



LOVING
OUR
Students
ON
PURPOSE

LoSoP Book Discussion Guide

LoSoP vision is to provide educational systems with the tools and encouragement to build a culture of love as students joyfully take responsibility for their own choices and teachers prioritize teaching without becoming weary from behaviour management and disillusionment.

SET UP | Book Discussion Format

- I. When it comes to hosting a book discussion, there are several formats you can consider, depending on the preferences and needs of your group. Here are three popular formats that work well for hosting book discussion meetings:
 1. Chapter-by-Chapter Discussion:
 - In this format, use each session to focus on discussing a specific set of chapters from the book.
 - Participants are expected to read the assigned chapters beforehand.
 - During the meeting, the facilitator can pose questions or prompts related to the chapters to initiate discussions & reflections.
 - The group can explore key themes, analyse character development, share favourite quotes, or discuss any questions or confusion that arose while reading.
 - This format allows for an in-depth analysis of the book, chapter by chapter, and provides a structured approach to the discussions.
 2. Rotating Discussion Leadership:
 - In this format, different members of the book discussion group take turns leading the discussions each session.
 - Before the meeting, the designated discussion leader prepares discussion questions or prompts based on the assigned reading.
 - During the meeting, the leader guides the discussion, ensuring everyone has an opportunity to share their thoughts and facilitates a dynamic conversation.
 - This format encourages active participation and provides an opportunity for different perspectives and leadership styles to emerge.
 - It also shares the responsibility of leading among the book discussion members, promoting engagement and involvement.
 3. Thematic Discussions (Follow Introduction topics each week):
 - Instead of focusing solely on the book's chapters, this format explores broader themes or topics related to the book.
 - Each session, a theme or topic inspired by the book is selected and the group discusses it in relation to the overall narrative or concepts presented.
 - Participants can bring in additional resources, articles, or personal experiences that relate to the chosen theme.
 - The facilitator or group members can lead the discussions by posing questions, sharing insights, or providing relevant examples.
 - This format allows for a more flexible and creative exploration of the book's themes and encourages participants to make connections beyond the text itself.
- II. Regardless of the format you choose, it's important to ensure that everyone has an opportunity to contribute and that the discussions remain respectful and inclusive. Consider the preferences of your book discussion members, and the desired depth of analysis when selecting the format for your meetings.

SET UP | Facilitators Notes

- III. Welcome, book club members! We are thrilled to have each of you here today as we embark on our journey through the book "Loving our Students on Purpose" by Bernii Godwin with Danny Silk. This book explores a compassionate and intentional approach to education, highlighting the power of unconditional love, connection, responsibility and effective communication in our interactions with students.
- IV. Before we dive into the chapters and begin our discussions, let's take a few moments to introduce ourselves and set some expectations for our book discussion experience. By clarifying our goals and creating a supportive environment, we can make the most of our time together and foster engaging conversations.
 1. **Icebreaker Activity:** To get started, let's kick off with a brief icebreaker activity. Please take a moment to share your name, your connection to the field of education, and one thing you hope to gain or explore during our book discussion meetings. This will help us get to know each other better and highlight our unique perspectives.
 2. **Purpose of the Book Discussion:** Our primary objective for this book discussion is to delve into the concepts presented in "Loving our Students on Purpose" and engage in thoughtful discussions. We aim to create a space where we can learn from one another, share our experiences, and gain insights that we can apply in our own educational practices. Let's embrace diversity of thought and cultivate an atmosphere of respect and openness.
 3. **Reading Schedule and Format:** We will be discussing the book over several sessions, focusing on a set number of chapters during each session. To ensure everyone has enough time to read and reflect, we will follow a predetermined reading schedule. Today, we will discuss our expectations and introduce the book's central themes. In subsequent sessions, we will dive deeper into specific chapters and explore related topics. Record your session plan on the reading schedule below.
 4. **Discussion Guidelines:** To make our book discussion meetings engaging and inclusive, let's establish some discussion guidelines:
 - **Active Participation:** Please actively engage in the discussions, sharing your thoughts, insights, and questions. Everyone's input is valuable, so let's ensure all voices are heard.
 - **Respectful Dialogue:** Let's maintain a respectful and non-judgmental atmosphere. We may have different perspectives, and that's what makes our discussions enriching. Let's listen attentively, provide constructive feedback, and be open to new ideas.
 - **Confidentiality:** Let's create a safe space by respecting each other's confidentiality. Personal stories or sensitive information shared during our discussions should remain within the book discussion.
 - **Time Management:** To cover our topics effectively, we'll strive to manage our time well. We encourage everyone to be mindful of the length of their contributions, allowing everyone an opportunity to speak.

5. **Facilitator's Role:** As your facilitator, my role is to guide our discussions, ensure everyone has a chance to contribute, and maintain the overall flow of our meetings. I will provide prompts, facilitate conversations, and offer insights when necessary. However, please remember that this is a collaborative effort, and each of you has a vital role in creating a dynamic and engaging book discussion experience.
 6. **Openness to Learning:** Lastly, let's approach this book discussion with a growth mindset. We are here to learn and grow together. Feel free to challenge your own perspectives, be open to new ideas, and consider how the concepts discussed in the book can be applied in your unique educational contexts.
- V. Now that we have set our expectations and established a foundation for our book discussion, let's dive into the chapters with enthusiasm and curiosity. Our first discussion will centre around the book's central themes and how they resonate with each of us.
- VI. Thank you all for being here today, and let's make this book discussion an exciting and transformative experience for everyone involved!

Remember, as a facilitator, your role is to guide the discussion, encourage active participation, and ensure that all members feel included. Adapt these topics as necessary to suit the needs and interests of your book discussion group. Enjoy your journey of exploring "Loving our Students on Purpose" and promoting a positive educational experience!

SET UP | Reading Schedule

You may want to facilitate discussion one chapter at a time or discuss several in each session. Take your time as a group to determine the best schedule for your purposes. Alternatively use the LoSoP Thematic Discussion to explore the central themes.

Session	Page	Date & Time	Key point I want to cover:
Set Up & LoSoP Introduction			
Chapter 1: The Problem	Pg 5		
Chapter 2: The LoSoP Philosophy	Pg 23		
Chapter 3: The Neuroscience of Fear, Connection, And Freedom	Pg 37		
Chapter 4: Polyvagal Theory and The Neuropsychotherapeutic Process	Pg 59		
Chapter 5: The Safety Stool	Pg 77		
Chapter 6: The Powerful Teacher (Part 1 & Part 2)	Pg 109		
Chapter 7: Love in The Classroom (Part 1 & Part 2)	Pg 137		
Chapter 8: Tools for Managing Yourself And Setting Limits	Pg 163		
Chapter 9: Empowerment Model for Problem Solving (The 5e's)	Pg 183		
Chapter 10: Tough Cases	Pg 205		
Chapter 11: Working with Parents and Administration	Pg 225		
THE FINAL CHARGE & NEXT STEPS			

INTRODUCTION | LoSoP Thematic Discussion

1. Introductions and Expectations:
 - Begin the book discussion by introducing yourself and welcoming everyone.
 - Ask each member to introduce themselves and share their expectations for the book discussion.
2. Author Background:
 - Provide some background information about the authors, Bernii Godwin and Danny Silk, and their motivations for writing this book.
 - Discuss any relevant experiences or qualifications that make the author's perspective valuable.
3. Overview of "Loving our Students on Purpose":
 - Provide a summary of the book, highlighting the main themes, key concepts, and the author's central message.
 - Share any personal insights or initial reactions you had while reading the book.
4. Setting the Stage: Responsibility and Connection:
 - Discuss the importance of responsibility and connection in the context of education.
 - Explore how the book challenges traditional approaches to teaching and disciplining students.
 - Share personal stories or experiences that relate to the themes of unconditional love and connection.
5. Effective Communication and Boundaries:
 - Explore the author's insights on effective communication with students, parents, and colleagues.
 - Discuss how setting healthy boundaries can contribute to a positive learning environment.
 - Share strategies or examples of effective communication and boundary-setting from your own experiences.
6. Nurturing Emotional Intelligence:
 - Examine the role of emotional intelligence in teaching and learning.
 - Discuss the book's suggestions for fostering emotional intelligence in students.
 - Share any personal experiences or strategies you have used to help students develop emotional intelligence.
7. Discipline vs. Relationship Building:
 - Explore the tension between discipline and relationship building in the classroom.
 - Discuss the author's views on discipline and consequences.
 - Share your own perspective on finding a balance between discipline and building relationships.
8. Cultivating a Safe and Inclusive Environment:
 - Discuss the importance of creating a safe and inclusive environment for students.
 - Explore the book's recommendations for fostering inclusivity and promoting diversity.
 - Share personal stories or experiences related to creating safe and inclusive spaces for students.

9. Dealing with Challenging Behaviours:

- Discuss the author's strategies for addressing challenging behaviours with love and purpose.
- Share any personal experiences or effective approaches you have used to handle challenging behaviours in the classroom.

10. Building a Supportive Community:

- Explore the book's emphasis on building a supportive community of students, parents, and educators.
- Discuss the benefits and challenges of fostering a strong community within the educational context.
- Share ideas for involving parents and the wider community in supporting students' growth and development.

11. Reflection and Application:

- Allow time for members to reflect on their personal takeaways from the book.
- Discuss how the concepts discussed in the book can be applied to members' own teaching practices or educational settings.
- Encourage members to set goals or action steps based on what they've learned and discussed.
- Discuss your future action plan for how to implement and expand LoSoP in your teaching, classroom, and school.

CHAPTER 1 | The Problem

DISCUSS: how do you feel about this quote

"Most teachers do not factor in freedom with students. The tools to offer our students freedom to think, decide, and manage themselves in our presence may not be in your tool bag, because the people who taught most of us believed it was their job to control us toward good things." (pg. 21)

PERSONAL REFLECTION: Share a time when you felt a strong connection with a teacher, mentor, or leader. What made that connection possible? How did it impact the relationship?

DISCUSSION QUESTIONS:

1. What behaviours do we experience in the classroom that can leave us feeling powerless? Why do you believe that teachers walk away from their first love, teaching students?
2. Why do you think schools often rely on fear-based tools for external management instead of behaviour education that fosters connection and responsibility? What are the consequences of this approach?
3. How can we move away from behaviour management and towards behaviour education? What role does connection play in this process? What role does freedom play in this process?
4. What does it mean to joyfully take responsibility for one's own learning and development? How can we help our students (and ourselves) develop these skills?
5. What are the benefits of creating a safe environment where students feel connected and empowered to take responsibility for their learning? How does a fear-based environment impact our students' learning?
6. How will you demonstrate love by creating a free space where your students have choices?

APPLICATION: How can you incorporate the ideas and principles discussed in this session into your own teaching and interactions with students? What steps can you take to foster connection and promote internal responsibility in your classroom?

What do you want to achieve?	What are the obstacles?	What are your options?	What is your action plan?

"Imagine for a moment a classroom where students are happy to take responsibility for their own academic success journey. Where students come to you for advice and apply your wisdom, where other staff are baffled by the peace in your classroom and within you." (pg. 22)

CHAPTER 2 | The LoSoP Philosophy

DISCUSS: your thoughts about this quote:

"LoSoP is committed to the belief that doing what's best for others is what brings out the best in us. It also invites others to bring out their best response." (pg. 26)

PERSONAL REFLECTION: Share a time when someone brought out the best in you. What does it mean to do what is best for others?

The LoSoP Philosophy

#1 Our goal is connection.

#2 Love is a powerful choice.

#3 Fear is the enemy of connection.

#4 Building and protecting connection is a learning journey.

DISCUSSION QUESTIONS:

1. How have you seen fear impact the classroom environment and student behaviour?
2. In the LoSoP Philosophy love means doing what is best for someone because we respect, honour and care for them. What does 'love' mean to you?
3. In what ways have you seen 'love' become an uncomfortable word in education? What do you think about this?
4. How can you show love to your students in practical and honourable ways?
5. Why is it important to give students the freedom to make choices and take responsibility for their actions?
6. How can you establish a culture of connection, trust and responsibility in your classroom?

Our students only learn when we:

#1 Present them with the real consequences their poor choice is having or will have on themselves and those around them.

#2 Invite them to take responsibility for their own choice and it's consequences, and set appropriate boundaries communicating that responsibility is expected and required.

#3 Partner with them as they take steps to repair connection and adjust their behaviour moving forward.

DISCUSS IN PARTNERS: Implementing the LoSoP Philosophy starts with these steps-

Step 1: Stop showing the 'yellow truck'

- Share an experience when you have been 'yellow trucked' by someone else. What did it feel like? How did it impact you? Was it effective?
- What does it look like when you show your students or colleagues your 'yellow truck'?
- What would it look like if you no longer used your 'yellow truck'?
- What tools do you have if you no longer use the 'yellow truck'?
- Some staff say they keep their 'yellow truck' in their back pocket and bring it out occasionally. What do you think about this? What do you need in order to be able to let go of your 'yellow truck'?

Step 2: Start showing your heart

- What do you do differently when you view yourself as valuable and worthy of respect?
- What is the worst thing that could happen if you show your heart? What is the best thing that could happen if you show your heart?
- Brene Brown suggests that all leaders experience fear. Do you agree with this statement? Why or why not?
- What are some healthy ways to be vulnerable with students? What are some unhealthy ways to be vulnerable with students?

Step 3: Establish the core commitments of a connected classroom culture (Pg 34)

- Which of these commitments have you already established in your classroom?
- Which of these commitments are you going to introduce?
- What strategies can you use to introduce these commitments to your students?

APPLICATION: How can you incorporate the ideas and principles discussed in this session into your own teaching and interactions with students? What steps can you take to foster connection and promote internal responsibility in your classroom?

What do you want to achieve?	What are the obstacles?	What are your options?	What is your action plan?

"Love is the superior driver of all learning, growth, problem-solving, achievement, and productivity." (pg. 26)

CHAPTER 3 | Neuroscience of Fear, Connection, and Freedom

DISCUSS: your thoughts about this quote:

“When students feel safe they become bold, and when they become bold they become curious and creative all of which are essential to the posture of learning.” (Pg. 56)

PERSONAL REFLECTION: Take a few moments to reflect on your current classroom culture. What changes could you make to promote a safer, more connected environment for your students? How can you prioritize the emotional and mental health of your students while still maintaining academic rigor?

DISCUSSION QUESTIONS:

1. We want our students to increasingly take risks to expand their experiences, level of responsibility, management of their own freedom and learning. When we consider the concept of risk taking, how do you feel? Is this comfortable or uncomfortable? Why?
2. How can we incorporate repetition and predictability in our teaching and daily routine to promote the development of neural pathways in our students' brains?
3. What strategies can we use to promote critical thinking, focus, and problem solving in the classroom?
4. How can we prioritize creating a safe environment for our students to take academic risks and explore their curiosity?
5. What role do teachers play in modelling emotional regulation and connection with students?

PERSONAL REFLECTION: Think about a time when you felt safe and secure in a learning environment. What elements of that environment made you feel safe? Now think of a time when you felt unsafe in an unpredictable learning environment. What are the differences that you noticed between the two environments?

APPLICATION: Choose one technique from this chapter and practice it daily for a week. Then, share your experience with the group during the next session. Encourage each other to keep practicing the technique and discuss how it has helped you manage stress and increase focus in your daily life.

What do you want to achieve?	What are the obstacles?	What are your options?	What is your action plan?

“The classroom can be a safe environment for students to practice smart brain functioning including critical thinking, focus, rationality, and problem solving.” (pg. 53)

CHAPTER 4 | Polyvagal Theory & the Neuropsychotherapeutic Process

DISCUSS: your thoughts about this quote:

“Our brains monitor and evaluate our 'window of tolerance' between our current level of stress and perceived safety in the environment. If the environment is not safe and one is stressed, it triggers a fight, flight, freeze response.” (pg. 62)

PERSONAL REFLECTION: Take a few moments to reflect on a time when you were in a high-stress situation. What was your initial response? How did you manage your stress? What helped you feel safe in that moment?

DISCUSSION QUESTIONS:

1. What is the "window of tolerance," and how does it relate to student behaviour and learning?
2. Why is it important to prioritize safety and connection in the classroom environment?
3. How can we help students regulate their emotions and manage or return to their "window of tolerance"?
4. What could be the negative impact on a student's learning if they attempt to always stay within their "window of tolerance"?
5. What experiences in your day threaten to push you outside your "window of tolerance"?
6. What strategies do you use to return to your "window of tolerance"?

PERSONAL REFLECTION: Think about a time when you were pushed to the edge of your "window of tolerance" and through applying your strategies were able to stay on the edge and grow your capacity. I.e., healthy anxiousness about finishing your report comments, submitting your reports on time, and increased confidence completing this task and proactively planning your time effectively for the next report term.

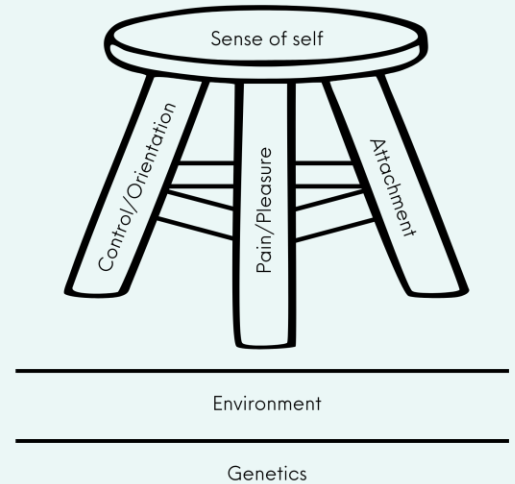
APPLICATION: Think about a student who may be struggling to regulate their emotions and behaviour in the classroom. Create a plan to help this student feel safe and connected, so they can stay within their "window of tolerance" and engage in the learning process.

What do you want to achieve?	What are the obstacles?	What are your options?	What is your action plan?

“Only once we are connected can we then start the process of problem-solving or conflict resolution.” (pg. 69)

CHAPTER 5 | The Safety Stool

INTRODUCTION: Chapter 5 delves into the three core needs that all humans have - attachment, control/orientation, and pain avoidance/pleasure maximization. The Safety Stool is a model developed to help understand these three needs in a practical way that can be applied in the classroom. In this chapter, we explore how meeting these needs can create a safe and loving environment for our students to learn and grow.



DISCUSS: your thoughts about this quote:

"The degree to which students have a strong sense of self and the likelihood that they will approach, rather than avoid new concepts is directly correlated to their experience of connection (attachment), freedom (orientation/control), and love (pain avoidance/pleasure)." (pg. 107)

PERSONAL REFLECTION: Reflect on a time when you felt safe, connected, and in control. What were the circumstances that led to these feelings, and how did it impact your ability to learn and grow? How can you create a similar environment for your students?

DISCUSSION QUESTIONS:

1. What is the Safety Stool and how can it help us understand our students' needs?
2. How can we create a safe and enriched environment for our students to learn and grow?
3. Why is co-regulation important for a child's development, how can we apply co-regulation in the classroom or one-on-one?
4. How can we model healthy behaviours for our students and guide them towards making similar choices themselves?
5. Why is punishment not an effective form of discipline, and how can we use positive discipline to support our students?

PERSONAL REFLECTION: Think about a time when you felt safe and secure in a learning environment. What elements of that environment made you feel safe? Now think of a time when you felt unsafe in an unpredictable learning environment. What are the differences that you noticed between the two environments?

ACTIVITY: In partners - Use the space below to draw and explain the key components of the safety stool and how it applies to a case study or an example from your own life.

APPLICATION: Identify one practical way that you can support your students' needs for attachment, control/orientation, and pain avoidance/pleasure maximization. It could be something as simple as incorporating more play into your lessons or actively seeking out opportunities to build connections with your students. Implement this action step in your classroom and reflect on the impact it has on your students.

What do you want to achieve?	What are the obstacles?	What are your options?	What is your action plan?

"Pleasure and joy are essential for thriving." (pg. 99)

CHAPTER 6 | The Powerful Teacher (Part 1)

DISCUSS: your thoughts about the following quotes:

*“The more you develop value for yourself, the more your boundaries will reflect your value.”
(pg. 117)*

“We get to give our students the experience of making mistakes in a safe place.” (pg. 123)

DISCUSSION QUESTIONS:

1. What does it mean to be a powerful teacher? Give an example from your life.
2. What does it look like when we are not being powerful? What does it look like when we are being powerful?
3. How can we develop a powerful classroom culture that promotes connection, respect, and trust?
4. How can we show respect towards our students, even when they are disrespectful towards us?

PERSONAL REFLECTION: Ask the participants to reflect on the following questions and share their thoughts with the group:

- What are your core values as a teacher/leader? How do you demonstrate these values in your interactions with your students?
- In what area of being a powerful teacher do you want to grow? What would success look like?
- What are some examples of powerful language that you can use to communicate your expectations and boundaries to your students?

APPLICATION: Commit to taking one action step that will help you become a more powerful teacher and create a powerful classroom culture.

What do you want to achieve?	What are the obstacles?	What are your options?	What is your action plan?

“Powerful people use powerful language.” (pg. 131)

CHAPTER 6 | The Powerful Teacher (Part 2) - Triangulation

DISCUSS: your thoughts about the following quote:

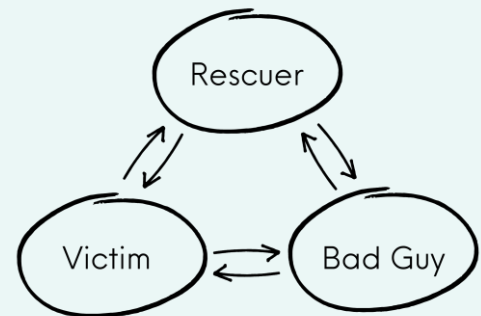
“Building, strengthening, and protecting connection is something that starts with me being powerful, and moves out from me into the environment as the people around me experience me pursuing this goal.” (pg. 124)

PERSONAL REFLECTION: What are your chosen connections (Pg 124). Do you remember what your internal dialogue was toward your future students when you decided to work with children?

DISCUSS: There are three types of relational interactions 1. Powerless + Powerless, 2. Powerless + Powerful, 3. Powerful + Powerful. Share a time where you have observed or engaged in one of these relational dyads.

DISCUSSION QUESTIONS:

1. How does the concept of triangulation apply to various environments such as workplaces, families, school yards, churches, and governmental systems? Provide examples to support your answer.
2. According to the text, what are the roles of the bad guy, the victim and the rescuer in the triangulation process? How do these roles shift and contribute to the ongoing cycle of conflict?
3. Becoming a powerful person involves recognizing and taking responsibility for one's role in triangulation. How can you identify and interrupt the triangulation process in your interactions with students and colleagues?
4. What are the potential consequences of engaging in triangulation and adopting the roles of the victim, the bad guy, or the rescuer? How can these consequences impact relationships and hinder personal growth and development?



PERSONAL REFLECTION: Describe a situation where you got caught up into Triangulation. How did you circuit break the cycle?

APPLICATION: This week either (1) teach your students about triangulation and how to break the cycle or (2) share what you learned about triangulation with at least one other person.

What do you want to achieve?	What are the obstacles?	What are your options?	What is your action plan?

CHAPTER 7 | Love in the Classroom (Part 1) – Love Languages

“We are after teaching our students the value and power of relationship and love, not about compliance or obedience. Those things happen, but they don’t happen as the ultimate, but as the fruit of a heart-to-heart connection.” (pg. 150)

PERSONAL REFLECTION: Think about a time when a teacher or mentor connected with you in a meaningful way. How did they make you feel? What did they do to create that connection? How did it impact your behaviour and attitude towards them?

DISCUSS: When have you observed the following love language being requested through your students’ behaviours?

1. Gifts – Students want to know that you are thinking of them even when you are not with them. (pg. 138)
2. Touch – Students feel connected through affection. (pg. 141)
3. Acts of Service – Students want you to help them. (pg. 143)
4. Words of Affirmation – Student want to know that you get pleasure out of being with them, enjoying, and knowing them. (pg. 143)
5. Quality Time – Students want you to stop, focus, and engage with them regularly. (pg. 146)

PERSONAL REFLECTION:

1. Which of the five love languages do you think you most frequently show to your students?
2. Which love language feels least natural for you to show to your students?
3. Do these reflect your personal love languages? If you have not already done so, complete the assessment online www.5lovelanguages.com

DISCUSSION QUESTIONS:

1. How can we use love languages in the classroom to connect with our students?
2. How can we help our students shift from a shame-based identity to a love-based identity?

APPLICATION: Choose one of the love languages (gifts, touch, acts of service, words of affirmation, quality time) and make a conscious effort to use it in your interactions with your students this week. Reflect on how it impacted your connection with them and their behaviour in the classroom.

What do you want to achieve?	What are the obstacles?	What are your options?	What is your action plan?

CHAPTER 7 | Love in the Classroom (Part 2) – Behaviour Education

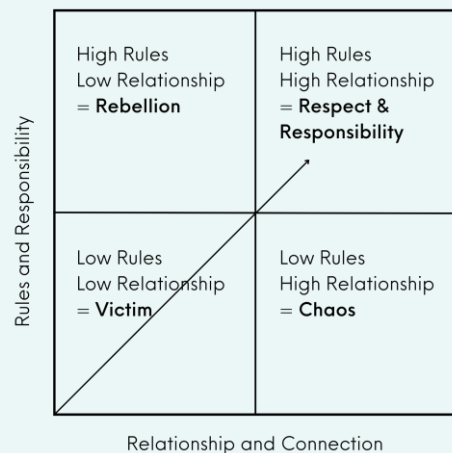
DISCUSS: your thoughts about the following quotes:

"Rules without relationship lead to rebellion." - Josh McDowell

"Rules within relationship equals respect and responsibility." - Danny Silk

DISCUSSION QUESTIONS:

1. How do you define respect and responsibility in your classroom or school environment? Why is it important to create a culture of respect and responsibility in the classroom?
2. Do you observe yourself as tending to be more rules/responsibility orientated or more relationship/connection orientated. What are the foundations in your life that led to developing this familial orientation?
3. What are the strengths of your familial orientation (Rules/Responsibility or Relationship)? What aspects of this orientation is counterproductive to the goal of respect and responsibility?
4. How do you currently balance rules/responsibility and relationships in your classroom and/or school environment? Does your classroom differ in response than the general school?
5. What are some ways you can focus on developing your application of Rules/Responsibility or Relationship/Connection to bring an equal balance in your interactions with students, parents, or colleagues?
6. How can you enforce expectations and excellence while still maintaining a positive relationship with your students or colleagues?
7. What is the difference between Behaviour Education & Behaviour Management? How does quality behaviour education allow students the freedom to choose to be connected in class or not?
8. How can we help students shift from a shame-based identity to a love-based one?



PERSONAL REFLECTION: Think about a time when you experienced rebellion or chaos in your classroom or school environment. How did you address it? Did you focus more on rules or relationships? What could you have done differently to create a healthier balance between the two?

APPLICATION:

1. Schedule a time to meet with your students, staff or team and discuss the importance of both rules and relationships. Encourage them to share their thoughts and ideas on how to create a culture full of respect and responsibility.
2. Create a behaviour education policy that emphasizes the importance of rules within a positive relationship.
3. Consistently reinforce the policy and hold yourself and others accountable to it.
4. Encourage your students to take responsibility for their actions by providing opportunities for them to make amends and learn from their mistakes.
5. Practice active listening and empathy to strengthen relationships with your students/staff.
6. Reflect on which orientation you would like to grow – rules/responsibility or relationship/connection and write a growth plan. Share it with someone and make a time to report back your progress and celebrate together.

What do you want to achieve?	What are the obstacles?	What are your options?	What is your action plan?

“As I became a powerful teacher, I needed to become clear on what I valued, what I would actively pursue, and what I wanted to protect.” (pg. 120)

CHAPTER 8 | Tools for managing yourself and setting limits

DISCUSS: your thoughts about the following quotes:

“Most of us have the idea that it is the teacher’s job to control the students and control the class, but it’s not. It’s our job to teach students how to control themselves.” (pg. 182)

DISCUSSION QUESTIONS:

1. What do you think are the benefits of teaching students to manage themselves?
2. What are some common mistakes that teachers make when trying to control their students?

PERSONAL REFLECTION: In partners discuss the following questions. Come together at the end and share your reflections with the group.

- What does it mean to be a powerful person, not a perfect person? How can we model this for our students?
- How can we avoid getting drawn into power struggles with students? What strategies can we use to manage ourselves in these situations?
- Why is it important for students to experience the weight of their choices? How can we help them learn from their mistakes without blaming or shaming them?
- How can our school's behaviour education policy & procedures help students develop self-responsibility and problem-solving skills?

REFLECTION ACTIVITY: On your own, take time to reflect quietly.

Think about a time when you were able to manage yourself in a difficult situation with a student, group of students or parent. What strategies did you use to stay calm and focused? What did you learn from this experience? What could you have done differently? How can you apply the principles discussed in this chapter to similar situations in the future?

APPLICATION:

1. Practice managing yourself in difficult situations with your students. Focus on staying calm, setting clear boundaries, using one-liners, having a plan and offering choices.
2. Find out what your school's behaviour response process is. How does it incorporate behaviour education, responsibility and freedom? How can you advocate for Behaviour Education?

What do you want to achieve?	What are the obstacles?	What are your options?	What is your action plan?

“Powerful teachers have a plan.” (pg. 167)

CHAPTER 9 | The empowerment model for problem solving

DISCUSS: your thoughts about the following quotes:

“We cannot help people who do not see they have a problem.” – Danny Silk

KEY CONCEPTS:

- Confrontation occurs when there is an unacceptable level of anxiety in a relationship, and it's damaging the connection.
- The reason a mess is occurring is that someone has entered into self-preservation mode, driven by shame and fear of punishment, and has chosen distance as their goal.
- The ability to confront successfully is directly related to building trust and managing one's half of the connection.
- We cannot help people who do not want to change or do not see they have a problem.

DISCUSSION QUESTIONS:

1. Have you ever been in a situation where you didn't realize you had a problem until someone else pointed it out to you?
2. What are some common reasons that people enter self-preservation mode and choose distance as their goal?

ACTIVITY:

1. Break the participants into pairs or small groups. Have each group come up with a real-life problem that one of them is facing.
2. Role model applying the Empowerment Model for Problem-Solving (empathy, empower, explore, educate, expect, encourage) with their chosen problem. Encourage them to take turns being the person with the problem and the person providing support.
3. Share your experience with the group.

PERSONAL REFLECTION:

- Think of a time when you felt stuck in a problem. What kind of support did you need to move forward?
- How can you use the Empowerment Model for Problem-Solving in your own life or work?

APPLICATION:

Identify one problem that you have been avoiding or feel stuck on. Apply the Empowerment Model for Problem-Solving to come up with a plan to address it.

What do you want to achieve?	What are the obstacles?	What are your options?	What is your action plan?

CHAPTER 10 | Tough Cases

DISCUSS: your thoughts about the following quotes:

“Keeping our love on consistently is going to be key in offering a location for students, teachers, and families to connect and engage; however, it is a choice and not everyone will choose to connect. There will be times where the person you are talking to will not want the solution to their problem. They may not even see that they have a problem. It hurts when someone chooses to disconnect, but they have the freedom to choose what they are going to do with the problems in their life.” (pg. 205)

DISCUSSION QUESTIONS:

1. What are some of the challenges you've experienced when dealing with tough cases?
 - Disability cases
 - Friendship cases
 - Wellbeing & mental health cases
 - Serious breach of misconduct cases
2. How can you use the Empowerment Model for Problem-Solving to address complex cases?
3. What are some examples of situations where you had to balance boundaries and grace?
4. How do you approach cases where the student or parent is resistant to connect?
5. How can understanding a student's history help you be more empathetic and compassionate?
6. What are some strategies you've used to help students understand the difference between an accident and deliberate action?

PERSONAL REFLECTION: Reflect on a tough case you've dealt with in the past. Using the Empowerment Model for Problem-Solving (empathy, empower, explore, educate, expect, encourage), go through each step and evaluate how you could have used it to help the student. What could you have done differently? What would you do the same? Share your reflections with the group.

APPLICATION:

Identify a tough case you're currently working on and apply the Empowerment Model for Problem-Solving to it. Use the Big Questions and strategies outlined in the chapter to develop a plan of action. Share your plan with the group and seek feedback on how you can improve it. Implement your plan and report back on your progress at the next meeting.

“There is no shortcut to learning about life. There is no shortcut to learning the skill of being powerful.” (pg. 224)

CHAPTER 11 | Working with parents and administration

DISCUSS: your thoughts about the following quotes:

“As a powerful teacher, you require respectful relationship, you know how to set limits, and you manage yourself no matter what is happening in front of you. This is as true for your students as it is for your leaders and board members. You get to do your half of you.” (pg. 243)

PERSONAL REFLECTION: Take a few minutes to think about a time when you had a difficult interaction with a parent or administrator. What happened, and how did you handle it? Did you feel like you were able to manage yourself well in that situation, or do you wish you had done things differently? Share your thoughts with the group.

DISCUSSION QUESTIONS:

1. Why is it important for you to establish respectful relationships with parents and administrators?
2. What are some strategies that can help you manage yourself in difficult situations with parents or administrators?
3. How can a school culture impact the behaviour and attitudes of its students or staff?
4. What role do principals & boards play in shaping the culture of a school?
5. Whose responsibility is it to push into the cultural momentum in your school?
6. What are some ways that you can inspire your colleagues and leaders to push into a loving our students on purpose culture?

APPLICATION: Choose one strategy or idea from the chapter that resonates with you and commit to implementing it in your interactions with parents and/or administrators this week.

What do you want to achieve?	What are the obstacles?	What are your options?	What is your action plan?

"You could choose to be the agent of change in your life, which will flow over into your classroom, your school, and even your whole school district – your impact is only bound by your imagination." (pg. 243)

CHAPTER 12 | THE FINAL CHARGE

Loving our Students on Purpose focuses on the importance of having a heart committed to love over fear in building a culture of love in educational systems. It encourages educators to take on the challenge of being a catalyst for change by building a foundation of love in their own lives, their classrooms and schools, one colleague at a time. Every chapter has emphasized the need for consistent grace, clear boundaries, and limits, in guiding students to become powerful, responsible people.

DISCUSS: your thoughts about the following quotes:

“The heart of each person is where the real journey to apply the principles of love over fear begins.”

“Loving Our Students on Purpose is about preparing your individual heart or the hearts of your teaching teams who are already committed to a culture of love.”

DISCUSSION QUESTIONS:

1. What does it mean to have a heart committed to love over fear in educational systems?
2. How can you become a catalyst for change in your school by building a foundation of love, one colleague at a time?
3. What strategies can you use to set clear boundaries and limits in guiding students towards becoming powerful, responsible people?
4. How can you draw out the gold in each student while refusing to engage in disrespectful exchanges?

PERSONAL REFLECTION: Read The Final Charge (Pg. 255)

- What is one aspect of your teaching, classroom or relationships that will never be the same because of this book discussion journey?
- What is your plan to continue to be intentional in implementing LoSoP in your own practice?

NEXT STEPS:

- Become a LoSoP School Representative – 12 month intensive training program
- Attend a LoSoP Master Class – 3X 1hr training & application series.
- Register for a seat at the Behaviour Education Round Table.
- Sign up for 1:1 professional supervision, coaching or key leader consults.
- Request a school orientation, behaviour education review and corporate intake.
- Book professional development workshops for whole-staff or team specific.

For more information about all our services contact us at www.godwinconsulting.com.au

THANK YOU! | FEEDBACK!

Thank you for participating in this book discussion experience. We hope that you have enjoyed the discussions, wrestled through uncomfortable topics and emerged with new tools and paradigms to support your deep love for your students.

We would love to hear your feedback on this experience and what you have learned, changed or taken away. Please email feedback to admin@godwinconsulting.com.au

If you enjoyed LoSoP we would be greatly blessed if you would share a review on Amazon.com and share a picture of you with the book on LinkedIn, Instagram and/or Facebook and tag @Godwin_Consulting.

EVERY DESK | EVERY SCHOOL

Our vision is to put a copy of Loving our Students on Purpose on every desk, in every school, in the world.

In Culture of Honor, author Danny Silk shares a story about a corn farmer who wins the prize for best corn year after year. When questioned, the farmer explained that each year he takes the seed from the winning corn and gives it to the farmers in the neighboring farms. That way when the corn pollen from the surrounding fields blows across the winning farmer's crops and pollinates them, his corn is guaranteed to be pollinated with last year's winning crop.

When schools and families start to implement Loving our Students on Purpose in their culture, we know that they will start to be noticed. More than that, we want to help each school connect with their communities and champion winning crops in the schools all around them, not just in their own environment.

To do this we are actively putting books into the hands of school leaders, influencers, and educators all over the world. You too can get involved by getting copies of LoSoP into the schools surrounding you; these are the students after all who are most likely to blow into your school.

Loving our Students on Purpose is both a map and a toolbox.

It's a map that shows the "why" and "where" of getting to a loving, connected classroom culture, and a toolbox to show you "how" to get there. - Danny Silk

To partner with us:

- 1. Visit our website and make a donation to Every Desk | Every School <https://godwinconsulting.com.au/lovingourstudentsonpurpose/>**
- 2. Purchase a copy of LoSoP via Koorong Online and help us get this book onto the instore shelves.**
- 3. Purchase a copy of LoSoP via Amazon or Audio Books for your own library.**
- 4. Give a copy of LoSoP to all of your children's teachers because this is the connected classroom culture that you want them learning in!**