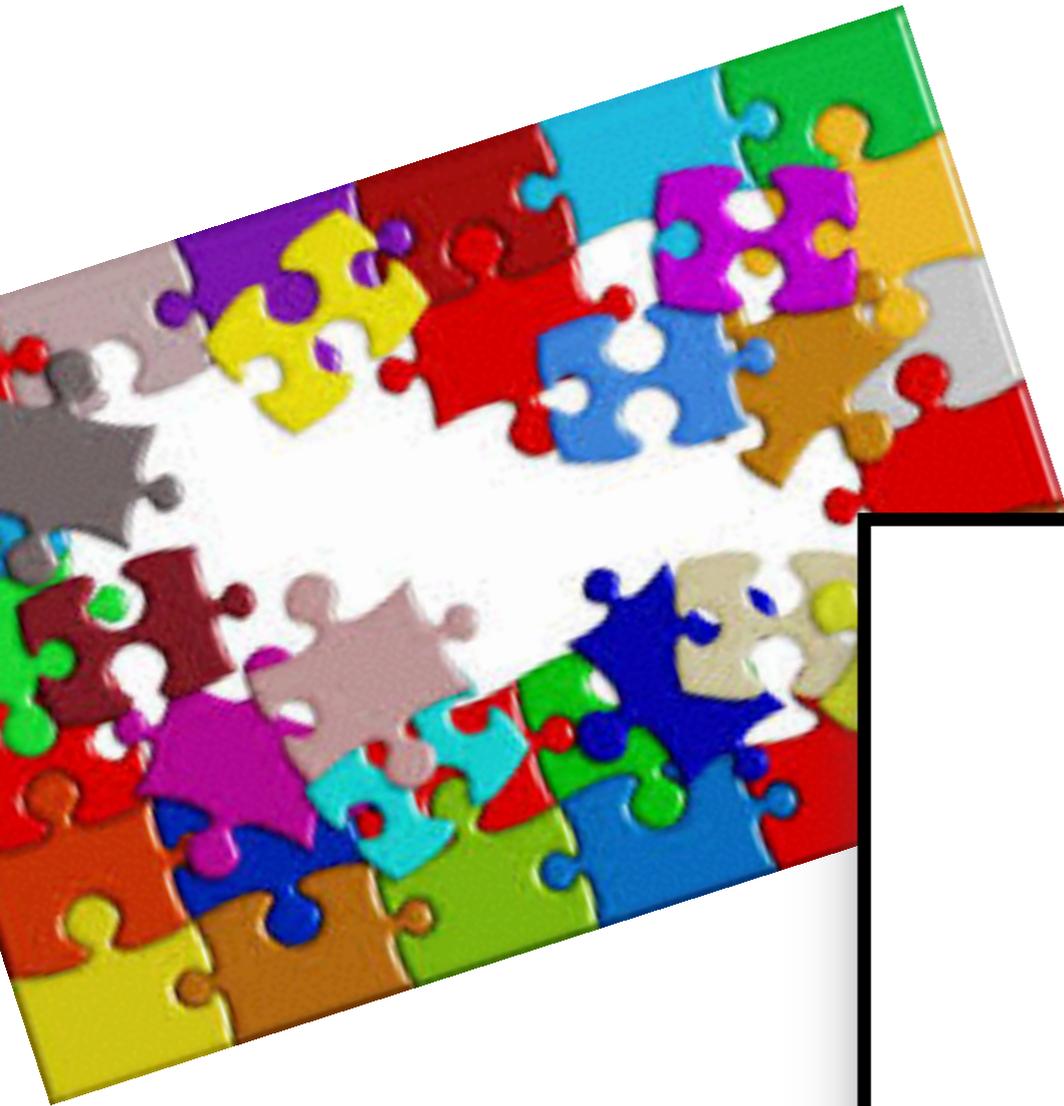


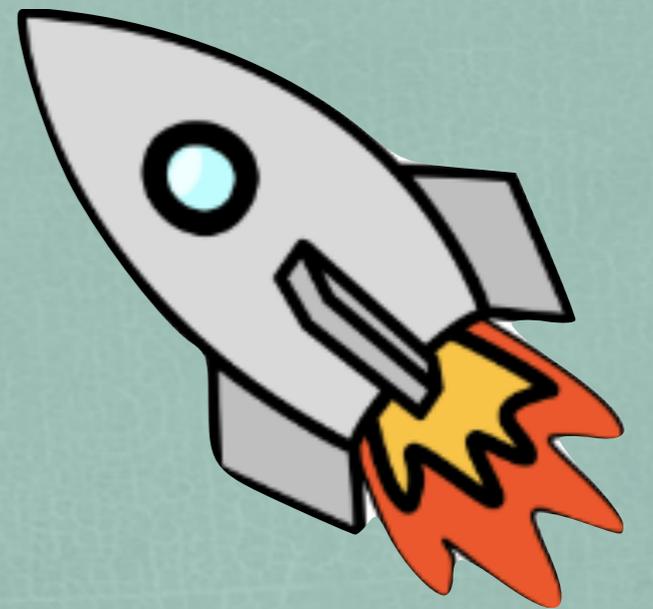
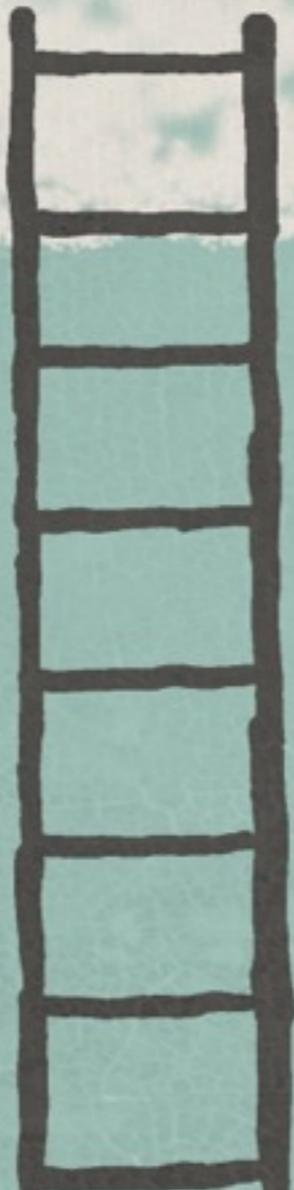
Kids' Own Wisdom



Enliven Young Children's Engagement
with
Their *Own* Social Emotional
and
Life Skills Development
(and make your job increasingly easier)



Presented by Nini White



Purpose of this presentation:

Make your job of working with kids easier and more rewarding with every passing week ... by ...

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Make your job of working with kids easier and more rewarding with every passing week ... by ...

**... helping kids create
habits of thinking for
themselves , so that ...**



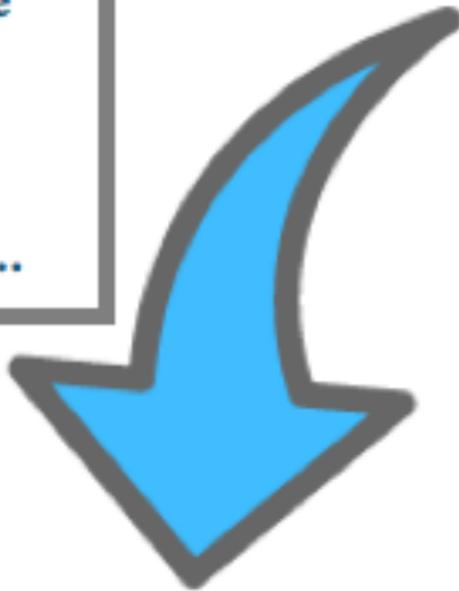
Purpose of this presentation:

Make your job of working with kids easier and more rewarding with every passing week ... by ...

... helping kids create habits of thinking for themselves, so that ...



... they'll make their own best choices about their own behaviors, by ...



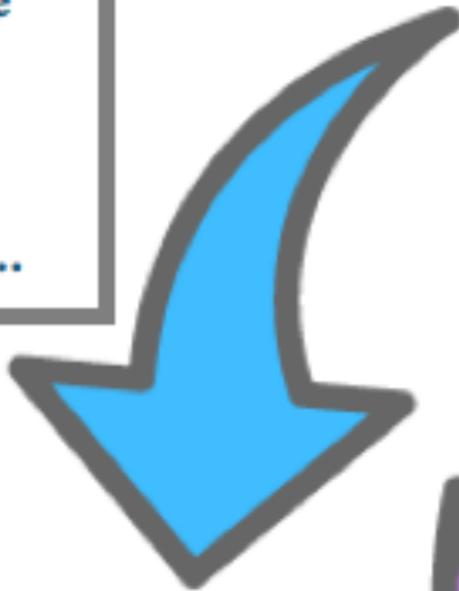
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Make your job of working with kids easier and more rewarding with every passing week ... by ...

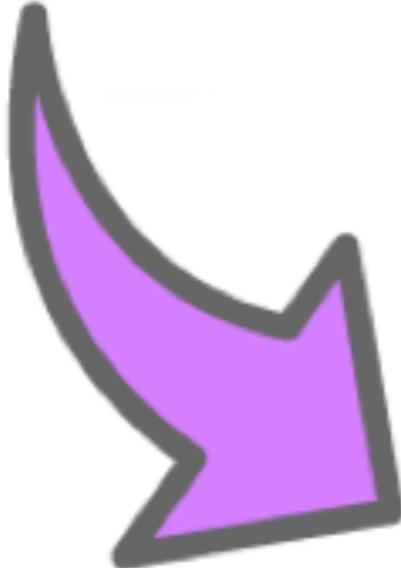
... helping kids create habits of thinking for themselves, so that ...



... they'll make their own best choices about their own behaviors, by ...



... strengthening their connection to their family's positive values and guidance, as well as to their own insights, BS filters and perspective-taking abilities, by ...



Purpose of this presentation:

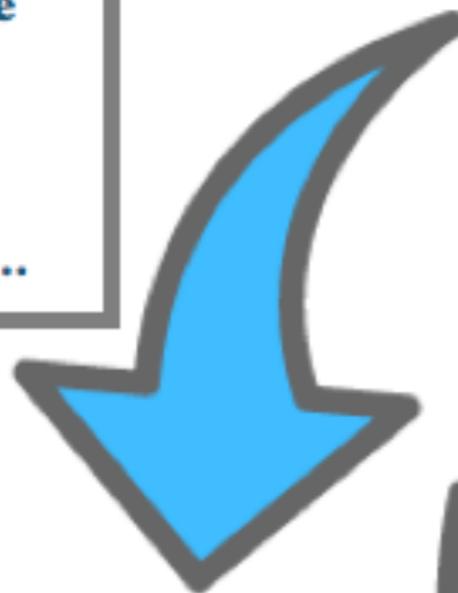
Make your job of working with kids easier and more rewarding with every passing week ... by ...

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... they'll make their own best choices about their own behaviors, by ...

... strengthening their connection to their family's positive values and guidance, as well as to their own insights, BS filters and perspective-taking abilities, by ...

... regularly giving kids focused opportunities to constructively verbalize what they know and feel about a full range of life topics, and by ...



Purpose of this presentation:

Make your job of working with kids easier and more rewarding with every passing week ... by ...

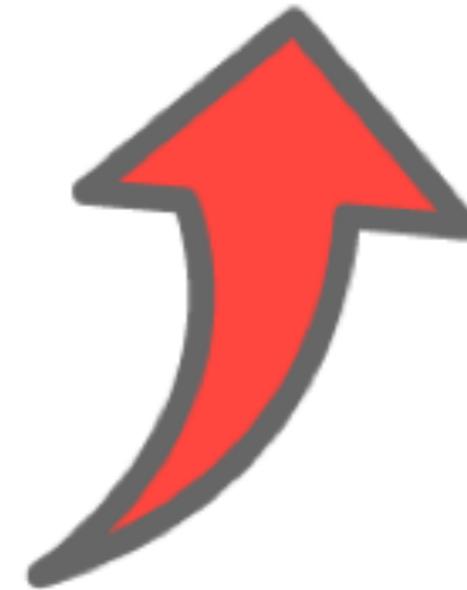
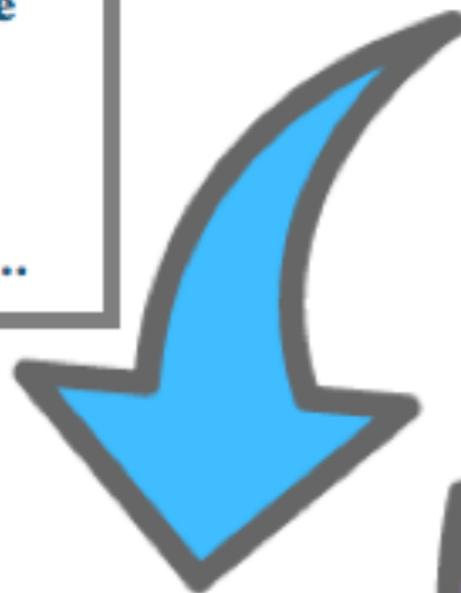
... helping kids create habits of thinking for themselves, so that ...

... they'll make their own best choices about their own behaviors, by ...

... strengthening their connection to their family's positive values and guidance, as well as to their own insights, BS filters and perspective-taking abilities, by ...

... you listening, really listening, to each one of them, in order to increase your healthy connections with each one of them, as well as ...

... regularly giving kids focused opportunities to constructively verbalize what they know and feel about a full range of life topics, and by ...



Purpose of this presentation:

Make your job of working with kids easier and more rewarding with every passing week ... by ...

... helping kids create habits of thinking for themselves, so that ...

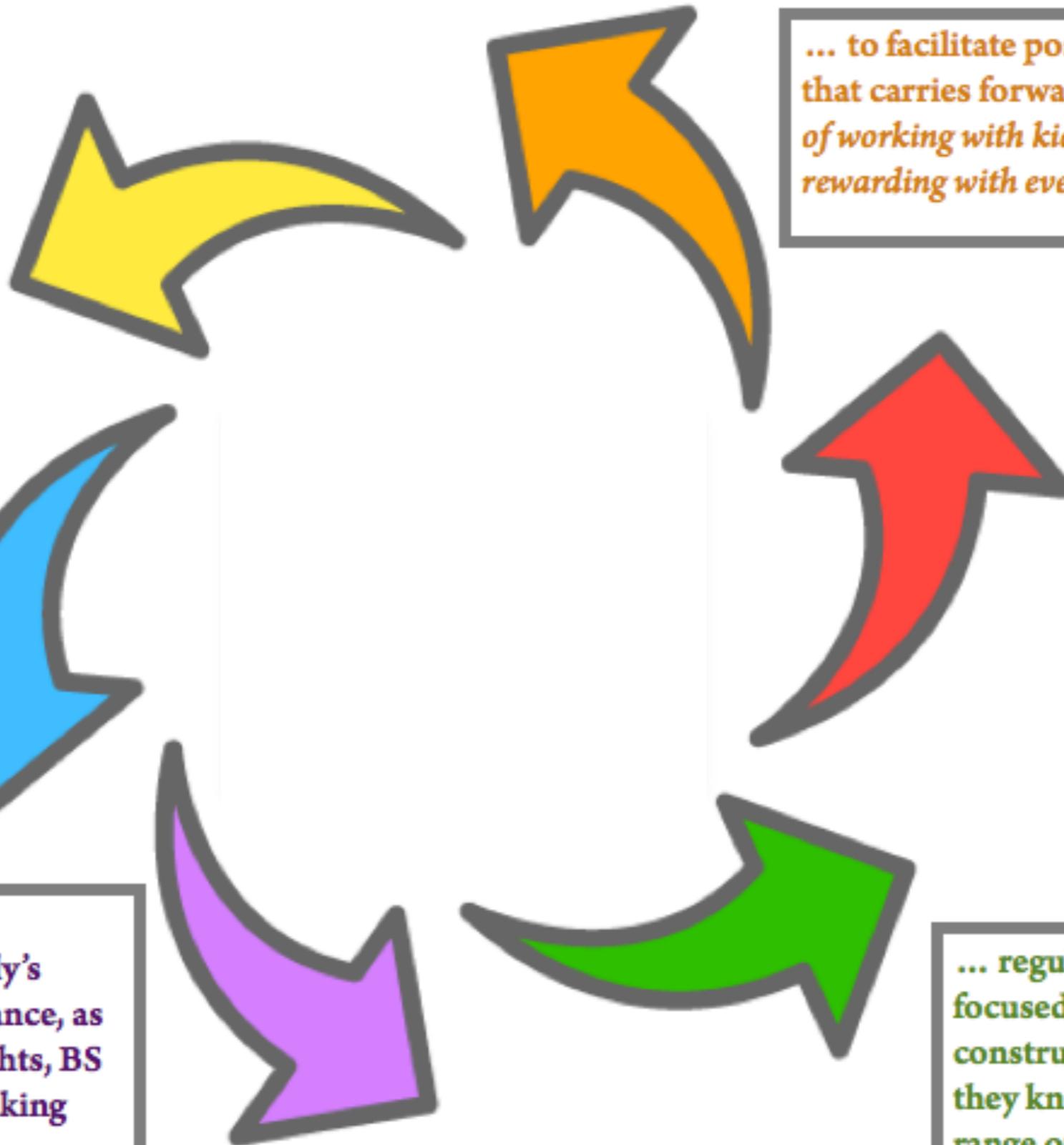
... they'll make their own best choices about their own behaviors, by ...

... strengthening their connection to their family's positive values and guidance, as well as to their own insights, BS filters and perspective-taking abilities, by ...

... to facilitate positive peer alignment that carries forward into *making your job of working with kids easier and more rewarding with every passing week.*

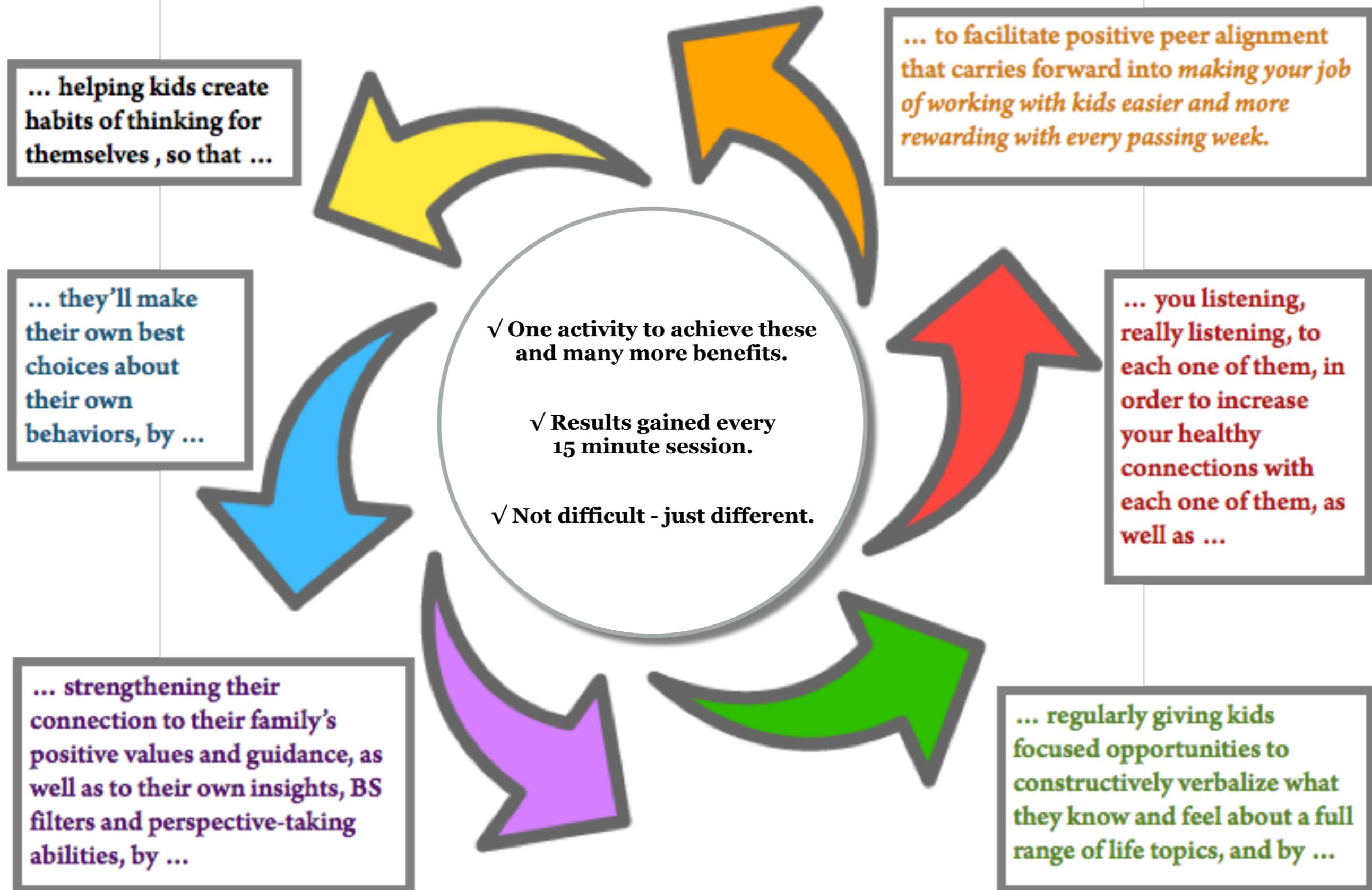
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... regularly giving kids focused opportunities to constructively verbalize what they know and feel about a full range of life topics, and by ...



Purpose of this presentation:

Make your job of working with kids easier and more rewarding with every passing week ... by ...



Sometimes kids need a little extra help ...
to bring out the best from within themselves.

how can we help?

Humans

- *in fact, all life forms* -

are born with numerous natural instincts.









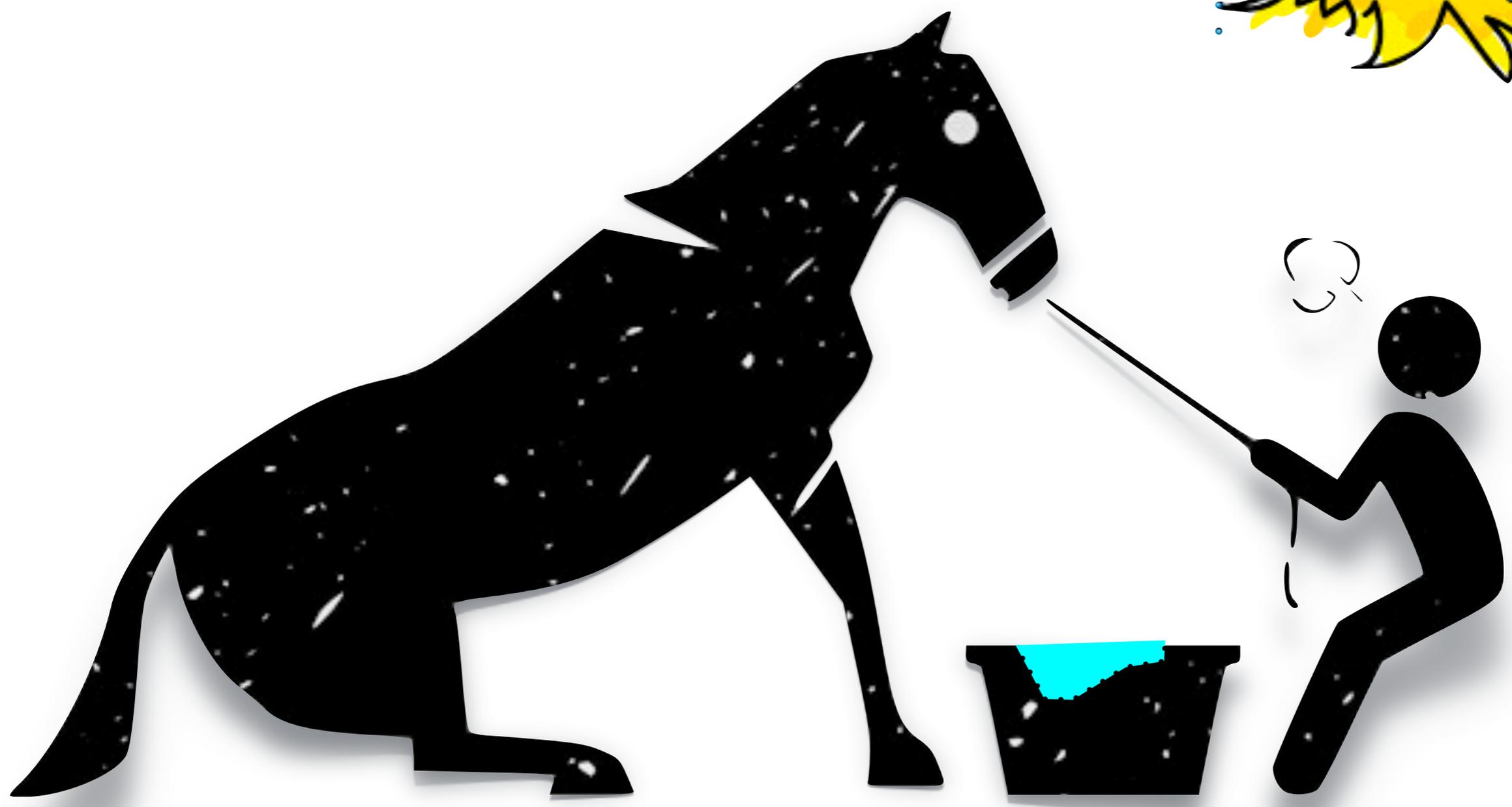






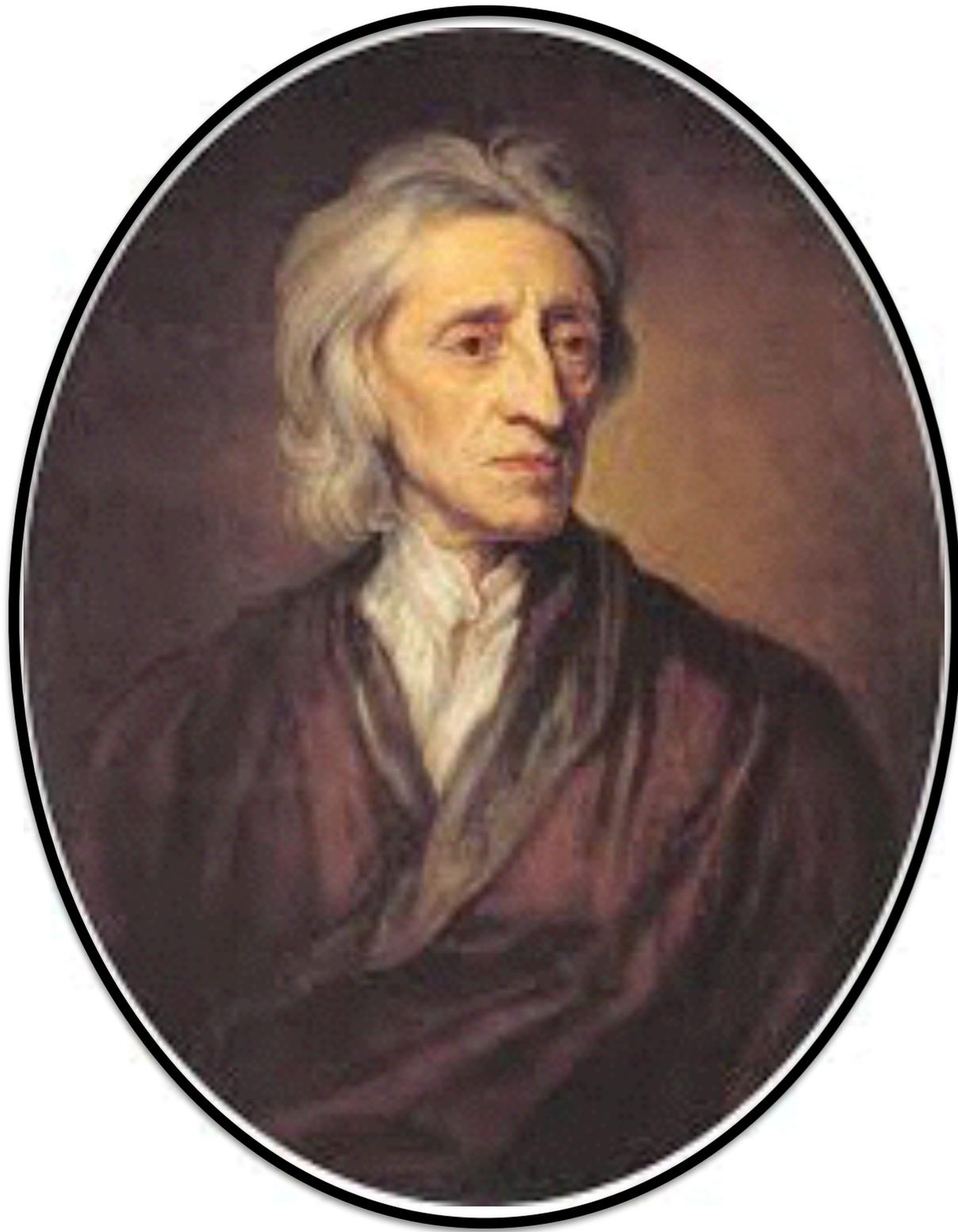


but ...

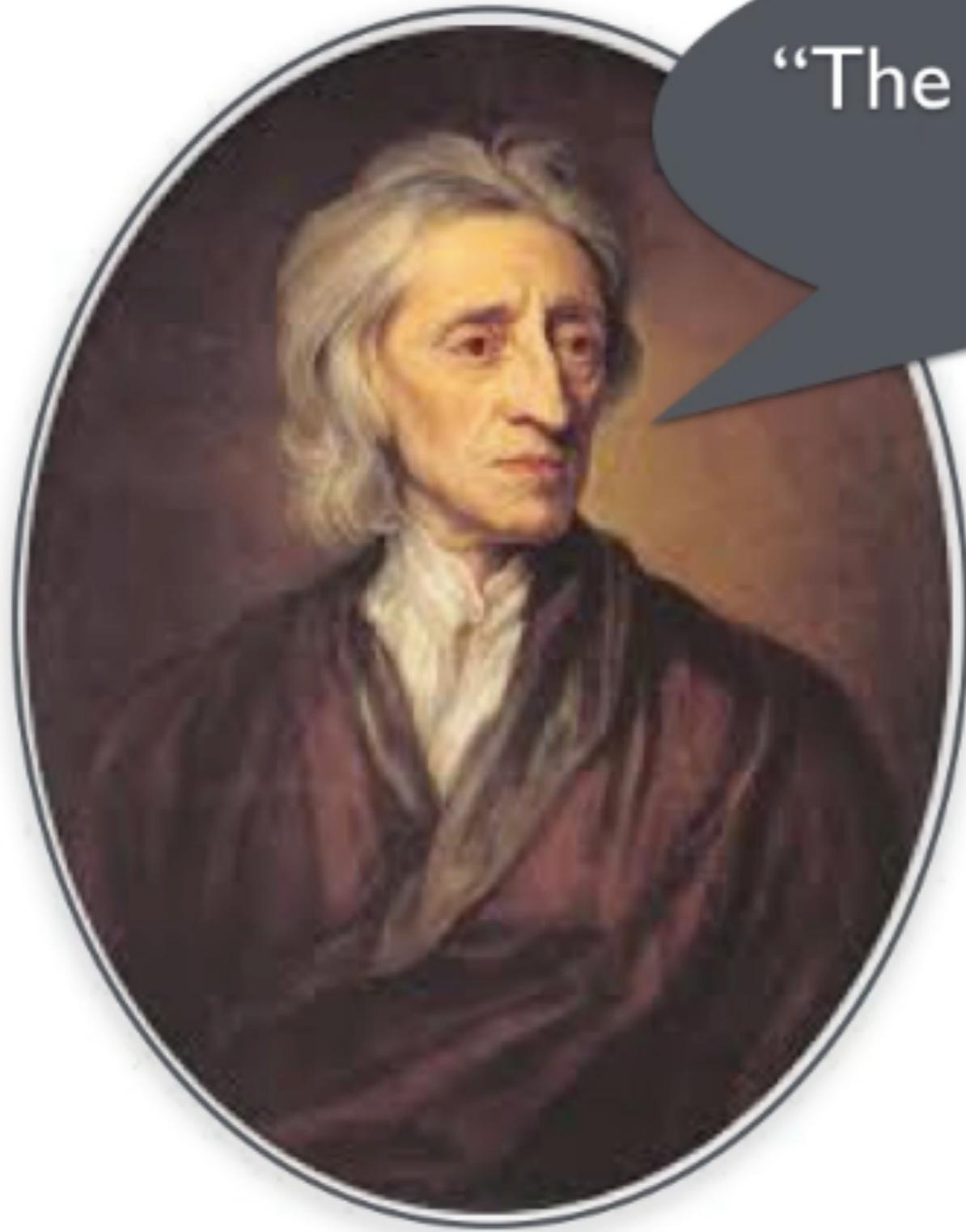




why?



John Locke - English philosopher
(1634 - 1734)



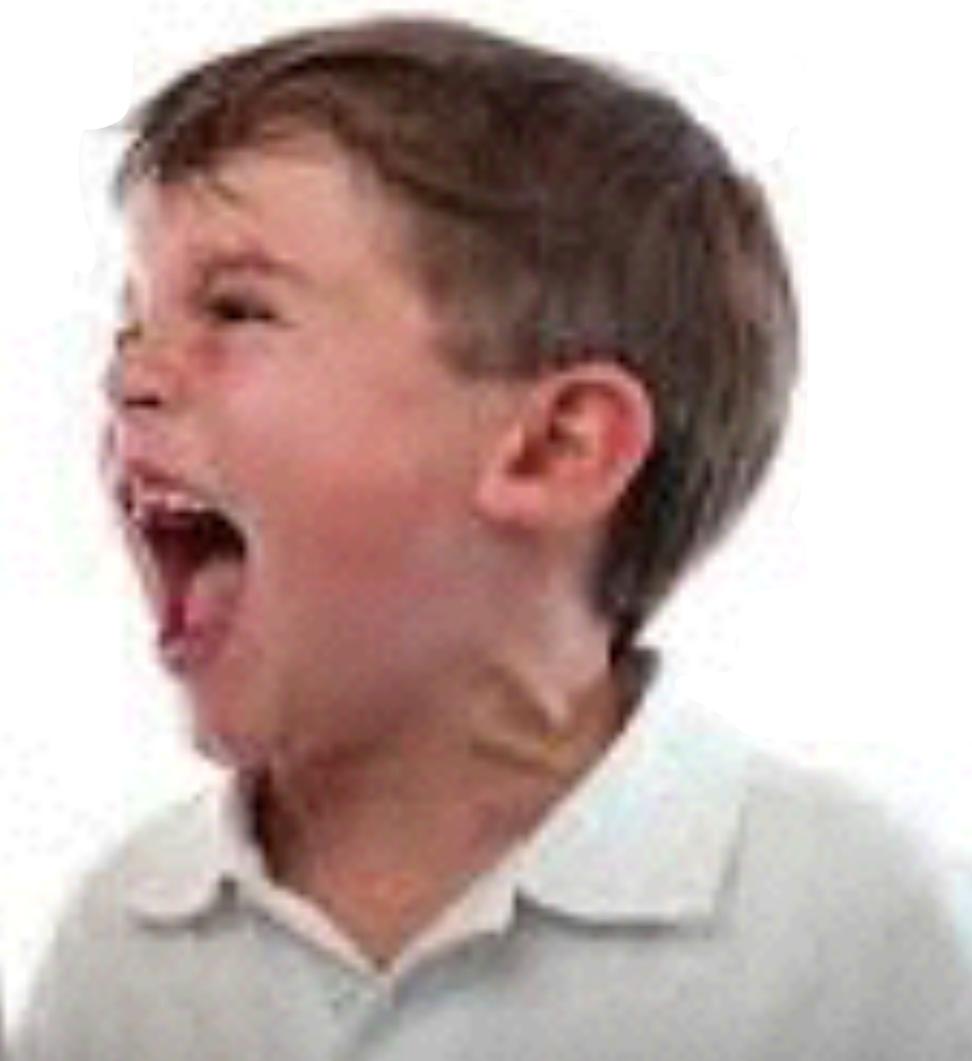
“The mind at birth is like a blank slate.”



John Locke - English philosopher
(1634 - 1734)

























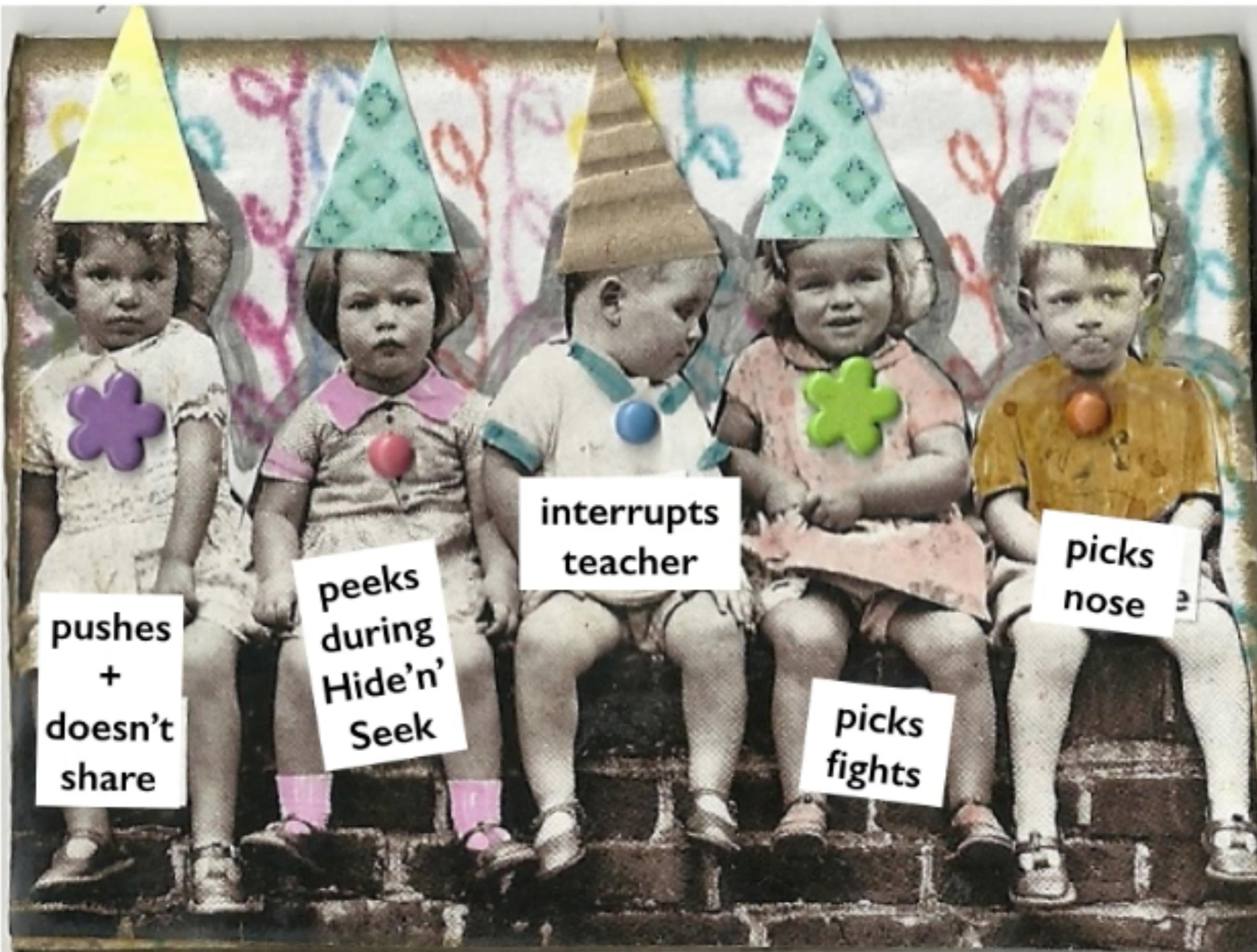












pushes
+
doesn't
share

peeks
during
Hide'n'
Seek

interrupts
teacher

picks
fights

picks
nose



**uses “outside voice”
nearly all the time**



favorite word: NO !!!



**constantly seeks
attention**







CLEAR
IMAGES



Clipart



School



Restaurant



Black



Ice Cream



All

Images

Videos

Shopping

News

More

Search tools



SafeSearch



Clipart



School



Restaurant



Black

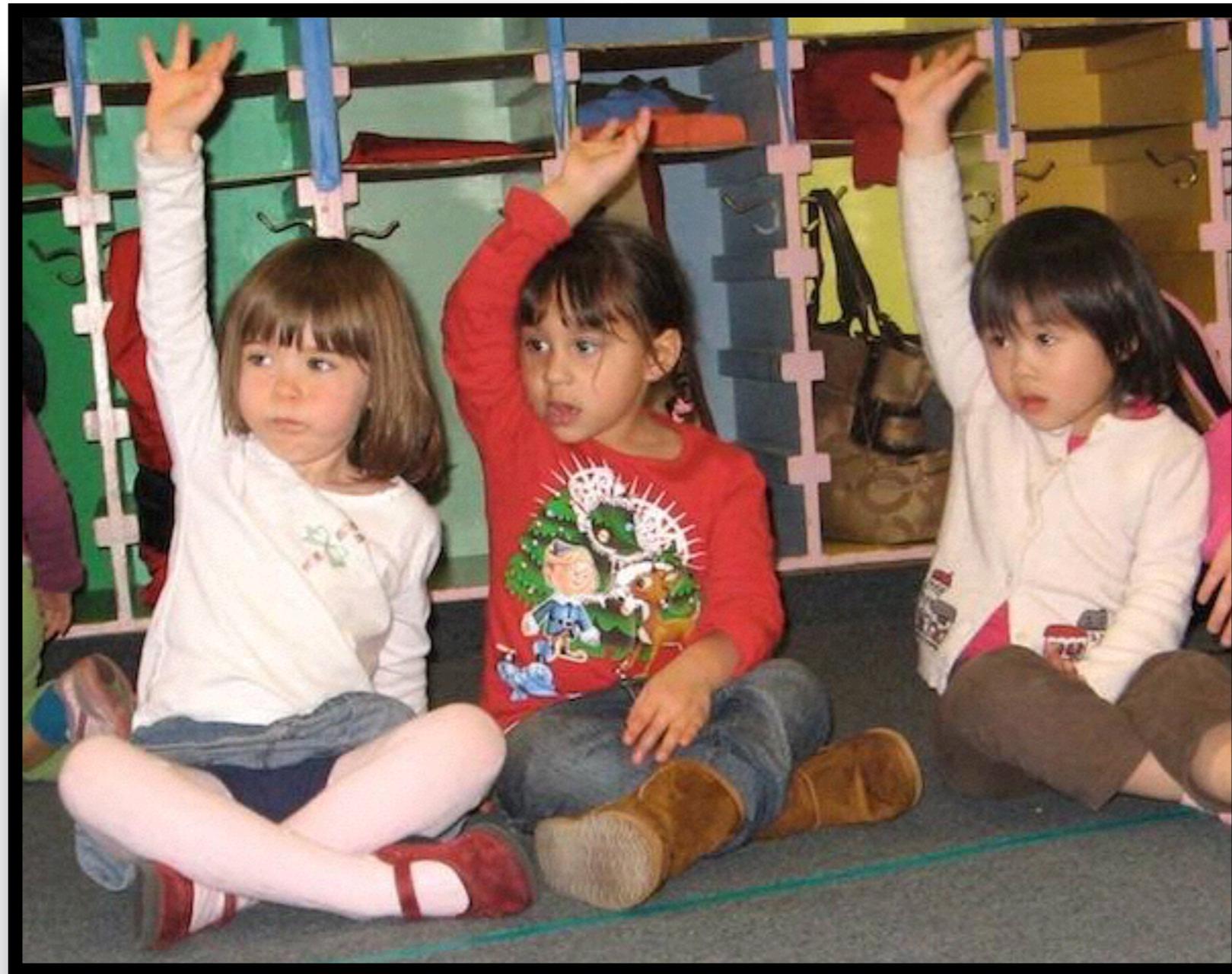


Ice Cream





First things first !



1. They love being experts.

I didn't know
he felt just
like I feel.

I would do it a
different way.

Let me tell what I
know!
Oh, please!



1. They love being experts.

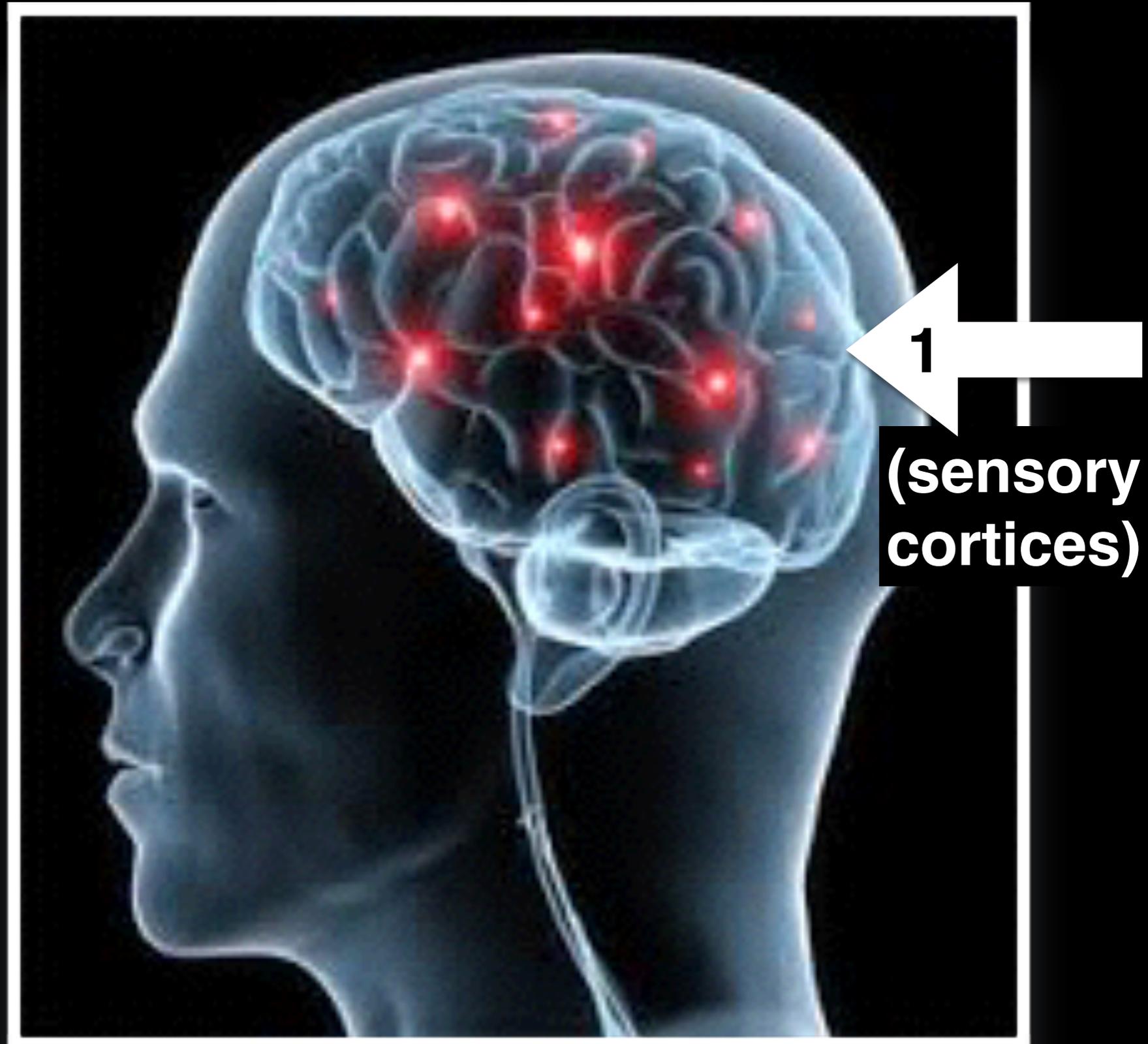


2. They're fascinated by other kids.

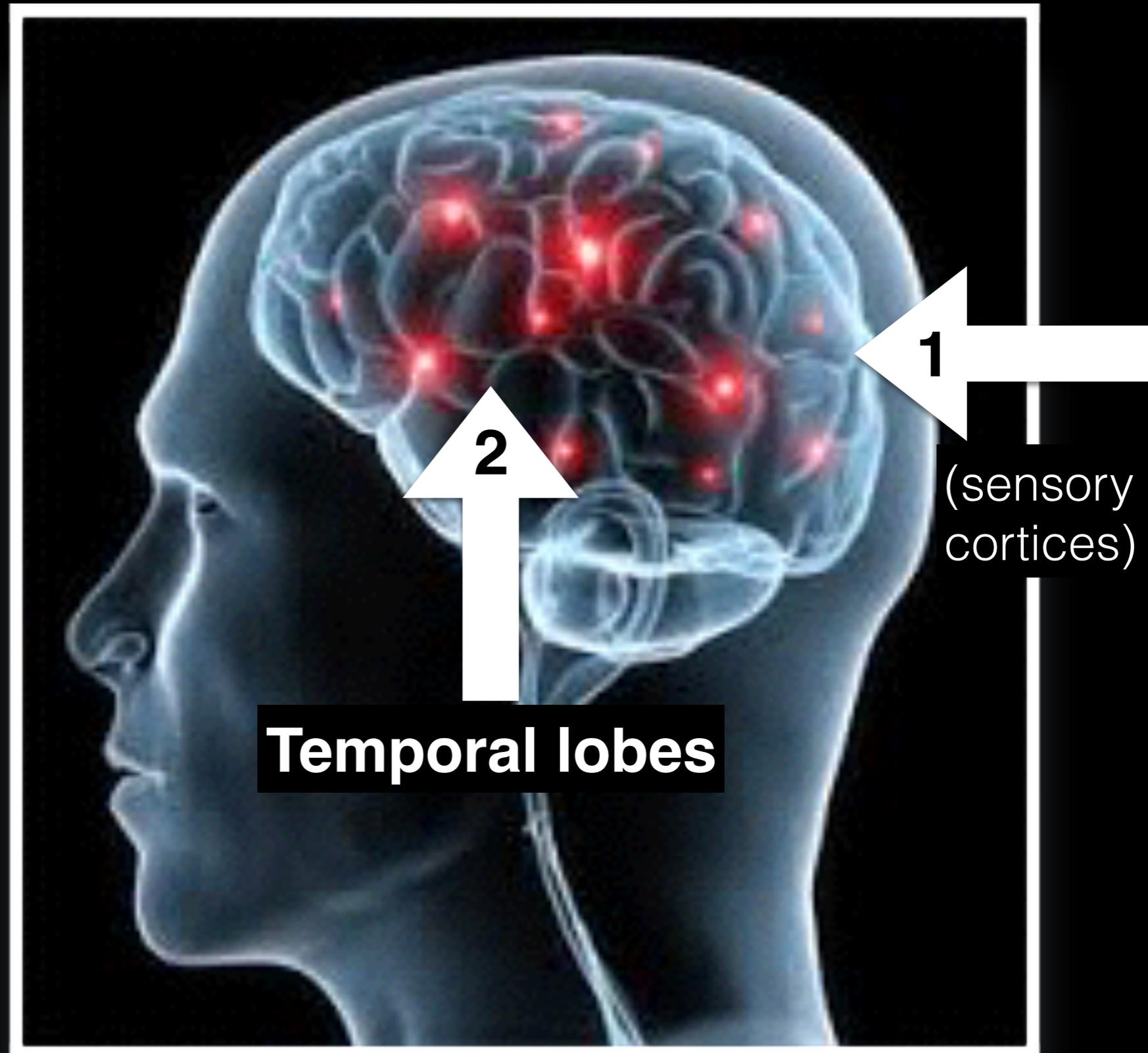


3. They need, want and deserve attention.

1. Gathering



- 1. Gathering**
- 2. Connecting**



pre-frontal cortex

3

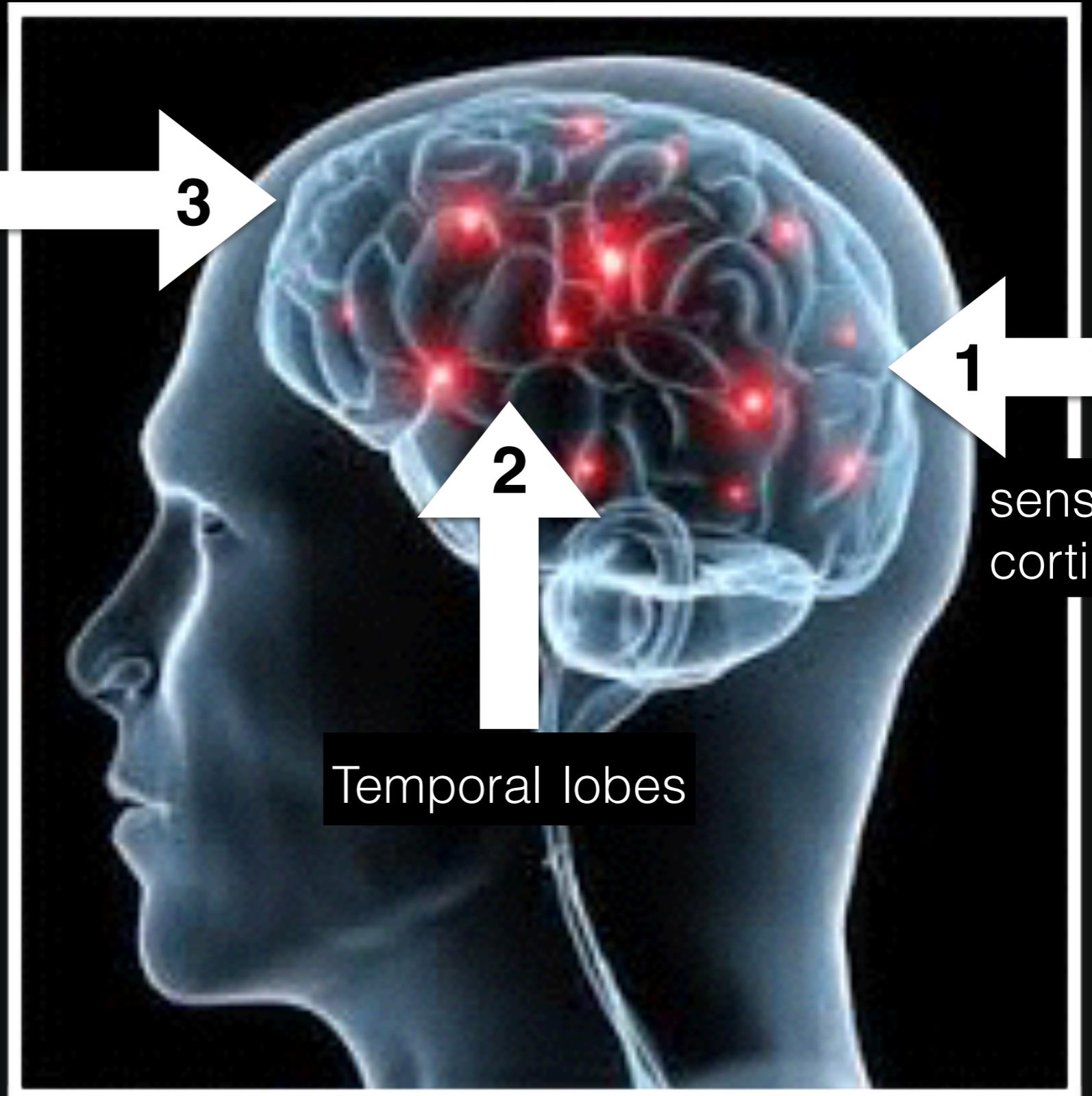
1. Gathering
2. Connecting
3. Concluding

1

sensory
cortices

2

Temporal lobes

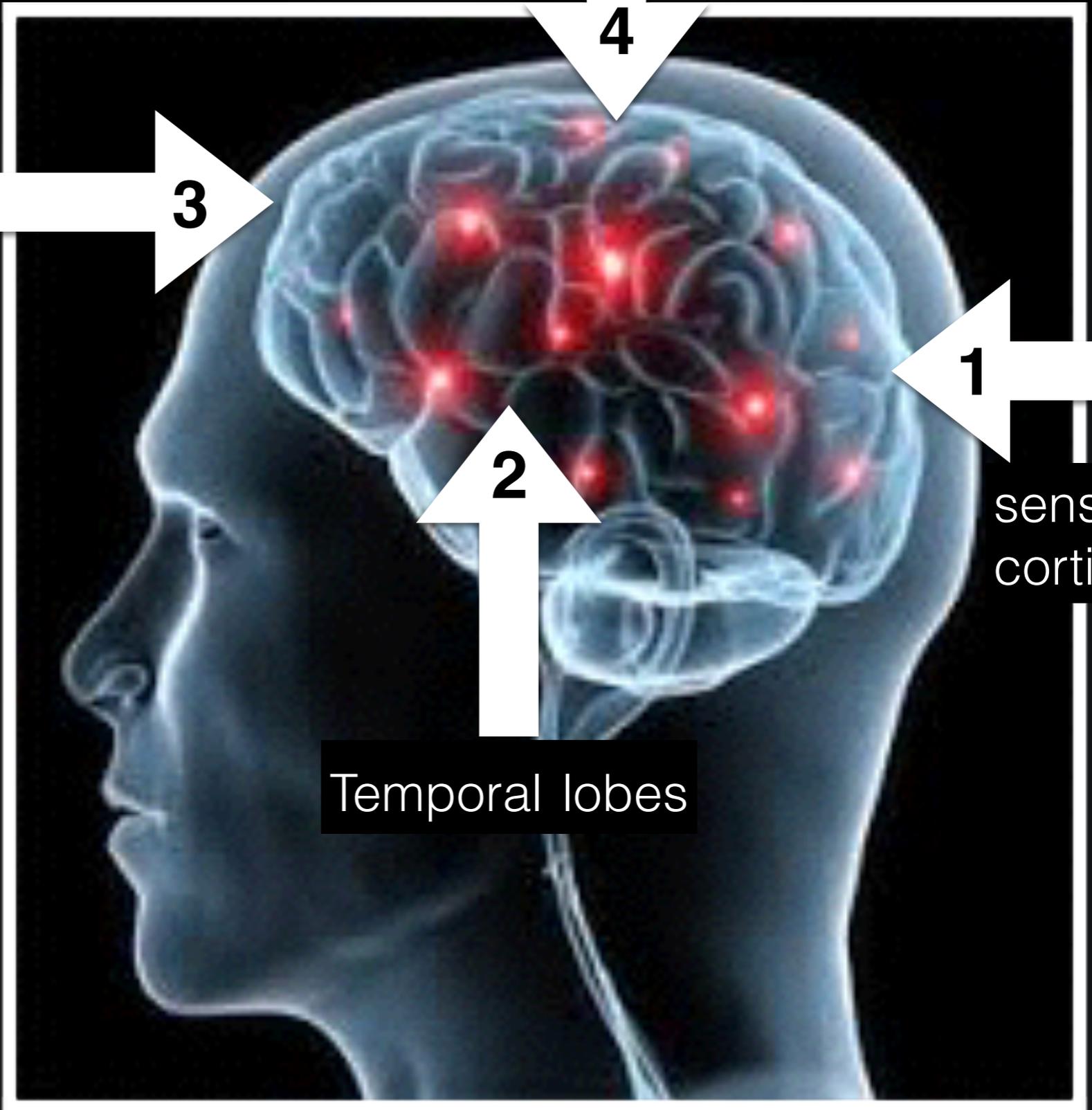


motor cortices

pre-frontal cortex

sensory cortices

- 1. Gathering**
- 2. Connecting**
- 3. Concluding**
- 4. Doing**



Temporal lobes



Questions that matter ... **SOARR**



Questions that matter ... **SOARR**

Stretch awareness

Open-ended

Age-appropriately challenging

Relevant

Respectful

Stretch awareness = “*Big picture*” thinking

- ➔ Nothing, and no one, exists in total isolation.
- ➔ Kids are generally always intrigued when they identify new connections and inter-connectedness.

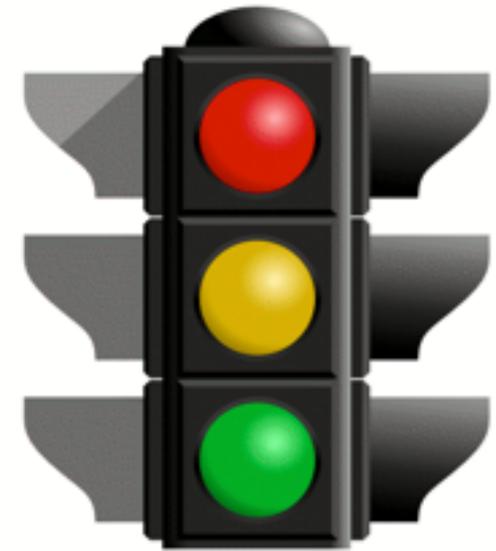


Questions that matter ... **SOARR**

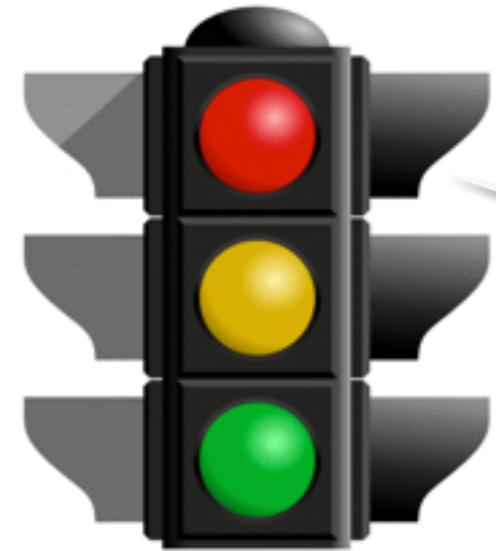
Stretch awareness



Stretch awareness



Stretch awareness



Why are there YELLOW lights?
Why don't they just have RED + GREEN lights?



When it rains, how does that change the streets for drivers?

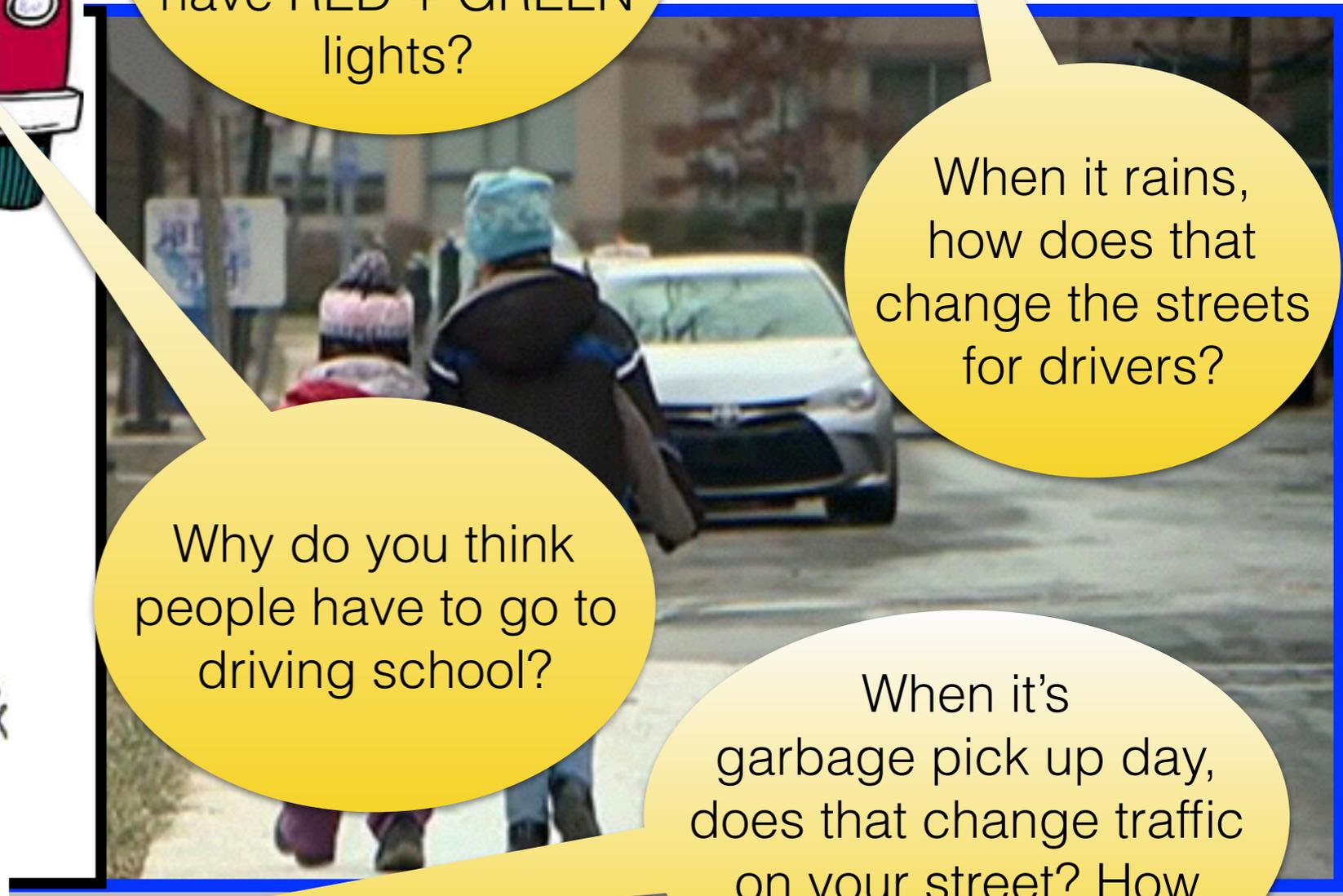


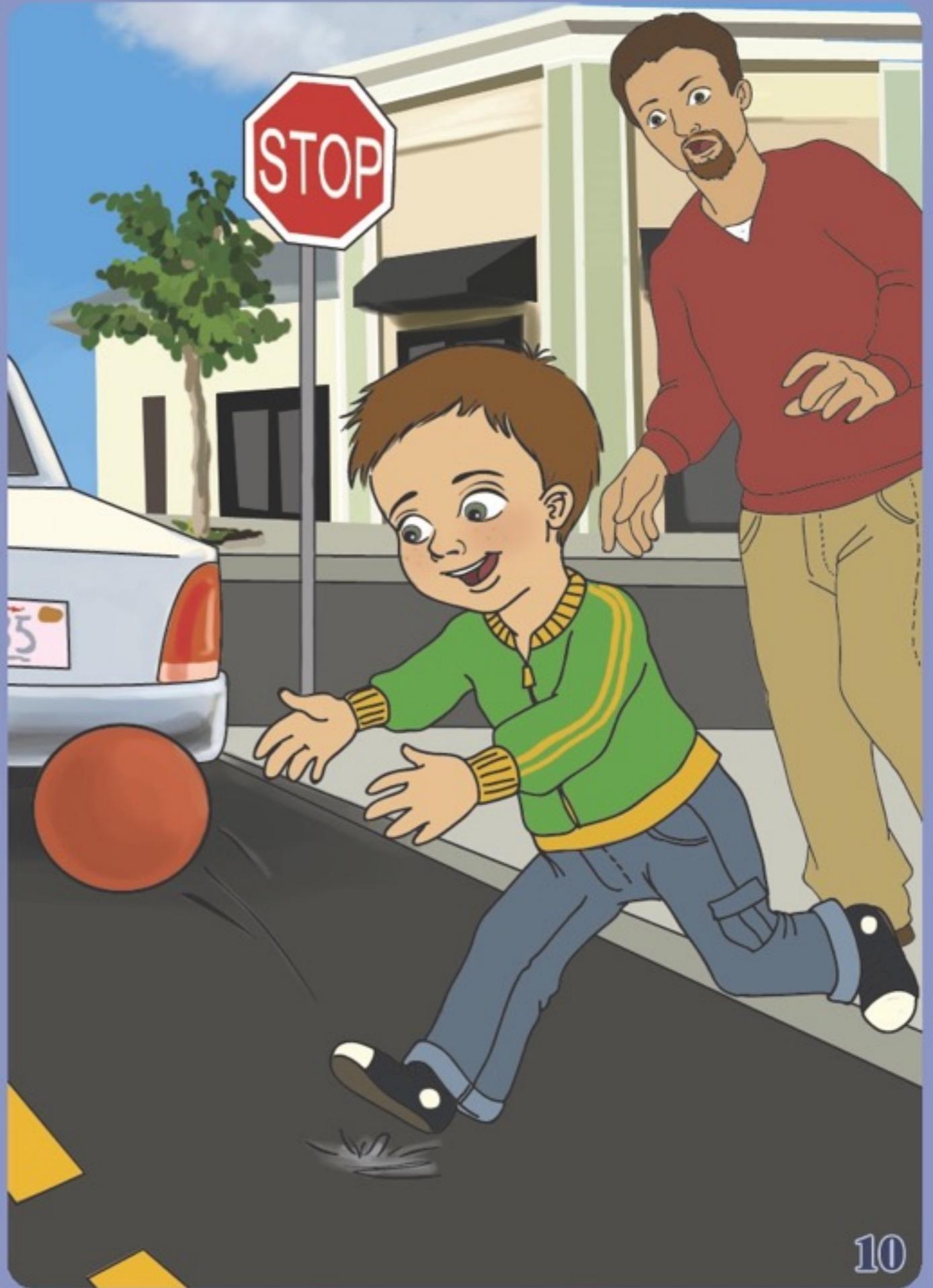
When an ambulance goes by, what do other cars do? WHY?

Why do you think people have to go to driving school?



When it's garbage pick up day, does that change traffic on your street? How does it change?





TEACHER INSTRUCTIONS: Show first illustration, wait a few seconds ... then ask:

What's happening in this picture? What is the kid doing ... and what is he **not** thinking about? (Answer: He's **not** thinking about the cars in the street.)

How does the man feel about what the kid is doing? Why is that your answer?

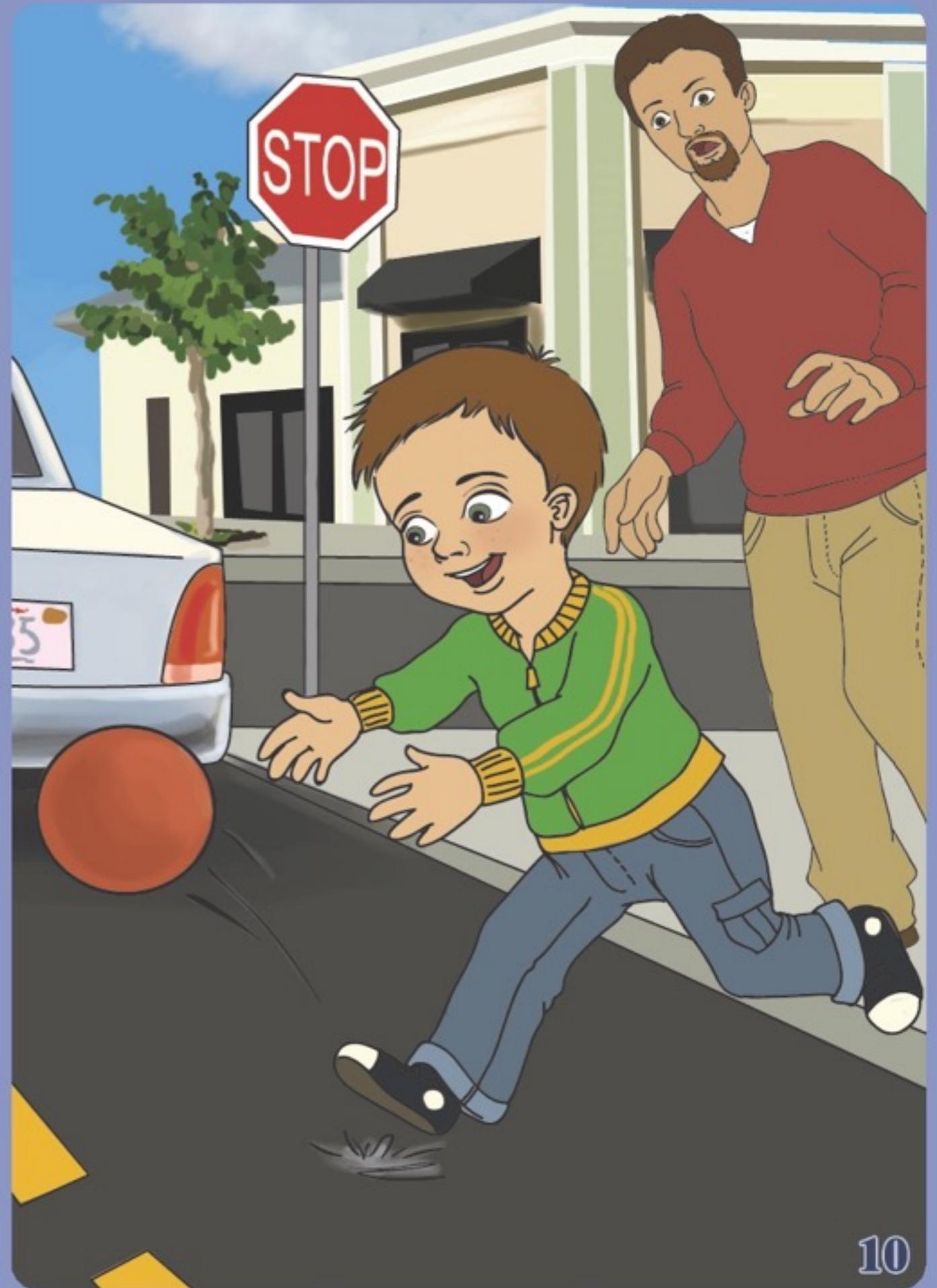
What do you think that man cares about more: the kid or the ball? Why do you think that?

What if you were a grown-up, driving your car, and you saw a kid run into the street in front of your car? How would that make you feel? Why is that your answer?

There is a part of streets that is only for people to walk on, and not for cars to drive on. Who knows what it's called? (*Sidewalk.*)

How can you tell the difference between the sidewalk and the part of the street that is just for cars? (*Raised curb.*) Why do you think the curb is raised?

Raise your hand if you'd *like* to know how people make their cars move, slow down and stop.



Open-ended

- ➔ More than one right answer... considering options.
- ➔ Lead students to **think** *and* to analyze.
- ➔ Stir genuine engagement *and* curiosity about peers' responses.

Open-ended? **or** Closed-ended?

Who hit who?

What happened
between you two?

Questions that matter ... **SOARR**

Open-ended? **or** Closed-ended?

How did you feel
when you finished it?

Are you glad you finished it?

Open-ended? **or** Closed-ended?

Does he feel happy
or sad?

How does he feel?

What do you see
that makes you think
that?

Questions that matter ... **SOARR**

Age-appropriately challenging

Have **fun** with *purposeful*

UN-*pr*edictability





TEACHER INSTRUCTIONS: *Show second side, wait a few seconds ... then ask:*

What's happening in this picture?

Why do you think the boy is **not** chasing his ball into the street?

How does the man feel in this picture?

Does the boy look happy or sad?

Why doesn't he just go into the street and get the ball?

When you're a grown-up, and you have children of your own, and you love them with all your heart, how will you tell them about being safe on the street around cars?

What will you say to your kids about that?

The next time you're in a car, if you think it's interesting, you can ask whoever is driving to show you what makes the car go, and what makes it stop, and how they make the car go in the direction they want it to go.

Who knows how old you have to be before you're allowed to drive a car? Raise your hand if you know someone who has gone to driving school. Who thinks people need to know a lot so they can drive a car carefully? What do you think that?

OPTIONAL: *Go outside to a car to show steering wheel, gas pedal and brake, for the following explanation:*

This is the steering wheel. It's how drivers tell the car where to go.

This is called the gas pedal, and it's what drivers use to make their car move.



This is the brake pedal, and it's what drivers use to make their car stop.



Questions that matter ... **SOARR**

Relevant

➔ When it's relevant, it sticks!

Questions that matter ... **SOARR**

Respectful

Questions that matter ... SOARR

Respectful

- ➔ Do we respect and trust our students' intelligence?
(**FACT:** They feel it when we do, and they feel it when we don't.)

Questions that matter ... SOARR

Respectful

- ➔ Do we respect and trust our students' intelligence?
(**FACT:** They feel it when we do, and they feel it when we don't.)
- ➔ Do we **listen** to them with undivided attention?

Respectful

- ➔ Do we respect and trust our students' intelligence?
(**FACT**: They feel it when we do, and they feel it when we don't.)
- ➔ Do we **listen** to them with undivided attention?
- ➔ Do we “see” each of our students. Do we focus on each one, for even a couple of moments, every day?





LISTENING is respectful.
It shows kids they matter...
... which motivates them to
automatically start taking
more personal responsibility.





TEACHER INSTRUCTIONS: Show first picture, wait a few seconds ... then ask:

What's happening in this picture?

Does it look like the boy is having fun? Why is that your answer?

Can you tell if he's building something interesting? What does it look like to you?

Who has noticed that some people like to play together and some people like to play alone ... because different people like to play different ways. Raise your hand if you think that's okay? *(The teacher can raise her hand, too, or not.)*

Raise your hand if you **mostly** like to play **alone**.

Raise your hand if **some times** you like to play alone, and **other times** you like to play together.

Raise your hand if you **mostly** like to play **together**.

If the boy in this picture really felt like playing alone, and he really didn't feel like playing together ... **without being mean or hurting her feelings** ... what words could he use to tell her? *(Be sure to ask for several different answers from the group.)*

How do you think the girl in this picture feels? *(Be sure to ask for several different answers from the group.)*

Did any of you ever feel that way when someone wouldn't play together with you? What was that like? *(Be sure to ask for several different answers from the group.)*

Did you ever say **pleeeeeze** to a person who didn't want to play with you? Did that make the person want to play with you? Why do you think that is?

** (In a whiney voice, the way kids sometimes do) **

WORST' WELL-INTENTIONED...

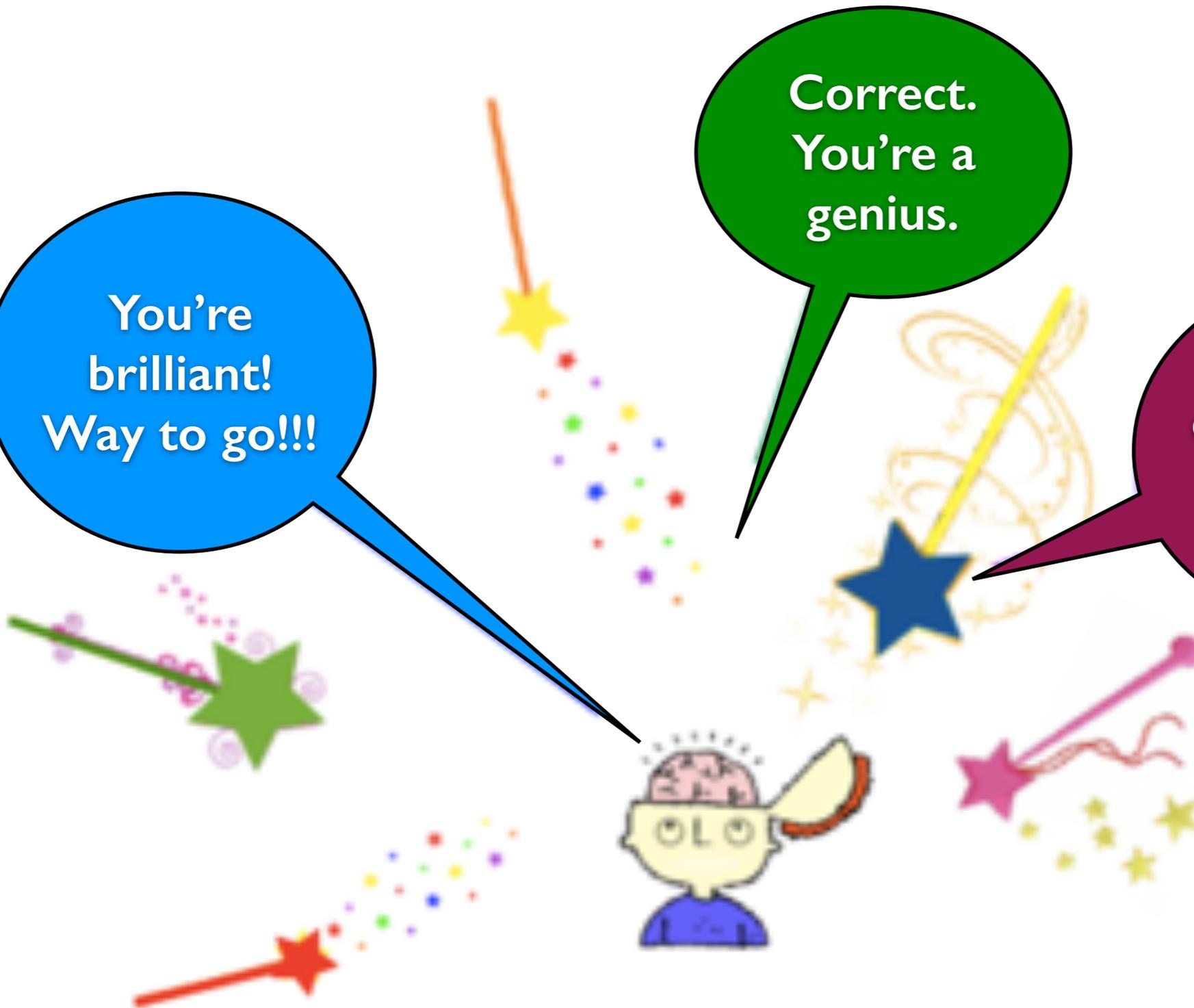


Praising attributes

You're brilliant!
Way to go!!!

Correct.
You're a genius.

That's exactly right.
You are so smart.



Labeling everything

RIGHT! WRONG!

GOOD • BAD

should / shouldn't

Lecturing and Scolding

Did someone
tattle on me?

I'm outta here.

Boring!!!

Ok. Sure.
Whatever you
say ... NOT.

Oh no!!!
He's gonna
think I
tattled.

Why is she
talking to me???
I never pushed
anyone!!!





Kids' Own Wisdom



VISUALS
assure that
group discussions
maintain clear focus.

Remember!
AVOID
well-intentioned mistakes.

**ACTIVE
PARTICIPATION**
is *one* of the most
efficient elements for
remembering & using
information.

QUESTIONS
need to
SOARR
if they're going to
engage students'
minds + hearts.



**In the final analysis, it is not
what we do
for children, but
what we have enabled them
to do for themselves
that will make them
successful human beings.**



***Fortunately, that is the exact formula
for making our jobs,
as educators,
much easier and more successful,
both short and long term!***





TEACHER INSTRUCTIONS: Show second page, wait a few seconds ... then ask:
What's different in this picture?

What does it look like they're building?

Does it look like the girl is helping the boy?

Does it look like the boy is helping the girl?

What kinds of things do you like to build with blocks (Legos, Gears, Constructables, etc.)?

Grown-ups like to build things, too. Tell us what you've seen grown-ups building. Were the people working together, or were they working alone? (Sometimes alone and sometime together, right?) Show **OPTIONAL** visuals of construction sites.



Who has built something really great with another person? Tell us about it. Who has built something really great alone? Tell us about it.

(Close the pages to ask the next question.) If the boy won't play with her, what's another thing the girl could do? Do you think there are other kids she could play with? Do you think there are other toys she could play with? Like what?

(Re-open the pages to ask the next question.) Did any of you ever play with someone when you really didn't feel like it, and then after a little time you were glad you did? Who has a story about a time like that?



Success with this approach requires consistent use!

Kids' Own Wisdom



Just 2 times a week, every week, will create changes you'll start noticing right away!

Activity Planner

	3:00 - 3:30	3:30 - 3:45	3:45 - 5:00	5:00 - 6:00
Monday				
Tuesday		KIDS' OWN WISDOM peer group discussion		
Wednesday				
Thursday				
Friday		KIDS' OWN WISDOM peer group discussion		
Saturday				
Sunday				



the validating brain science ...





**Time to understand the brain's
hard-wired learning cycle...**



**Time to understand the brain's
hard-wired learning cycle...**

**... and use that understanding
for everyone's benefit.**

Functional Areas of the Brain¹

Motor Area

- control of voluntary muscles

Sensory Area

- skin sensations (temperature, pressure, pain)

Frontal Lobe

- movement
- problem solving
- concentrating, thinking
- behaviour, personality, mood

Broca's Area

- speech control

Temporal Lobe

- hearing
- language
- memory

Brain Stem

- consciousness
- breathing
- heart rate

Parietal Lobe

- sensations
- language
- perception
- body awareness
- attention

Occipital Lobe

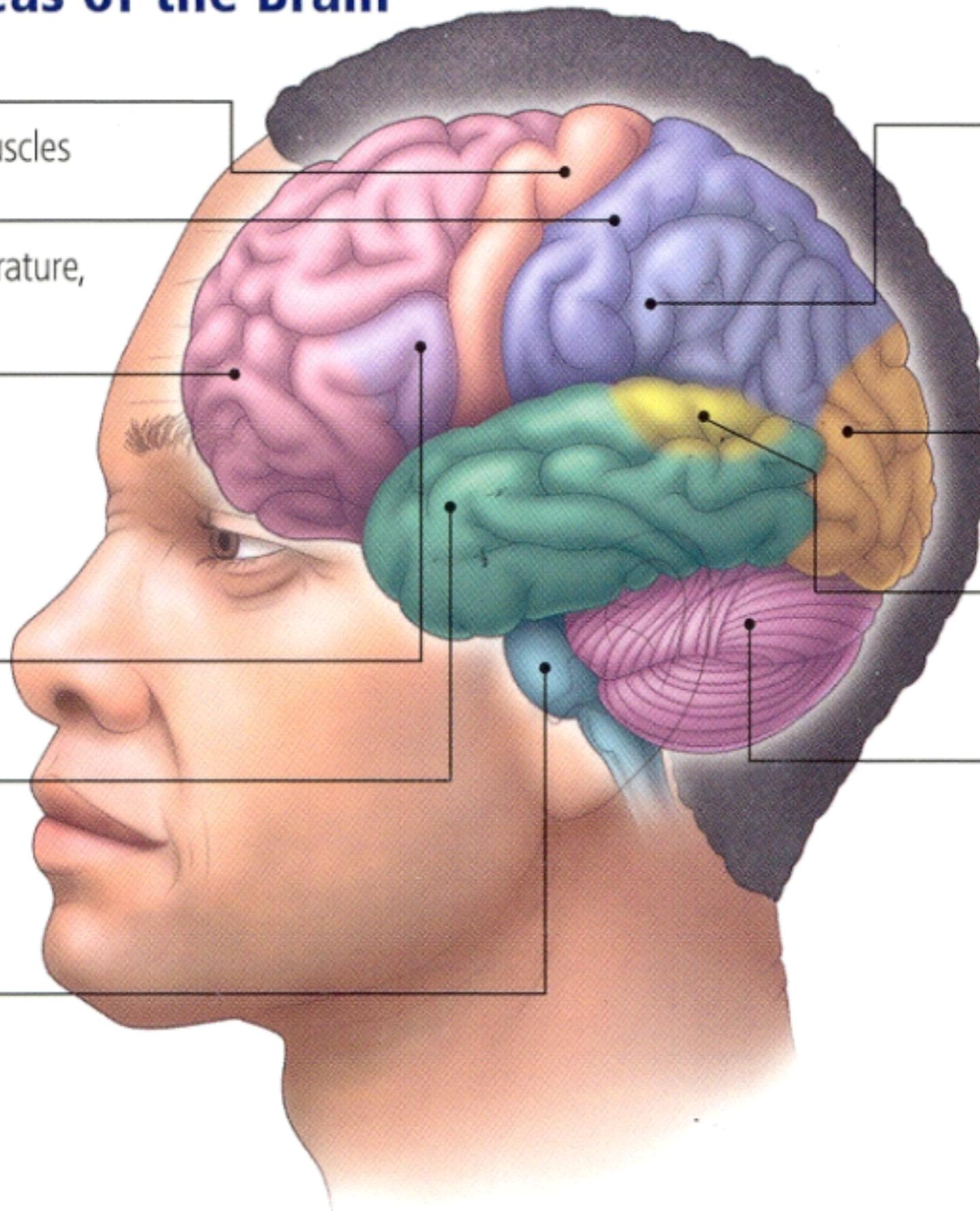
- vision
- perception

Wernicke's Area

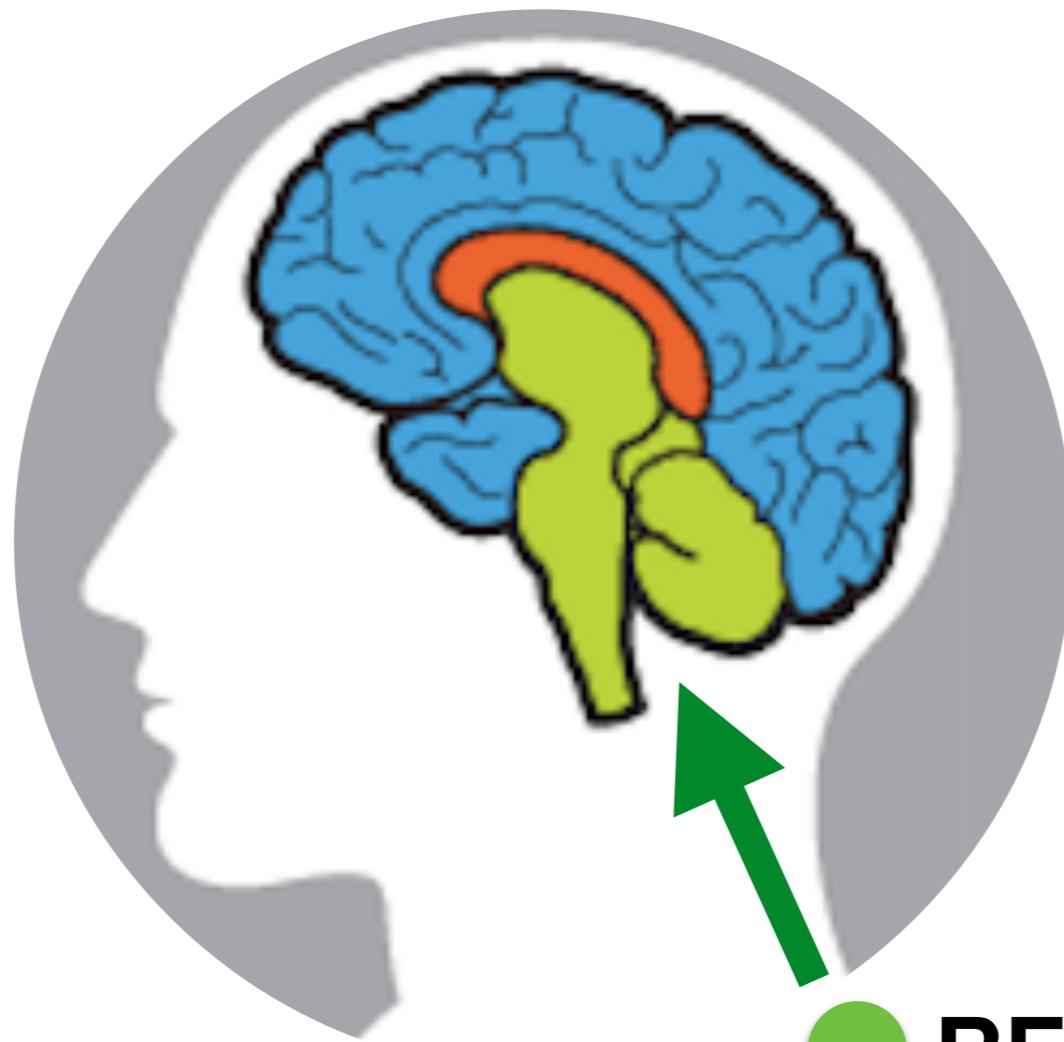
- language comprehension

Cerebellum

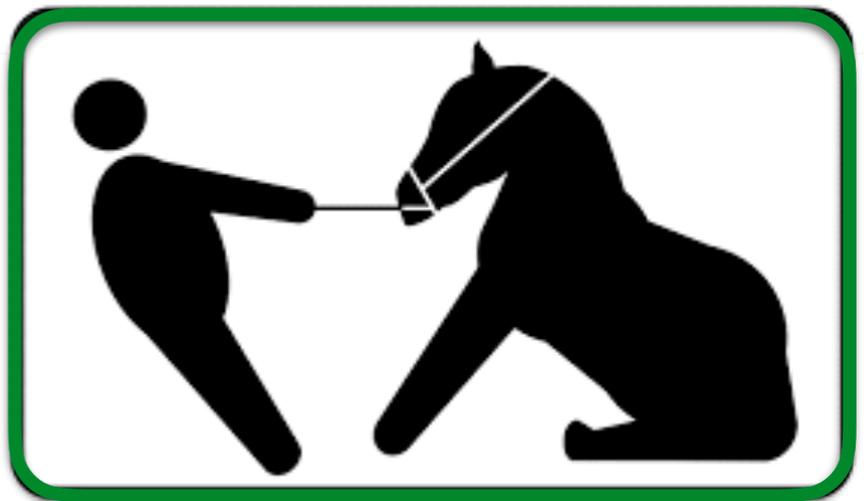
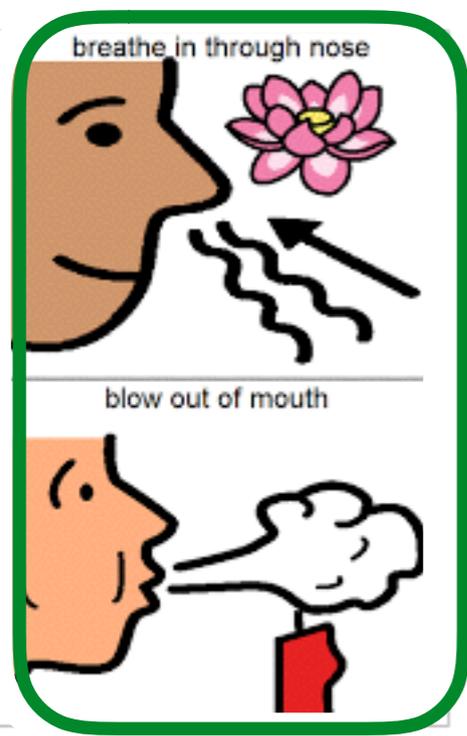
- posture
- balance
- coordination of movement







REPTILIAN BRAIN
(Survival)



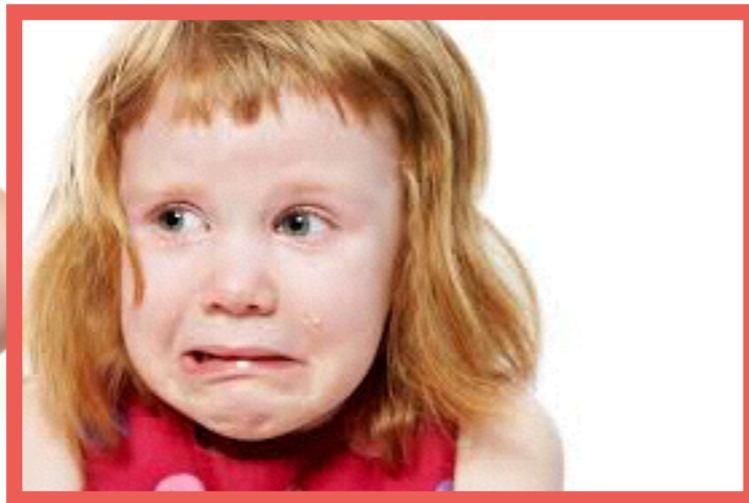
(resistance to change)



MIDDLE BRAIN

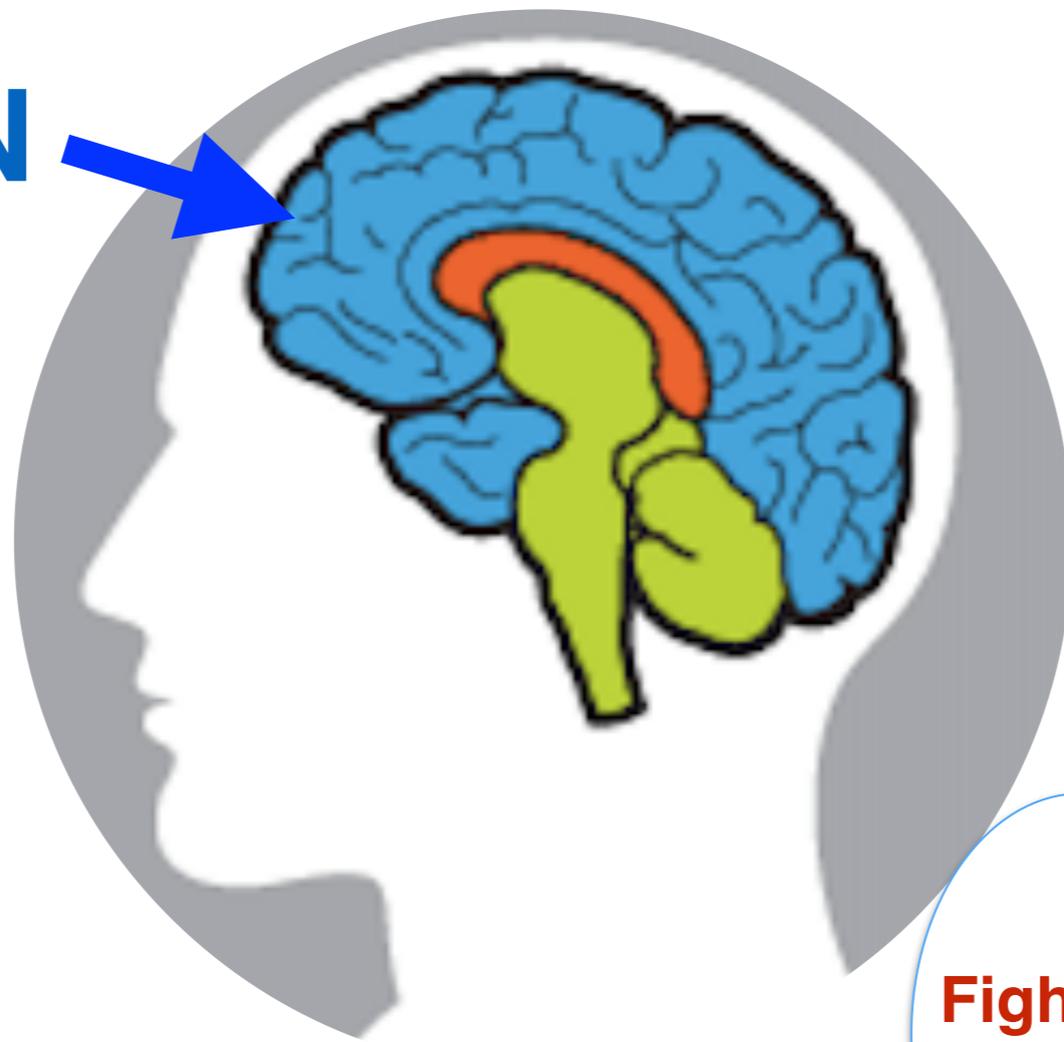
Emotions

LIMBIC SYSTEM
(Includes Amygdala)



● NEW BRAIN

Rational



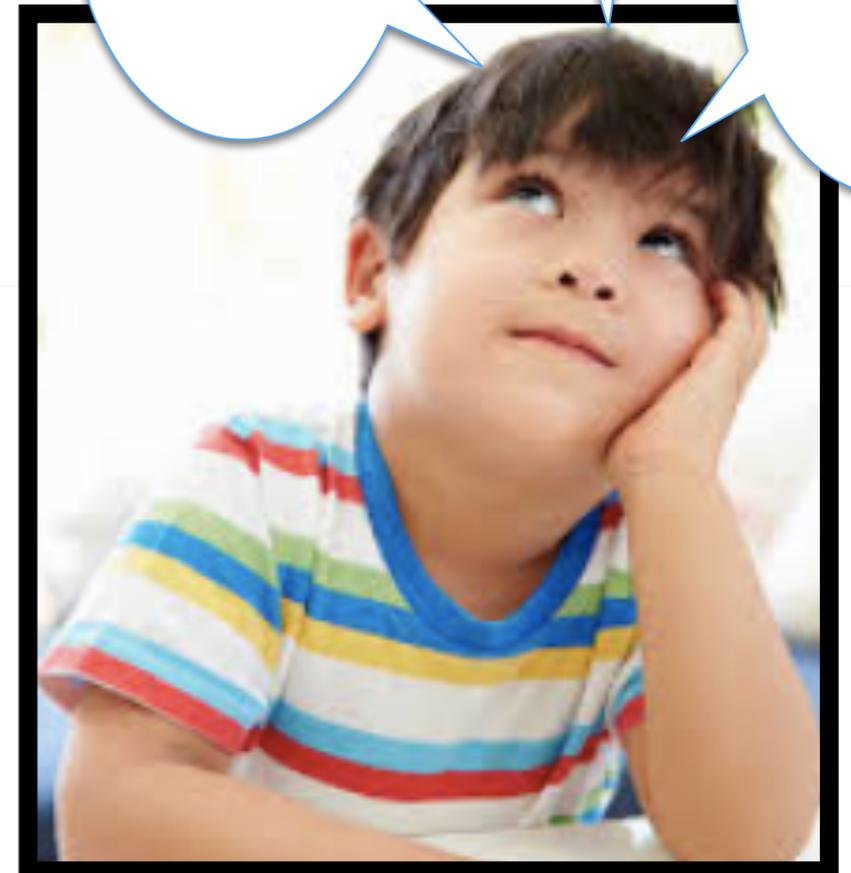
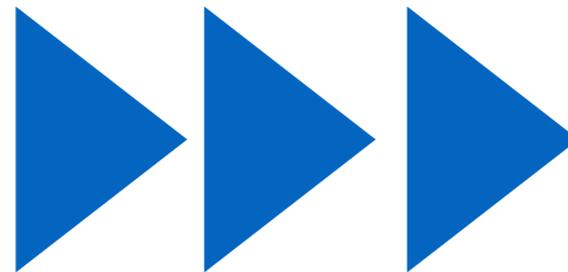
Neocortex

- Logic
- Executive function
- Higher order thinking

Fight 'til I win?

Possible to work things out?

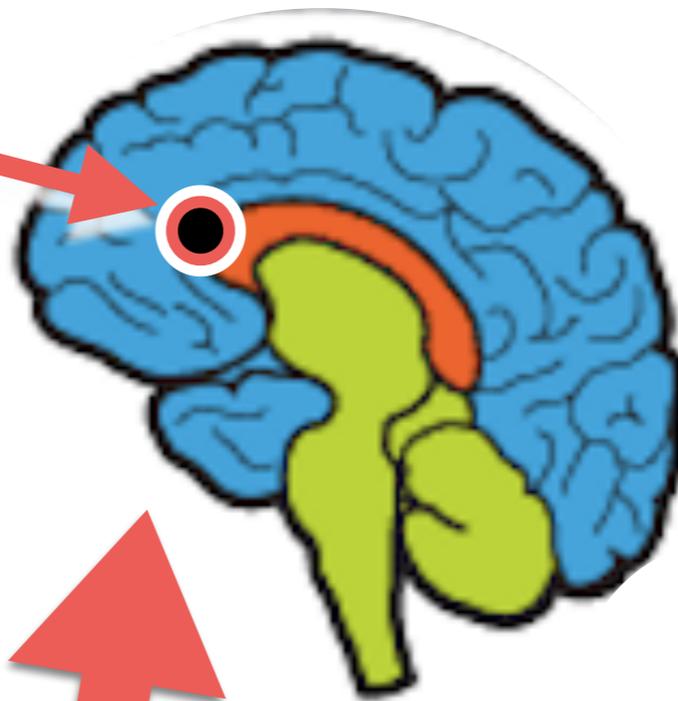
Give up?



if only.

Amygdala

in the emotional part of the brain



sight

smell

touch

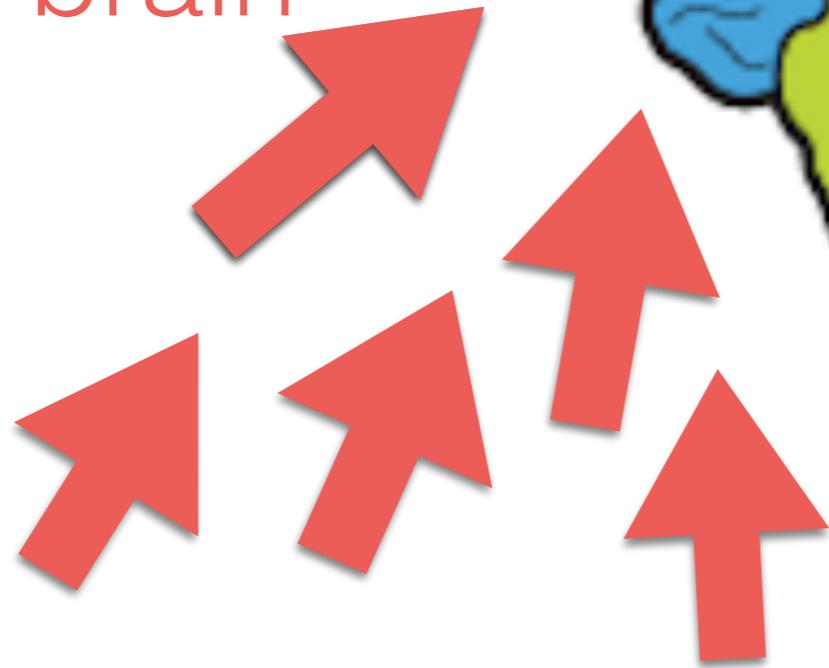
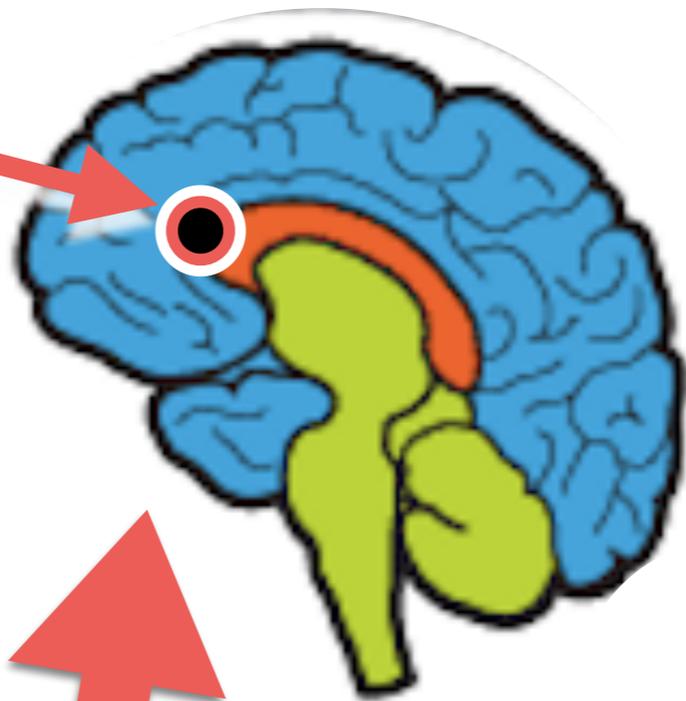
hearing

taste



Amygdala

in the emotional part of the brain



INPUT reaches the amygdala
(emotional part of the brain)

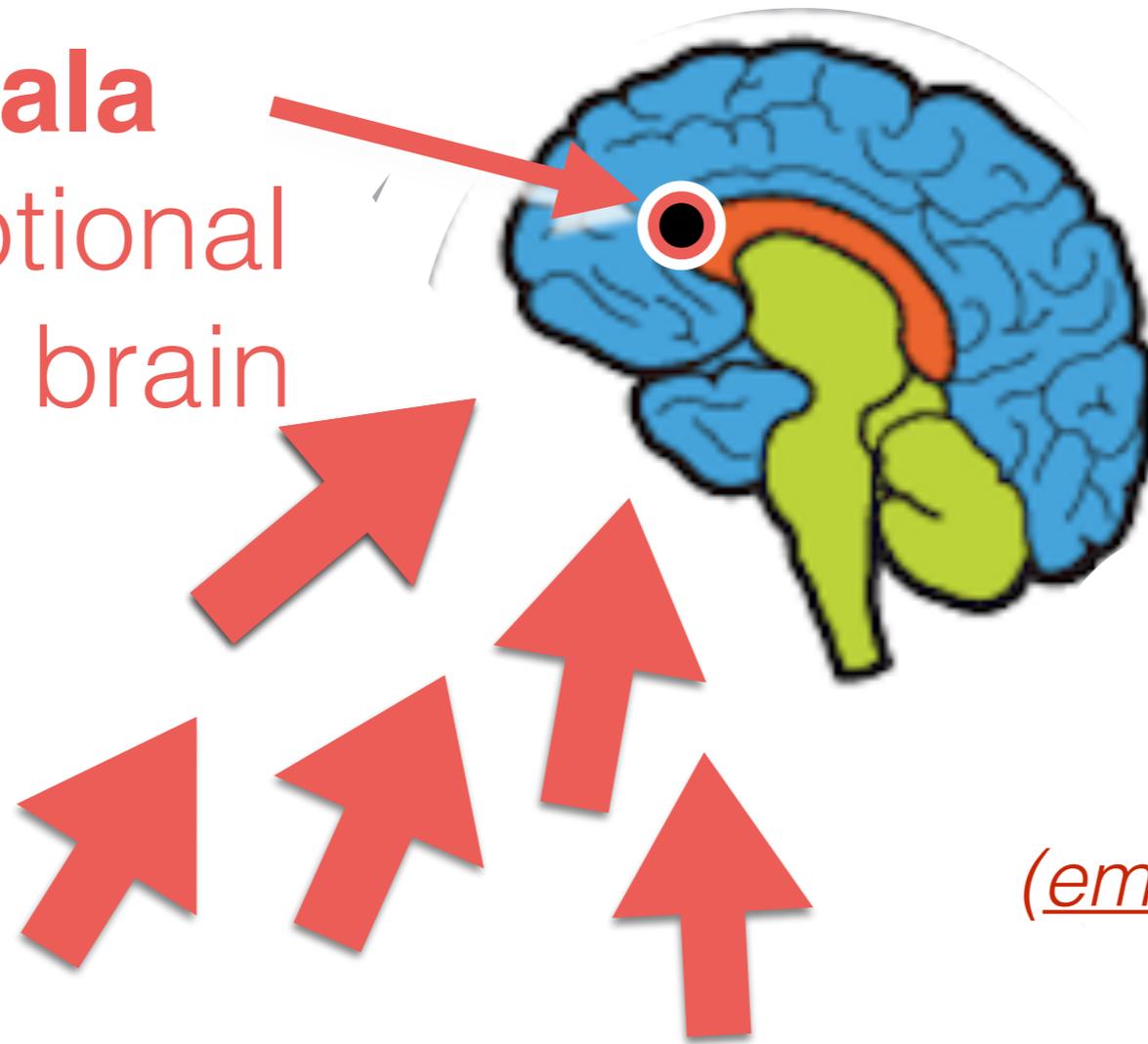
8x faster

than it reaches
the neocortex !!!
(rational part of the brain)



Amygdala

in the emotional part of the brain



INPUT reaches the amygdala
(emotional part of the brain)

8x faster

than it reaches
the neocortex !!!
(rational part of the brain)



Kids' Own Wisdom



★ Sign up for our mailing list - we'll send **FREE** links for 2 full-color sets. You can print + share with other teachers.

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