**Discussion Questions for Assignments #3-8**

**Assignment #3 Discussion Questions (Choose one)**

1. In this chapter, you were asked to identify three children to focus on as you read this book. At the top of a piece of paper, write down the name of one of these children. On the left side of the paper, write down all the behaviors you see from this child. On the right side, write down the things you truly know about the child. What has the child been willing to reveal to you about who they truly are? Repeat this process for each child. Share your list with your team.
2. On page 38, the author writes, "when we say, 'Guilt hides good,' we don't mean that students' negative behavior obscures their positive qualities, although it may; we mean that many negative behaviors are actually *manifestations* of a students' hidden good." Pick one of the qualities you generated in your list (in response to the question "What does American culture tell you about children of color?") that seems most relevant to the students you work with. If a child has been told over and over that this is who they are, what are some ways that child might be "showing up" in your classroom or school?

**Assignment #4 Discussion Questions** (Choose **one**)

1. In this chapter, you were asked to identify your own good. How easy or difficult was it for you to choose one? What are the reasons you arrived at this good? What are some ways your good is engaged in your daily life? How do you respond when you feel as though your good isn't being engaged?
2. In the Chapter 1 team discussion section, you created a chart for each child you are focused on. Return to those charts. On the right side, where you documented what you know about each child, check to see if your statements are free of your own epistemology. Try to rewrite any that may hold your perspective as part of the observation. Try to understand how the child is experiencing the world.
3. For each child you are focused on, write down three to five things you are going to do to get to know the child better. Document the things you learn in your chart.
4. Think about someone you are close to in your own life. We consistently engage with people we are close to, knowing what they need from us, even if we don't have this language of "good." When we know someone's good, we can get a handle on why this person is acting this way. Can you identify the good of people in your own life?

**Assignment #5 Discussion Questions (Choose one)**

1. In Chapter 2, you were asked to identify your own good. Can you begin to identify some personal responses that you have to students' behavior that is centered on your own good? How can you adjust those responses to center an individual child's good?
2. In this chapter [3], you were asked to guess at the good of the three children you are focused on. For each child, think about how they are experiencing your classroom and their relationship with you through the lens of that good. For example, if a child's good is "connected," reflect on how they interact with you, with their peers, and with the class content. Do you see ways they are or are not "connected" in your classroom?

**Assignment #6 Team Discussion Questions (Choose one)**

1. Each child you are focused on has their own set of interests, passions, and talents. Generate a list of things you know or would like to know about the three children you are focused on that would help you understand them better. Now return to your guess at their good. Based on everything you know, beyond behaviors and challenges, do you need to adjust your guess?
2. Sometimes our own good leads us to create strategies that feel most comfortable for ourselves. Return to the strategies you created for the children you are focused on and evaluate them through the lens of each child's good. Does the individual strategy lend itself to engaging that child's good in a way that makes sense for that child?
3. Our first strategies can't be our only strategies. As you try the first strategies with an individual child, you will continue to learn new things about them. We have to show each child that this is intentional, that we are committed to this relationship. Once you have tried your strategies, return to each child and create at least one new strategy that reinforces your growing relationship with them.

**Assignment #7 Team Discussion Questions (Choose one)**

1. For each of the three students you are focused on, create three strategies you can use to engage their good when something hasn't gone well in the classroom or in your relationship. Having these strategies ready ahead of time will make it easier to respond to students' good even in challenging times.
2. Come up with three ways in which you will consistently provide students with direct and personal validation and curricular validation.
3. Tracking your relationship progress with students is an essential part of nurturing their innocence. What method are you going to use to track these relationships? Start with the three students you have been focusing on and slowly add more students as you discover their good.

**Assignment #8 Team Discussion Questions (Choose one)**

1. With your commitment to this practice, you have become something very special for your children: they now see you as an ally. On page 105, the author writes, "With this status comes a responsibility to represent them as accurately as you can to your colleagues and administrators. You can use your knowledge to protect them from possibly well-meaning adults who do not understand how students' 'good' may generate certain behaviors." For each of the three children you have focused on, make a plan to consistently advocate for them when working with colleagues and administrators.
2. Engaging a child's good is the pathway to their innocence for the time they are with you. Consider the ways in your own role or classroom in which you can consistently present narratives that support innocence for your students:
\* What narratives would counter the negative script for this child?
\* What narratives would enhance or support the child's good?
\* What narratives would increase the level of innocence for this child?
3. Make a list of all the factors and obstacles that you believe may get in the way of consistently protecting and advocating for the innocence of children in your care. Review the list and generate three clear ways you will commit to removing or overcoming those challenges.
4. Protecting your decision to become an Innocent Classroom educator will be tested at times–by children, by colleagues, by administration. What are three ways you will remind yourself of your commitment to the children in your classroom?