

# INNOCENT

Classroom

Engaging Good and Innocence

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# Building a Practice

- Choose three children.
- Observe a child's behavior through their epistemology. Remember - a child's behavior is not who they are.
- Get to know a child in new ways. Understand and accept their reality.
- Based on what you have learned, take a guess at the Good of that child.
- Collaborate with your colleagues about what you have learned and your guess at the child's Good. Strategize new ways to engage the child's Good.
- Intentionally try the new strategies with the child, focusing on their Good.
- Continue to nurture your relationship with the child; adjust your guess at their Good if you learn something new. As your relationship grows, you will find new ways to engage the child's Good.



- The starting point for the education of our children is with them feeling whole, appreciated, and understood.
- And their only hope of reaching this beginning is if the educator is willing to commit to the effort of helping them get there.
- It is the educator who helps the child understand their innocence and their good.
- Of course the challenge to educators is greater given the consequences of this commitment.

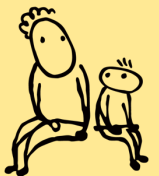
- Our relationship with the children we teach is not a failed relationship
- It is an incomplete one
- When we discover and acknowledge a child's good, we learn to empathize with them and this makes the relationship complete.



# An Educator's Gift

We have to believe three things:

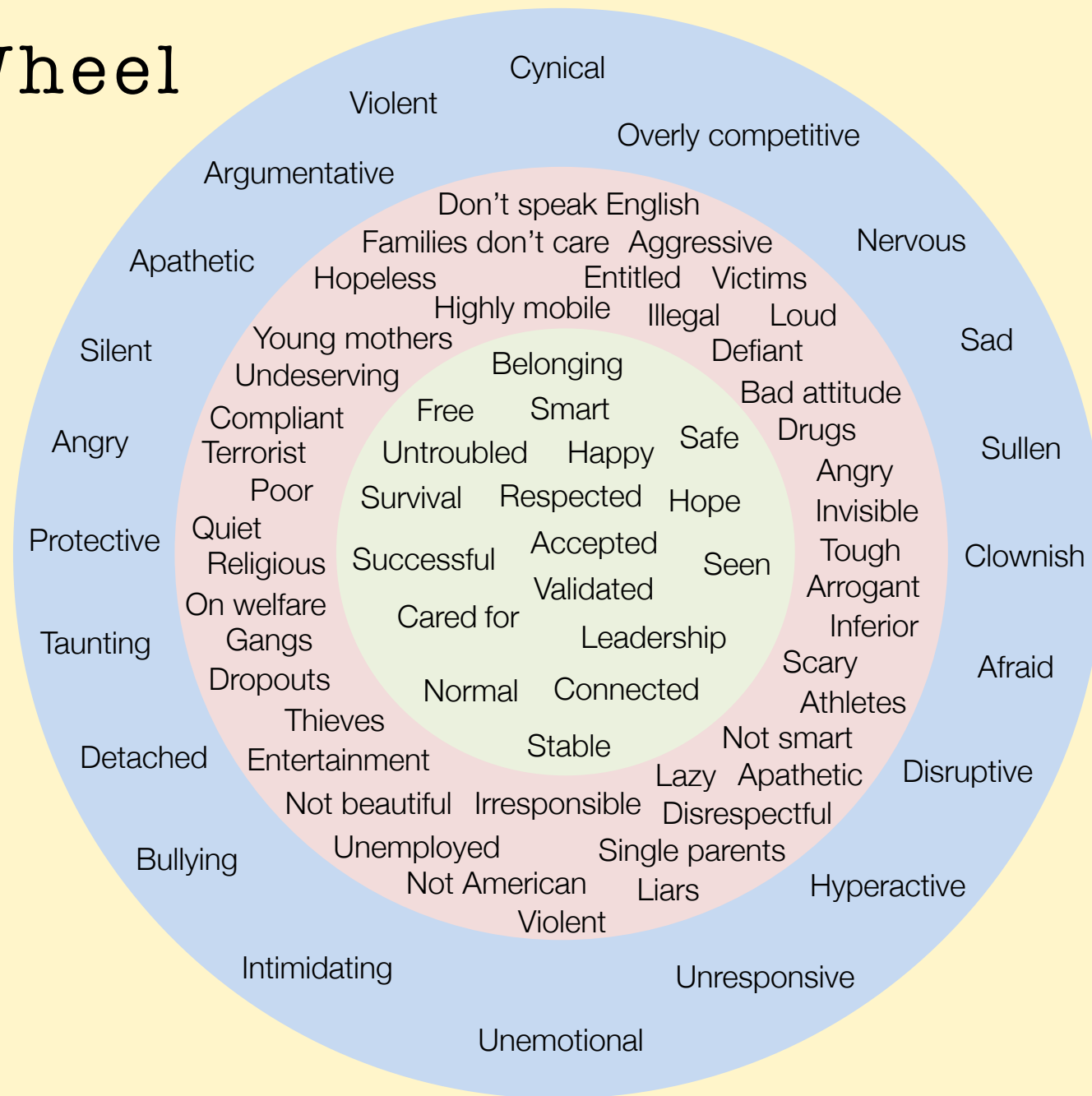
- That good exists in each of them
- That it is possible to discern a child's good
- That responding to their good will affect their level of engagement and lead to an innocence infused environment.



This is the way good leads us to innocence

When a good is recognized, after it is valued, validated and confirmed, it becomes the way to that student's acceptance of their own innocence.

# The Good Wheel



# 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 the strategies you created today to engage the Good of at least one of your children.

Be ready to share what you are observing and experiencing at our next session.

