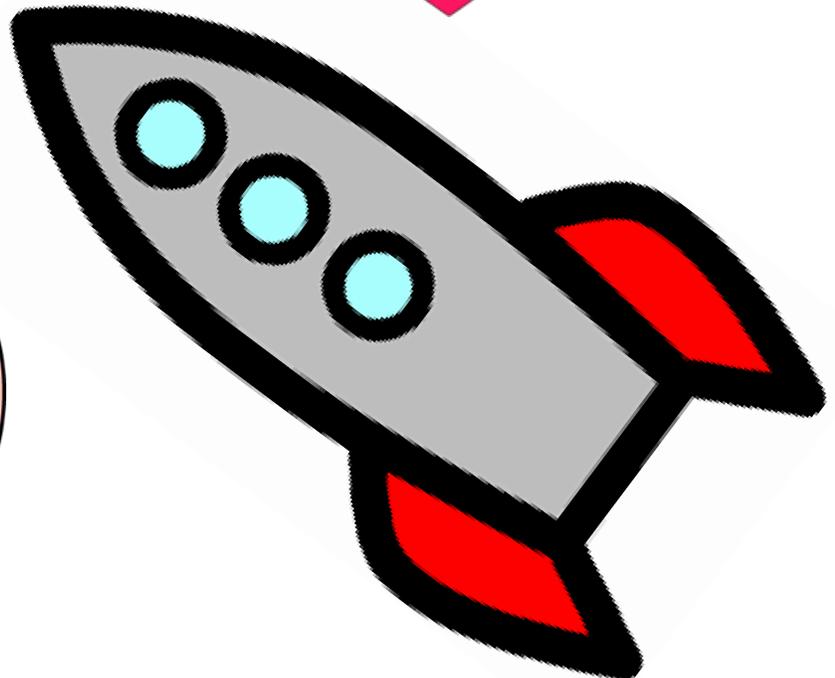
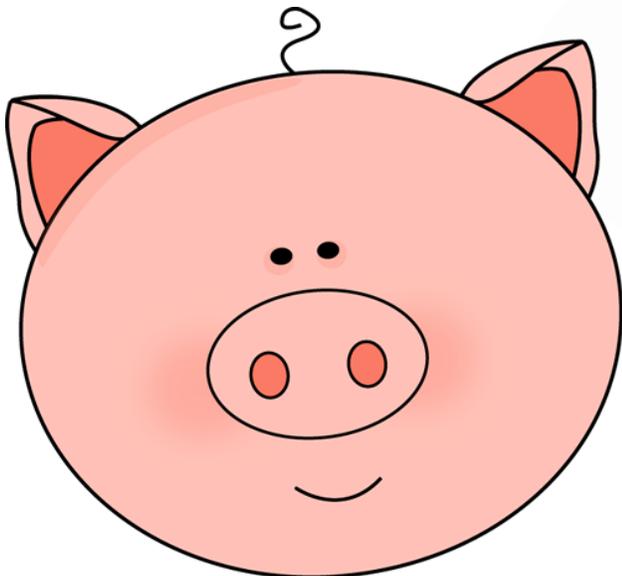
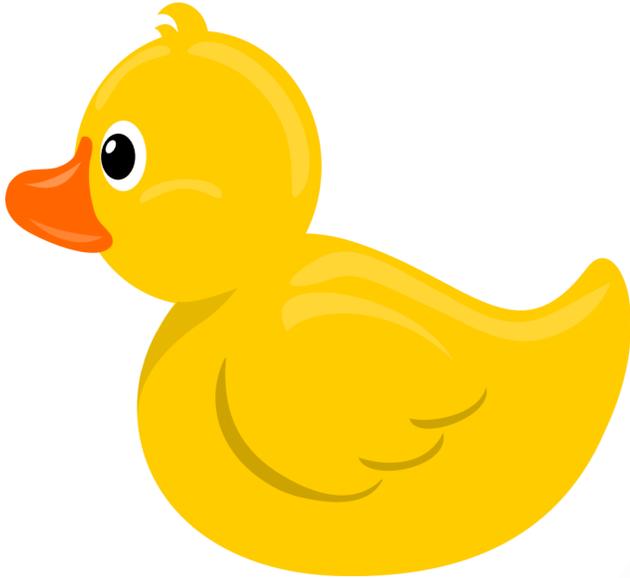
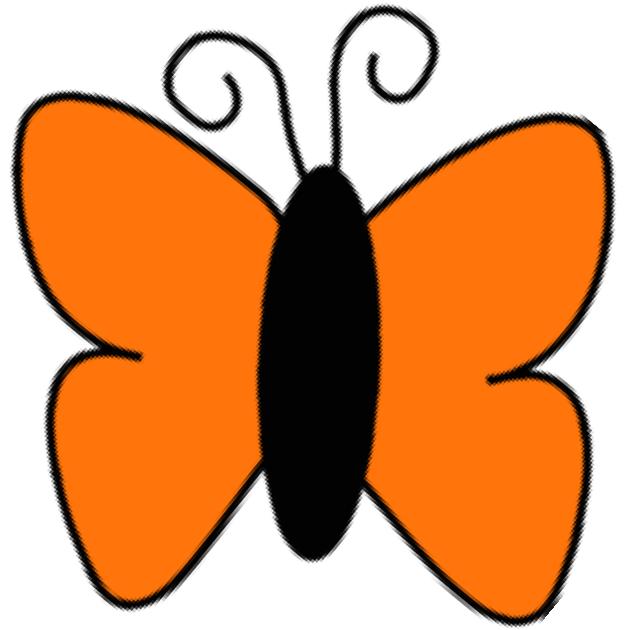
# Make-N-Take

## Project: Greeting Apron

you find in magazines or on the computer.

3. Decorate your greeting shapes with glitter glue, beads, feathers, googly eyes and whatever other fun materials you choose.
4. Affix the rough side of the Velcro to the non-pocketed side of the apron.
5. Affix the soft side of the Velcro to the back of your greeting shapes.
6. Store your extra greeting shapes in the pocket of the apron.
7. You did it! You made a Greeting Apron!









# Safekeeper Ritual

## Materials:

Box or bin

Craft sticks/stick people (with children's names/pictures)

CALM Safekeeper labels

## Safekeeper Ritual

- Teacher says, "My job is to keep you safe."
  - Teacher says, "Your job is to..."
  - Classroom response: "...help keep it safe."
- Safekeeper is a **job description**
    - Change your point of view from **controlling** the children to keeping children **safe** and helping them become **successful**
  - To be a Safekeeper, you must:
    - Be a **STAR**
    - Be **aware** of your **triggers**
    - **Notice** instead of **judge**
    - Use language of **safety** not **fear**
    - See **conflict** as an **opportunity to teach**



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Conscious Awareness  
Learning Model

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# Safe Keeper Box

My job is to keep you safe.  
Your job is to  
help keep it safe.





Your **School Family Board** will be posted in a central location (front office, foyer/vestibule, main hallway) and will include the staff members who interact with students and families throughout the school.

Take pictures of staff members and invite them to bring in photos of their families.

Label the photos with staffers' names and job titles, and place the images on the School Family Board.

Update the images as needed throughout the year.

The **Friends and Family Board** builds community and connection, and links the home family with the School Family. Each classroom will have an individual Friends and Family Board.

Take pictures of children and their families during home visits, open house or the first day of school, or ask students to bring in a family photo.

Add pictures of school staff the children will come in contact with. Update the images as needed.



**Creating the School Family** by Dr. Becky Bailey provides extensive background information and activities for your Friends and Family Board. In **Shubert's New Friend**, Shubert takes a photo of his new classmate to include on the Friends and Family Board.



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## Morning Routine

### I. Greeting Apron- teacher/child connection

### II. Morning Meeting -Brain Smart Start- (limit to 15 minutes)

- Activity to **Unite**- good morning song, book reading, explanation of what they will be doing this morning; "we will be working on colors with the beads, learning about farm animals,"etc.
- Activity to **Disengage Stress**- movement, breathing, yoga, etc.
- Activity to **Connect**- I Love You Rituals (face to face contact with gentle touch in a playful way)
- Activity to **Commit**- Safekeeper, class/individual commitment, pledge, etc.

### III. Centers/Small Group (work with 4 children at a time while others are playing in centers)

- Clearly state the rules/expectations as to how to use the materials, etc.
- Use center markers
- Ask children what they will be making/doing
- Keep an eye on children in centers to guide their play when necessary.

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## Transitions

- Use **same strategy** (be consistent) to get children's attention- flick lights, clap hands, (teach children early in school year to freeze when they get the signal)
- **Give** children 10 then 5-minute **warnings** to clean up.
- **Clearly state** what the children need to do next. Communicate your expectations to set children up for success.
- **Notice** when children start to do what you asked, "Tony, I see you stacking the blocks on the shelf. You are doing it. Way to go!

## More Tips/Strategies/Tools/ to Use

- **Model** how to do **the breathing techniques** and explain we use them to **CALM down** when we are angry, sad, frustrated, etc.
- Give children **meaningful jobs** – **S.T.A.R. helper, Greeter, Center Inspector, Schedule Helper, etc.** This makes children feel like an integral part of **the School Family**.
- Use **I Love You Rituals** when you see class/child needing **Connection**.
- **Use Visuals**- Schedule, handwashing, lining up, etc.



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# Visual Schedule

## Materials:

Wooden clothes pins

Clothesline

Visuals of Daily Schedule

1. Write each activity on a sentence strip or shape and paste a photo of the activity: children at Circle Time, Center Time, Outside Time, etc.
2. Hang the strips or shapes from left to right on the clothesline in the order of your schedule.
3. Hang visual schedule in your Circle Time area.
4. The "Schedule Helper" will be responsible for turning the card over when the activity is finished.
5. Turn each activity after completion so by the end of the day all of the photos are on the back, facing the wall.
6. You can use this as a math activity as well by asking, "How many more activities do we have until lunch? How many activities have we finished?" etc.

\*To make the visual schedule last longer, laminate your strips or shapes before placing the pictures on it and use Velcro to affix the pictures onto each strip or shape.



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# Elements of Connection

## Eye Contact



Get down to the child's eye level to achieve eye contact for a brief moment. When the eyes meet, the brain forms neural connections. With this connection, we can "download" our calm into the child that is in their emotional or survival state. Practice saying things like "There you are. You're safe. Breathe with me. You can handle this."

## Presence



Being present in the moment means your mind and body are in the same place. Your mind is purely focused on what you're doing in the moment. You are still enough to see the beauty in the child. Presence is about joining together to share in the same moment. Being in the moment is where you find joy.

## Touch



Touch is one of the only senses we can't live without. The skin and the brain are made up of the same types of tissue, so when we touch something it is as if our brain is touching it too. The brain needs touch because it is an essential part of brain development and learning. In order to have smart, happy children we need to provide appropriate, caring touch.

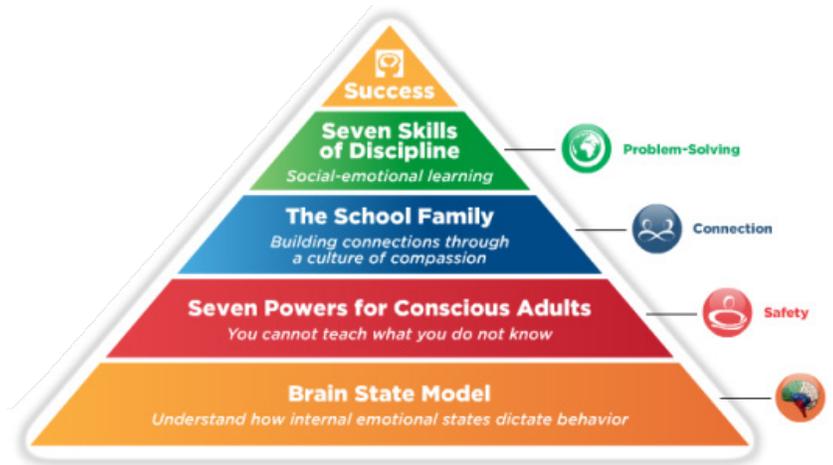
## Playfulness



Playfulness is the essence of connection. It helps build the bonds between us and the children. Partaking in playful activities signals the brain to produce dopamine. Dopamine tells the brain to pay attention and stay focused. That's why playful situations strengthen brain development. Playfulness increases attention spans and improves social development.

# Our school uses CALM and Conscious Discipline® to create a compassionate School Family that ensures every child's success.

Conscious Discipline® is a research based program that helps adults stay calm enough to see misbehavior and upset as a signal to teach instead of punish. It is built on safety, connection and problem solving.



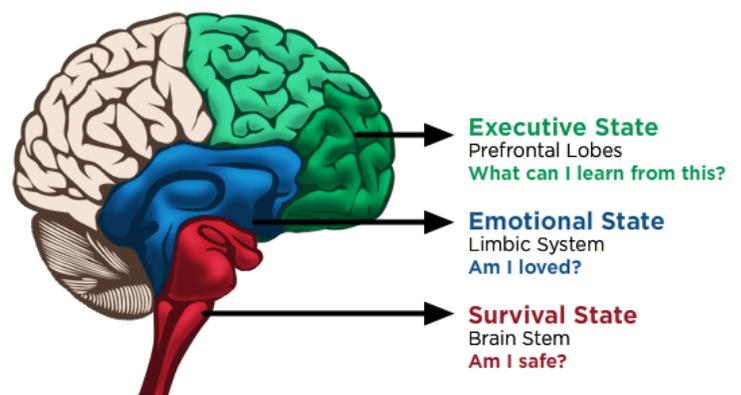
Our primary job as adults is to remain calm or regain our sense of calm. A child cannot calm down in the face of an adult who is yelling or otherwise distressed. Taking three deep belly breaths is essential to calming ourselves and our children.

Connection increases cooperation and is essential for healthy relationships. More connection means fewer power struggles and upsets. Connect with children using activities that have eye contact, touch, playfulness and presence. The "Twinkle, Twinkle" I Love You Ritual is a great place to start.

Twinkle, twinkle, little star  
**(Touch child's fingers, wiggling them.)**  
 What a wonderful child you are!  
**(Gently rest arms on child's shoulders.)**  
 With bright eyes and nice round cheeks,  
**(Touch child's eyes & cheeks.)**  
 Talented person from head to feet. **(Touch child's head and feet.)**  
 Twinkle, twinkle, little star, **(Touch fingers, wiggling them.)**  
 What a wonderful child you are! **(Hug!)**



Conscious Discipline® uses a simple brain model to help us understand children's behavior in order to apply effective solutions. Our first goal is to remain calm enough to see the need behind the child's behavior. Our next goal is to help children (and ourselves) progress from a lower brain state to a calm, integrated Executive State.



For example:

- A child throwing a tantrum is experiencing a Survival State and need safety. Deep breathing and our calm reassurance will keep him safe.
- A child who is sassy blaming others is experiencing an Emotional State and asking "Am I loved?" Building a sense of connection will help him feel loved and valued.
- A child who is calm, alert and composed is experiencing an Executive State. He is ready to problem solve and learn new skills.

Our school will be hosting a variety of fun, relaxed parent education events that teach helpful strategies from CALM and Conscious Discipline. Please join us for our next event:

Event: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

## Active calming for yourself

Power: Perception

**Step 1:** Take three deep breaths to calm yourself.

**Step 2:** Affirm, "I am safe. Keep breathing. I can handle this."

**Step 3:** Wish well.



## Active calming for an upset child

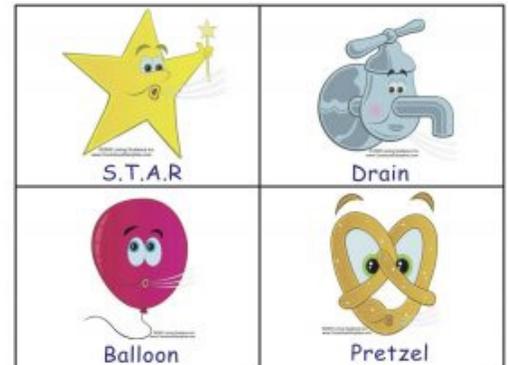
Skill: Composure

**Step 1:** Do the active calming process for yourself.

**Step 2:** Hold, rub, rock or sit beside the child, depending on what the child finds soothing.

**Step 3:** Continue breathing deeply.

**Step 4:** Say, "You are safe. Breathe with me," and continue breathing until calm.



## Safe Place Progression

Mother's womb

Parent's chest

Parent's lap

Home or classroom  
Safe Place

Inner peace



## Safe Place Tools by Age

- **Infant:** The adult is the Safe Place. Breathe deeply, hold the child to your chest and focus on calming yourself.

- **Toddler:** Breathe to calm yourself and hold the child while you continue breathing deeply. Say, "You're safe. Breathe with me." Teach the child to smell the flower, blow out the candle, and to STAR.

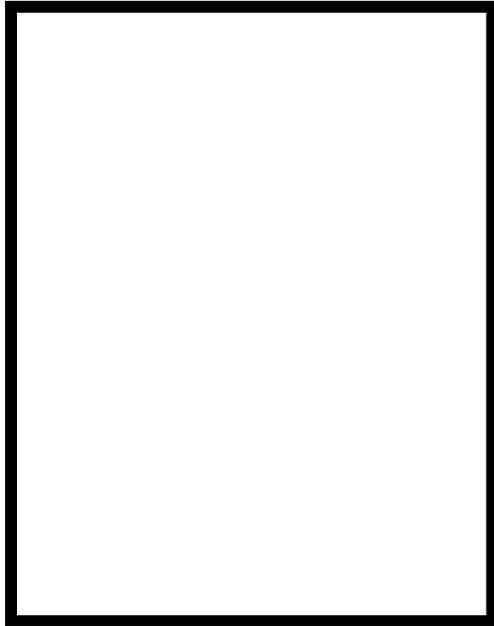
- **Two years and older:** Begin teaching the four active calming techniques, STAR, balloon, drain and pretzel. Set up a Safe Place in your home and continue to use yourself as a Safe Place whenever needed.





## Teacher Bio

Hello, my name is \_\_\_\_\_.



I was born in \_\_\_\_\_.

My favorite hobbies are

\_\_\_\_\_ / \_\_\_\_\_

and \_\_\_\_\_.

I have \_\_\_\_ pets, named \_\_\_\_\_.

My favorite book is \_\_\_\_\_.

I am so happy to have you in my class!

Ms. \_\_\_\_\_

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