Hello again.

In this session, we're going to talk about classroom management and how to use it as a tool to reinforce your pedagogy. The kind of pedagogy that I'm talking about, of course, is one based on intrinsic motivation. We've talked before about the idea that we want to emphasize *why* to learn, not just how and what.

A lot of times when we think about classroom management, we think about teachers who just need an immediate result. They want the room to be quiet, they want everyone to be studying. And if they don't get that result, they say, wow, do I need to send someone to the principal's office? Do I need to remove the obstacle? The child who is unruly, do I need to put demerits on the board? Well, you know, when we, when we really do the research, we find out that rules and consequences really only bring us short term results.

The behavior doesn't change. When a teacher leaves the room, we often find bedlam. Or we find that the rewards themselves may produce increased competition, rather than collaboration.

Are we really contributing to the social cohesion among our students? Are we creating the kind of lifelong learners and doers that we want with these strategies? If we're concerned about why they learn the inner motivation, then shouldn't we also be looking at our classroom strategies as tools to reinforce all the things we've worked so hard for in our curriculum.

So let's think about this, from the summer before the school year starts, and then from the strategies we choose on the very first day. So in the summer, we can make what we call a self-mastery chart. It is usually associated with something that students might be learning during the year, maybe they're going to be learning about life zones or habitats. So maybe you have a picture of an island, or several islands in an ocean. And maybe you have clouds above. The top clouds are the clouds of self-mastery. Each student is represented by…maybe a fish. And the idea is for these fish to swim. And maybe they're flying fish, they want to swim, or fly up to the isle of self-mastery. They want to encourage everyone to get there because only when everyone gets there, do we stop and celebrate and sing or do something exciting for the whole class. We don't want to build competition.

Now on the way up there, they want to reach islands that are associated with our habits-of-heart, we might have an island of respect, an island of sharing, or an island of kindness, or an island of generosity, or something that indicates that the things that happen in the classroom are related to your code of ethics as well as your habits-of-heart.

You're going to conduct an activity early in the first week of school, where in small groups, you give the students a challenge such as, oh, let's see if we can all draw the river of respect. What would that look like? What would we all be doing? Draw, sketch out some figures. Show me Don't just tell me, *show* me what they're doing on that river of respect. And these student groups will invariably be drawing things like people carrying water people building fires together, people camping out, people saying kind words. And then as the teacher you wander around the room, and you write down key words that you see represented on each drawing.

And then you have them each stand and explain what they have done with their drawings.

Then you stand and you say, I see from your collective efforts that your pictures boil down to three basic guidelines, three basic actions. It might be something like, do we share our resources on the river of respect? Do we help one another on the river of respect? “We protect all other living things.” Might be something very basic like that. You write that down and that becomes the code of ethics. Now, when you see people in the room who are upholding that, then that relates to something happening on those islands, on that chart you've made on the wall. You can compliment a student, you can say, “I see you're honoring our code of ethics, I saw you sharing resources, I'm going to move your little fish, your little paper fish. I'm going to fasten it here to this island, this island of kindness, or this island of sharing. I would like to challenge everybody to get to get to that same island today.”

Well, by the end of the week, you want all of the students to be moving together. By the end of the week, you want them all to have been to all those islands.

You can see where I'm going with this. Together, they want to get to those clouds of self-mastery. It's a very good feeling when they do. When you see someone who isn't doing quite what they should be, instead, they notice that you're paying attention to the one who is. All of the oxygen gets sucked out of negative behavior. It's going toward the positive behavior. You've begun to set a precedent, not for recognizing negative behavior, but positive behavior.

This gets reinforced at times when you might have something to pass out, maybe you're distributing pencils, or paper or something like that. Maybe even food in certain classrooms, water. And you say, “Okay, it's that special time of day, we need a server. Who can nominate a server?”

In order to nominate someone, there's just one person per day who gets to nominate one person per day, or maybe two if you need two servers, and everybody can vote and ratify that nomination. One person just gets to suggest. The way they suggest is by telling what someone did to show the habit-of-heart that day. You might say, “Oh, I saw so-and-so do something special. I saw them sacrifice their place in line. I saw them do something specifically related to the habit-of-heart.” That gives you an opportunity to repeat that action. It gives them a sense of the vocabulary of actions associated with that social theme of that habit-of-heart.

If they say something irrelevant, you you're able to redirect them and say, “Oh, yes, she does have a very colorful dress today. Now tell me what she did to practice the habit-of-heart. Maybe you can nominate her tomorrow for that.” So constantly, they're getting reinforcement in a nuanced vocabulary of what these words actually mean. You're also encouraging them to look for the good in others.

Third, you're showcasing this idea that service is a reward. Service as a reward. That student who is nominated to pass something out is going to be not the first but the last one served. And yet they feel this honor of being the one to serve the others.

In classes where this is a tradition, you would be amazed at the impact. It becomes a favorite time of day for students. And it has the greatest impact on their character of any other strategy we've ever used. I wouldn't have guessed it when we started. But I would recommend that you try that.

We call that server nominations.

I've now given you the group mastery chart, the server nominations, and the code of ethics. Now I'm going to tell you something else that's vitally important to do on the very first day when they first enter the classroom. You may have all students who've been there before, or some new students maybe they haven't grouped together in the same classroom when they first enter on the first day of school.

You go around the class from student to student and they introduce themselves, reintroduce themselves, to one another by saying their name. “I am Saito and I am a member of the human family, what's your name,” and the next student says their name. If it's not a time of COVID, they can shake hands. They can do what they need to do in that introduction. Then they say, “Oh, I am your sister. I am your brother.” By the time you've got around that classroom, you immediately have a family, a classroom family, from the very first five minutes of the very first day of the very first hour of school.

You might be amazed at the difference this makes. Everyone begins to take responsibility for the other, they defend one another, they stand up for one another. If someone is hurt on the schoolyard, others take responsibility and try to help them. If someone has hurt feelings, they take accountability for one another. They see their projects differently. They're working together as a unit, as a family. It becomes easier than for them to see others outside that room as family.

It’s the same when you introduce a vulnerable group in the community, who they will be helping those with a certain disease. Those who are food insecure, those who need a special kind of help. It's just a matter of widening the family. You can even draw the family unit as a circle on the board and keep creating overlapping and widening circles, until you have the whole globe drawn by the end of the year. They can see that expanding family and feel good about it.

This humanity circle is a really valuable tool. You can use it to introduce discussions, human family discussions about resiliency, asking, how is our family coping with this issue, with that issue? Extremely valuable strategy. I'd recommend that you use it, because it's a learning tool and it's also a classroom management strategy.

We've used it when a student was taken out of the room for an egregious behavior, to discuss how we would welcome that student back to the school and back to the classroom. Each student made a pledge and wrote it down to discuss how they would welcome that the other students back. Very valuable strategy.

Another thing that you can do is the layer cake strategy. This encourages active listening,

you ask an open-ended question. It might be a question about history or science. Or it might be a question, indeed, about how to welcome that student back. You write the answer of the first student on the board in a layer. You go around the room without asking for raised hands, which tends to get only the same students responding all the time, who are not shy. You go around the room, in order, and each student gets a quick response. You write these key words in a layer. Pretty soon everybody's listening because no one can repeat the same answer.

You can use this also to honor guest presenters. Someone came in one time, a journalist who had been working on hunger issues for many, many years. The students were studying the letter C, so we asked students to name all the C words that describe Mr. Adams. What are all the C words that we can use that describe him as our layer cake to thank Mr. Adams for coming and sharing this knowledge with us about how he made these, these journalism reports to help the community of the hungry. This classroom had 37 students aged seven to nine. They didn't run out of C words. They had so many positive words to describe him.

At the end of the process, he was weeping. He was so flattered and so thrilled, and these children were so happy that they've been able to touch a life while also expanding their own literacy skills.

There are many ways to use this strategy. They layer cake strategy. That's when we invented the strategy, was with Mr. Adams, many many years ago.

You can ask a question like how many ways are there to love your mother? How many causes are there of infectious disease? How many ways are there to end war? I mean, the list of

possible uses of this strategy are endless. The fact that they can't repeat each other causes the children to listen, think outside the box. If they say, I don't know, I pass, then you say, “Oh, don't worry, we'll come back to you,” so it's in their best interest to be thinking and to answer. So that's a great strategy.

Classroom traditions. We talked about the song to be sung at the beginning of the class period. There are other traditions. One teacher had her students write a motto on the first day so that their particular class, they were called the humanitarians. Because as you know, or may not know, every school should have a name for every grade level. Not the first graders, not the fourth graders, but a name that describes the set of habits-of-heart they'll be using that year. The peacemakers, the society builders, the change agents, so that students grow into that identity, they develop this new layer of altruism, based on those habits-of-heart. The next year, they graduate to a new identity, the ambassadors, the humanitarians, the peacemakers, whatever it is. For little, little ones, it might be the helpers, something easy to understand, so that they never repeat a class name twice in the years that they are at that school. But they have this continually nuanced understanding of those rites of passage associated with their age.

So anyway, this group of kids, they were the humanitarians. The teacher asked them early in the year, what is the humanitarian? What does the humanitarian do? Each student wrote a paragraph and then the teacher pulled the best sentence out of each description. She constructed a code of ethics, or class motto, based on this document. It was like a constitution for the class. They memorized it. Every day they stood and they spoke that constitution. Whenever guests came in, they all stood together, these students who are actually about 10, or 11 years old. They gained so much from this identity, as they were able to speak their own words together about this collective identity that they have as humanitarians. So a class tradition can be a certain song they sing in the morning, it can be that synchronizing step, whatever you do create these traditions that are all about their positive identity. That's an important thing to do.

The Conflict Bridge. As we move from making the conflict bridge a part of the academic curriculum, where they're resolving conflicts that are part of their social studies, part of their habits-of-heart units, a part of resolving land management issues, or whatever it is…getting practice with that process. Only then only then do you make it a classroom management strategy, where you pull it out to resolve real conflicts.

In the conflict resolution process there, it never allows for judgment of the other. It's about introspection, evaluating, am I showing the habit-of-heart as I move toward the center of this bridge? How are we bridging this conflict using the current habit-of-heart? Used in this way, it's ever-changing, it’s interesting, it’s almost a game that they play. It's about self-mastery rather than about judging the other. That's what makes it so exciting. It’s different from the processes we see going on in the world that are about protracted conflicts and vilification of the other. It's just completely opposite. We will do a separate video about that to make it easier.

Restorative justice. This is a process that allows you to help a student determine what they can do to help resolve a situation. Again, using accountability. They only think briefly about what they might have done to hurt another to interfere with another person's happiness. Then they reverse that process, and they say, “What could I do that would be an equal and opposite action that would bring happiness to this other person?”

I'm thinking of two boys who had invaded the girls’ restroom at recess at the lunch hour. Immediately, when they were given this opportunity to practice restorative justice, they decided that for those girls, they would spend every lunch hour for a month helping the girls with homework, with their school tasks, teaching them things that they might want to know. They would restore the thing that they robbed from the girls: dignity, kindness. Everything that they felt they had robbed, they would return. You can give back an item you've stolen, but how do you give back things that are not material in value? Helping them go through that process of understanding to get that concept only took a few minutes, and they got it and it prevented them from being kicked out of school, frankly, and ruining their own academic opportunities. It's a very valuable process. We'll provide a document to help you learn how to do that.

Habits-of-Heart Homework simply means you give them a piece of paper they can take home and, with their parents, demonstrate that they are working on the habit-of-heart home, doing some act during the week, that shows that they have demonstrated that habit-of-heart with their family members.

Love Darts, that's an anti-bullying strategy. When someone says something unkind to you, look for a way to turn them into a friend by complimenting them. See if you can help them reverse their own challenges. Sometimes it works, sometimes it requires a lot of teacher coaching. When you can do it, it's very effective.

And then finally, the Mastery Ceremony. This is a really powerful opportunity for you to bring your students together in a parent program where they can showcase that projects that they've done in the community and demonstrate the music that was part of those projects, the artifacts, the ways that they uplifted and advocated for the vulnerable or whoever they helped.

Showing what was their purpose, what habits-of-heart were meaningful to them. Then their teacher gives each student a little award for the habit-of-heart they best mastered during the year.

So profound for the students. It's not an academic award. It's what habit-of-heart they mastered. Sure, they pass their grade level, they pass their academic exams, but this is something really special.

Then, in a secret move. during the class period, the student has made a habit-of-heart award on a little piece of paper for their family member. They call up their mom, their grandma, whoever it is, and they give them a habit-of-heart reward for the habit-of-heart they have mastered. There's often tears involved, tears of joy. This is where the parents really come on board and they say to themselves, “Someone's watching me, my child is watching me, so I need to be a role model all throughout the year.”

So here are 10 strategies for you to support your altruistic pedagogy. Along with a curriculum that you've adapted for the classroom, classroom management strategies will make your life so much easier. Instead of removing students from the classroom, you will be rewarding them for their positive behavior. You'll be giving them purpose, you'll be giving them support and reinforcement for the things they do that make one another happy, that make their parents and grandparents, guardians and community members happy and the best of all, make your life so much more purposeful. Thank you for listening.