Be Responsible

Off The PCs By The Bell

Arrive To Class On Time

Prepared For Class

Turning Work On Time

Homework

Uniform
On Time
Participation
Volunteering
Share Your Knowledge
Productive
Be Productive

On time

Participation

Share your knowledge

Volunteering

Notes

Prepared for class

Class Work
Be Respectful

Don't Leave Without Permission

Respect Others' Belongings

Respect Classmates

Listen To Others While They Speak

Don't Talk Back

Hands To Yourself

Enter Class With A Positive Attitude
Sample Lesson Plan

Behavior: Appropriate Hallway Behavior

Objective: Students will explain the importance of being appropriate in the halls, and give examples of and demonstrate the difference between being inappropriate and appropriate behaviors in the hallway.

Location: Hallways

Activity: Role-play with students or staff

Why is this important: Ask “Why is appropriate hallway behavior important?”
(Sample responses include: to get to class on time, to avoid interrupting classes, be ready to learn, be out of the hallway)

Negative Example:

Ask, “What does it look like to be inappropriate in the hallway?”
(Sample responses include: roaming in the hall after the bell rings, outside the building when the bell rings, rough housing in the hallway, yelling, shouting, running in the hallway, pushing others, walking individuals to class and making yourself tardy)

Positive Example:

Ask, “What does it look like to be appropriate in the hallway?”
(Sample responses include: in the classroom before the bell rings, walking quickly to next class, talking quietly, eliminate public displays of affection)

Practice:
Students practice negative example first then positive. Tell students,

Say, “We are going to practice the wrong way and the right way of being in the hallway. First, you are going to show us what being inappropriate in the hallway looks like. Then, we are going to practice it the right way.”

Say, “Remember not to do anything that will get you sent to the Dean’s office or sent home. Also, remember when I raise my hand you are to stop what you are doing. When I raise my hand what are you to do?”

How will you know they have learned the skill?

“OK, great job! We will be looking for these good behaviors in the hallways the remainder of the school year. If you act appropriate in the hallway, you will have a much better experience at Foreman.”
Being Productive Is

- BEING IN CLASS ON TIME
- PREPARED FOR CLASS
- STAYING ON TASK
Being Appropriate is

Not using cell phone in class

Doing what you are supposed to do

Wearing uniform and ID's

Raising your hand

Having a positive attitude
Being Respectful is

- Not disrupting class
- Appropriate language
- Reading or listening while others talk
- Being nice to one another. Shouting at me, being disrespectful means being mean.
Being Responsible Is

- Taking Responsibility
- Not Blaming Actions For Your
- Making for Your
- Accepting The
- Confessions Of Your
- Choices For Your
I usually stand at the door and greet the students as they come in. But this particular day I didn’t stand at the door. I was not wearing ID. I started talking to one student and kind of ignored the others. After the bell rang I took longer than usual to take attendance and ignored their questions - "Where is your ID? Why are you not answering my question? etc. Then I asked them what was wrong with my behavior that day and we started talking about PARR.
(PARR stands for productive, appropriate, respectful, and responsible)

**PRODUCTIVE**
- Be on time
- Be prepared
- Be on task
- Be organized

**APPROPRIATE**
- Be in uniform
- Be in your seat
- No profanity
- No fighting

**RESPECTFUL**
- Not being rude to others
- Not leaving the classroom without permission
- Pay attention while others are talking or reading
- Treat others the way you want them to treat you

**RESPONSIBLE**
- Knowing what is expected of you in the classroom
- Following the classroom rules
- Accepting the consequences for your actions
- Helping those who needs it
Lesson Plan

**Behavior:** Being Productive

**Objective:** Students will be able to explain the importance of being productive in the classroom, give examples of being productive, and state consequences of being not productive.

**Location:** classroom

**Activity:** Role play and discussion with students

**Why this is important:** Ask “Why is being productive important?”
(Responses include: better classroom environment, less distractions, teacher doesn’t have to keep repeating the material for late comers, finish the work on time)

**Negative Example:**
Ask, “What does it look like to be unproductive?”
(Responses include: Too many tardies, too much talking in the class, people asking for paper, pen, etc., sharing of books, incomplete assignments)

**Positive Example:** “What does it look like to be productive in class?”
(Responses include: Everybody on time, prepared for class, less talking, on task, finish the work)

**Practice:**
Students practice negative example first then positive. Tell students,

“We are going to practice being unproductive and productive in the classroom. First, you are going to show being unproductive in the classroom look like. Then we are going to practice the right way.

*Remember not to do anything that will get you sent to the Dean’s office or sent home. Also remember when I raise my hand you are to stop what you are doing. When I raise my hand what are you to do?*

**How will you know they have learned the skill?**

“OK, great job! We will be looking for positive productive behaviors in the classroom for the rest of the school year. If you choose to be productive, you will have a much better experience at Foreman.
Lesson Plan

Behavior: Being respectful

Objective: Students will be able to explain the importance of being respectful in the classroom, give examples of being respectful, and state consequences of being not respectful.

Location: classroom

Activity: Role play and discussion with students

Why this is important: Ask “Why is being respectful important?”
(Responses include: better classroom environment, you get treated with respect in return, less fights)

Negative Example:
Ask, “What does it look like to be disrespectful?”
(Responses include: yelling, screaming, cursing, talking while somebody is reading, fighting)

Positive Example: “What does it look like to be respectful in class?”
(Responses include: no profanity, remaining in your seat, listening to others)

Practice:
Students practice negative example first then positive. Tell students,

“We are going to practice being disrespectful and respectful in the classroom. First, you are going to show being disrespectful in the classroom look like. Then we are going to practice the right way.

Remember not to do anything that will get you sent to the Dean’s office or sent home. Also remember when I raise my hand you are to stop what you are doing. When I raise my hand what are you to do?

How will you know they have learned the skill?

“OK, great job! We will be looking for positive respectful behaviors in the classroom for the rest of the school year. If you choose to be respectful, you will have a much better experience at Foreman."
Lesson Plan

Behavior: Being responsible

Objective: Students will be able to explain the importance of being responsible in the classroom, give examples of being responsible, and state consequences of being irresponsible.

Location: classroom

Activity: Role play and discussion with students

Why this is important: Ask “Why is being responsible important?”
(Responses include: better classroom environment, less talking, less time wasted on discipline issues, more time for instruction)

Negative Example:
Ask, “What does it look like to be irresponsible?”
(Responses include: arguments, too much talking in the class, bad grades in the class, incomplete assignments)

Positive Example: “What does it look like to be responsible in class?”
(Responses include: If you are absent making up the assignments on time, prepared for class, Using the time for learning, on task, helping others)

Practice:
Students practice negative example first then positive. Tell students,

“We are going to practice being irresponsible and responsible in the classroom. First, you are going to show being irresponsible in the classroom look like. Then we are going to practice the right way.

*Remember not to do anything that will get you sent to the Dean’s office or sent home. Also remember when I raise my hand you are to stop what you are doing. When I raise my hand what are you to do?*

How will you know they have learned the skill?
My Honors class was working hard and really doing well with ACT practice for 2 weeks that I decided to reward them the Friday by giving time for debate. It worked out really well. They chose the topic and debated. The students enjoyed it so well that they wanted to do it more often. And we did. I am planning to do it again.

4/1 - 10 mts
I asked the student to observe me for 10 minutes and went on as usual with my class. It turned out that I had only 2/1. I am working on it.
Re-teaching PARR

I talked to one student the previous day to act inappropriately in the classroom as soon as he comes into the classroom. He walked in after the bell rang. He closed the door with a bang. Then he started singing. The amazing thing was the other students in the classroom handled the situation very well. They reminded him about PARR and told him to behave. Then we talked for a few minutes what was wrong with the way he walked in and what is the right way to do it.
Behavior in Hallway

Incident: Student is taking book from the locker and talking to somebody during first period after class has started. I waited to see whether they are going to leave. But they continued talking.

I walked up to them, greeted them and asked them where they are supposed to be at that time. They greeted me back and said they will get the book and go to class. I waited. They continued talking. I repeated that they must go to class instead of being in the hallway. They said, “OK, Ms J, we are going.” They got the book, closed the locker, and left. I waited till they got in to the classroom.
1. Pre-teaching PARR – 10 minutes
   I think it was very useful because they noticed that my behavior was not proper and could give suggestions for improvement.

2. PARR in the classroom – Discussed with students about PARR and we talked about being productive, appropriate, responsible, and respectful in classroom. It took a class period (45 minutes)
   This activity helped me to realize that the students know very well when they are behaving badly. But sometimes because of peer pressure or insecurities they choose to behave the other way.

3. Students were given homework to write a paragraph about being productive, appropriate, responsible, and respectful in classroom. We discussed about it for first 10 minutes of the class. Then we talked about PARR and hallway and lunchroom. Then they wrote a paragraph about being productive, appropriate, responsible, and respectful in community and we talked about it (45 minutes)
   Some of the students think that as a teenager they are expected to misbehave. So the discussion was very interesting as a group of students tried to prove that that is a misconception.

4. Taught sample lesson on appropriate hallway behavior – 1 class period (45 minutes)
   Eye opening experience.

5. Made the posters – 2 hours
   Showed to students. They really liked the fact that I got the points from them.

6. Lesson plan – How to be productive – 60 minutes
   Students helped again.

7. Lesson plan – How to be responsible – 60 minutes
   Students said that they already know all about PARR by now.

8. Lesson plan – How to be respectful – 60 minutes
   Students wanted to know why all the teachers in the school are not doing it. They were also complaining about the teachers who curse in the classroom and use phone in the classroom.

9. Reteaching PARR – 10 minutes
   It went very well.

10. Behavior model in Hallway – 5 minutes
    It works!!!

11. 4/1 – 10 minutes