# LNNOCEN<sup>–</sup> Classroom

#### Engaging Good and Innocence, Part II

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### The Good Wheel

heel		Cynical				
		Violent				
	Overly competitive					
	Argumentative					
Don't speak English						
Families don't care Aggressive Nervous						
Apathetic Hopeless Entitled Victims						
Highly mobile Illegal Loud						
Silent	Silept Young mothers Defient Sad					
	Undese	ving Belonging Bac	lattitude			
	Compliant	Free Smart	Drugs			
Angry	Terrorist	Untroubled Happy Safe	C	Sullen		
	Poor	Survival Respected Hope	Angry			
Drotootivo	Quiet		Invisible			
Protective	Religious	Successful Accepted Seen	Tough	Clownish		
	On welfare	Validated	Arrogant			
Taunting	Gangs	Cared for Leadership	Inferior			
launting	-		Scary	Afraid		
Dropouts Normal Connected Athletes						
Thieves Stable Not smart						
Detached Entertainment Stable Lazy Apathetic Disruptive						
Not beautiful Irresponsible Disrespectful						
Bullying Onemployed Single parents Not American Liars Hyperactive						
Violent						
	Intimida	ting Unrespo	nsive			

Unemotional

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## The Good Good Wheel

	Learns new things				
Excited at	pout school				
Invested		Raises hand			
Gentle	Belonging	Creative			
Patient	Free Smart Untroubled Happy <sup>Safe</sup> Survival Respected Hope	Volunteers			
Tries new things	Successful Accepted Seen Validated Cared for	Laughs			
Dedicated	Normal Connected	Participates			
Hopeful	Stable	Confident			
Hard worker Helps others					
Respo	nsive Does home	work			
Honest					

Listens

Нарру

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### When do you feel most Innocent?

- Innocence the condition that results from the reduction, minimization, neutralization, or elimination of the guilt that develops from stereotypes, popular negative narratives and iconography.
- In other words, when do you feel most like you can just be? Exist unaware and unaffected by the negative stereotypes that you know exist about you?

# Engaging Good:

1. Start with one educator talking about one child.

- 2. Share what we know about the child:
  - What we are seeing from the child (behaviors)
  - What we truly know about the child
- 3. Everyone should listen through the epistemology of the child. Is this the child's reality?
- 4. Take a guess at the individual Good of the child.
- 5. Every educator at the table should suggest one strategy to engage the child's Good
- 6. Repeat with each educator.

#### The Good

Belonging	Validated	
Free	Hope	
Smart	Seen	
Safe	Stable	
Untroubled	Cared for	
Happy	Survival	
Connected	Normal	
Successful	Respected	
Accepted	Leadership	

### Building a Practice:

Try at least one strategy for each of your three children.

Be ready to share what you are experiencing - both successes and challenges.

Think about: What else is needed to create an environment of innocence in your classroom?



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