Parenting with Wit and Wisdom

Barbara Coloroso

• **Parenting children** to **think** and **act** ethically is three fold:

Giving them ways to care deeply, share generously,
help willingly.
Curb their inclination to hoard or harm.
Stop in its tracks anything that fuels hatred.

• An ethic rooted in deep caring is primarily about relationships. Principles, virtues and values are in the service to and at the service of that caring.

• The story about our human nature in today's social and cultural climate is part and parcel of our human nature and our social and cultural climate.

• Holding children accountable for what they do that causes harm, what they fail to do to care, and for what they turn a blind eye to says we care deeply about them. It also says that we believe they are capable of acting with integrity, civility, and compassion. That will require resolve on our part and discipline on theirs.

• **Discipline and Punishment—Why one works and the other only appears to work:**

Punishment is adult oriented, imposes power from without, arouses anger and resentment, invites more conflict, exacerbates wounds rather than heals them; is preoccupied with blame and pain; does not consider reasons or look for solutions; does something *to* a child; involves a strong element of judgment; and demonstrates a parent's ability to control a child.

Discipline is *not* judgmental, arbitrary, confusing, or coercive. It is not something we *do to* children. It is working *with* them. It is a process that gives life to a child's learning. It is restorative, and invites reconciliation. Its goal is to instruct, guide, and help children develop self-discipline—an ordering of the self from the inside, not an imposition from the outside.

• The *process* of discipline does four things the *act* of punishment cannot do:

1. Shows children what they have done.
2. Gives them as much ownership of the problem that they can handle.
3. Gives them options for solving the problem.
4. Leaves their dignity intact.

• For mistakes, mischief, and mayhem that unintentionally or intentionally create serious problems of great consequence, the **Three R's**—restitution, resolution, and reconciliation—are incorporated into the four steps of discipline.

• **R.S.V.P.--**Consequences need to be **R**easonable, **S**imple, **V**aluable, and **P**ractical.

Notes

Notes

• **Six Critical Life Messages**

I believe in you
I trust you
I know you can handle it
You are listened to
You are cared for
You are very important to me.

• **Philosophical Tenets**

Kids are worth it
I won't treat them in a way I
would not want to be treated
If it works and leaves both of our dignity
intact, do it.

• **Three Alternatives to *NO***

Yes, later.
Give me a minute
Convince me

• **Alternatives to Abundant Praise, Tangible Goodies, and our Presence as a Present:**

Encouragement
Feedback (compliments, comments, constructive criticism)
Deep caring (compassion and loving kindness)
Discipline

• **Big I and Three C's**—Intent, content, circumstances, and possible intended or unintended consequences.
If we conclude that our actions could harm another person and we commence to act; we come full circle to our intent to harm.

If we conclude that our actions could help relieve the suffering of the other, we have three choices: to not act (allowing suffering); to act because we want to maintain our image of a caring person (get caught); or to act to relieve the suffering of others, because we *must.*

• **T.A.O of Teaching: Time, Affection and Optimism**

• **Integrity**

Discern what is the right thing to do.
Be willing to act when the burden is heavy.
Be willing to speak up when it is more comfortable to be Silent.

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kids are worth it! inc•p.o.box 621108•Littleton, Co, USA 80162•800.729.1588
www.kidsareworthit.com

Teaching with Wit and Wisdom

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• Teaching students to **think** and **act** ethically is three fold:

Giving them ways to care deeply, share generously,
help willingly.
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Stop in its tracks anything that fuels hatred.

• An ethic rooted in deep caring is primarily about relationships. Principles, virtues and values are in the service to and at the service of that caring.

• The story about our human nature in today's social and cultural climate is part and parcel of our human nature and our social and cultural climate.

• Holding students accountable for what they do that causes harm, what they fail to do to care, and for what they turn a blind eye to says we care deeply about them. It also says that we believe they are capable of acting with integrity, civility, and compassion. That will require resolve on our part and discipline on theirs.

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Punishment is adult oriented, imposes power from without, arouses anger and resentment, invites more conflict, exacerbates wounds rather than heals them; is preoccupied with blame and pain; does not consider reasons or look for solutions; does something *to* a student; involves a strong element of judgment; and demonstrates a teacher's ability to control a student.

Discipline is *not* judgmental, arbitrary, confusing, or coercive. It is not something we *do to* students. It is working *with* them. It is a process that gives life to a student's learning. It is restorative, and invites reconciliation. Its goal is to instruct, guide, and help students develop self-discipline—an ordering of the self from the inside, not an imposition from the outside.

• The *process* of discipline does four things the *act* of punishment cannot do:

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