

5 * S * T * A * R * R

(Students, Teachers Assume Respect and Responsibility)

Preparation (9:00-9:10) :

In their classrooms, students will be given two nametags. On one nametag they will write their name, and on the other they will write two likes and two dislikes. They will be instructed to write two likes in blue marker, and two dislikes in green. With a spiral notebook, pen, and the two nametags, students will walk with teachers to the south gym.

Introduction (9:15 - 9:20)

Bill Casey will give a brief introduction to the program, and tell students to walk around looking for classmates with similar likes and dislikes listed on their nametags. During this time they will be encouraged to mingle with each other and loosen up.

Get-acquainted activity (9:20-9:30).

Dividing into groups (9:30 - 9:40)

Students will be divided into nine groups, with 12-13 per group. Each group will be matched up with one teacher/group leader. Students will select colored slips of paper from one of two boxes (one for boys and one for girls) that will divide them into groups. Teachers will have large colored cards that they will hold up. Each student will match their colored strip with the color card being held up by the teachers. By 9:35, teachers should be walking students to their separate meeting spots.

Discussion guidelines (9:40 - 10:10)

Once they are in small groups, the teachers and students will review the guidelines for a good discussion. Teachers may elicit fundamental rules from the students themselves (one talks at a time, listen attentively, no put-downs, etc.). The objective is to have the students come up with ideas. Using chart post-it paper, the teacher will record the guidelines/rules that the group has generated. The following guidelines may be shared with the students:

GUIDELINES FOR A GOOD DISCUSSION

General principle: The purpose of a good discussion is to work with others to come up with the best set of ideas or ways to deal with a situation. In an argument or a debate, only one side wins. In a good discussion, everybody wins!

1. Think before you speak.
2. Listen carefully to what others have to say.
3. Do not interrupt when someone else is speaking.
4. Make use of what others have to say when it is your turn to speak.
5. Only say what you truly believe.
6. Do not remain silent. Make sure to contribute to the discussion.
7. Let other people speak. Do not hog the discussion. Once you are done speaking, let at least two other people talk before you speak again.
8. Support good ideas that other people have, even if they are different from your own.
9. Search for the best solution even if it is different from the way that you thought at first.

RESPECT for Authority (10:10 -10:30)

The first activity will begin with an introductory discussion on respecting authority - custodians, teachers, lunch supervisors, patrols, and outside community people.

1. Why do we have authority?
2. You're dealing with people of authority everyday. Who are some authority figures in your daily life? Brainstorm.
3. Do authority figures need to be older than you to deserve your respect?
Do you have any type of authority?
4. Role Play : "The Lunchroom"

Roles:

- Lunchroom supervisor -Student 1
- Student 2 -Student 3

Scenario:

- Student 1: Opens a bag of chips, and they spill on the floor.
- Student 2: Starts stomping the chips that fall.
- Student 3: Begins laughing and helps crush the chips.
All are laughing.

Lunchroom supervisor: Walks over, sees the mess, and says to Student 1, "Clean up those chips."

Student 1: "I didn't do it."

L. S.: "Who did?" Silence

L.S.: "Nobody leaves this table until all the chips are cleaned up!"

Student 2: "That's your job, you get paid for it!"

Student 3: "That's what the janitor's for!"

A teacher-led discussion involving these questions will follow:

1. Who should clean up the chips?
- 2 a. Was Student 1's response, "I didn't do it" appropriate? Why? Why not?
- 2 b. Was Student 2's response, "That's your job, you get paid for it!" appropriate? Why? Why not?
- 2 c. How do you feel about Student 3's response, "That's what janitors are for!" ?
3. Why don't students respect the lunchroom supervisors?
4. Are lunchroom supervisors authority figures? (Review what an authority figure is.)

REMINDER:

During discussions, don't give them answers. Lead them to come up with answers on their own. The goal is that the kids will morally come to the right conclusions.

Snack (10:30 - 10:45)

A healthy snack choice of apple or banana will be offered at this time. While they're eating, they will draw a new color for the next activity.

This next session focuses on respect for others, paying particular attention to one of our school themes, "Respect Roosevelt." We will begin with a teacher-led discussion to answer the question, "Just what is respect?" Other topics for this introductory discussion deal with respecting:

- personal space
- belongings
- personal differences
- showing respect through mannerisms/body language/
actions
- put downs / comments

Scenario #1: "Changing classrooms for Science or Math"

Kids are all seated at desks, Student A is coming from another homeroom for Math and sits down at an empty desk. When the teacher tells students to take out their pencils, Student A realizes that he/she forgot their pencil. Student A opens the desk he/she is seated at, and takes out a pencil. (A teacher-led discussion will follow, using these questions as guidelines.):

1. Do you think it is all right to borrow a pencil from someone else's desk?
2. Is it all right to borrow something from someone else without permission if you intend to put it back?
3. How would you feel if someone borrowed \$5.00 from your locker without you knowing?
4. How does this deal with respect?

Scenario #2: "Changing Desks"

Students in a classroom are changing desks:

Student A: "No way am I going to sit by Student B!" (unpopular girl/boy)

Student B: Is upset, but accustomed to this, "Here we go again."

How is Student A showing disrespect?

How is Student B feeling, even though she isn't using words to describe her true thoughts?

What could Student A do differently to show respect for Student B?

RESPECT FOR SELF (11:05 - 11:30)

Using a graphic organizer (large body shape and head) and chart paper, students show ways they can respect themselves

*mind

*body

*emotions

good choices

Morning reflection will involve a game and composing a respect poem

R

E

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P

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T

11:30 - Clean up chairs

11:35 - Lunch recess

12:00 - Lunch will be provided in the North Gym

Homework Scenario

(Sally is teacher, all other teachers are "students")

Teacher: All right class. Everyone take out your math homework.
(Rustling of papers but none are produced).

Teacher: (Approaches first student). Where is your homework?

CUT ACTION. Go to audience and ask the # 10 best reason why student doesn't have homework.

Proceed to next student and ask why no homework.

CUT ACTION. Go to audience and ask the #9 best reason why student doesn't have homework. Keep repeating until audience presents the #1 reason there is no homework. Each "student" after the audience response can try to bargain with the teacher about having it tomorrow, or in 2 days, or complain they had CCD, soccer, and guitar lessons, or they left it on the bus, in the car, at their dad's house, ETC., ETC.

Then prepare for the right way to handle the situation!!

One student has a note from parent saying they had flu and slept for 14 hours, but parent strongly states all homework will be done by tomorrow. Teacher praises this student and grants him a grace day.

Another student could show me they have it all done except 3 problems, so could they stay in for recess today to finish.

Someone else could say that he guarantees it is done and if he can call his mom, she will verify it or bring it to school.

All others when asked where it is will respond individually with:
I did not do it Mrs. Fortney, and I will accept the consequences.

General rap up of honesty, integrity, responsibility, etc.....

LYING (12:40 - 1:10)

After lunch, all students will watch a brief skit performed by teachers. The skit will provide the basis for the next small-group discussion. After the whole group views the skit, students will again choose colors and move to their new small group location.

Questions:

1. Discuss what just happened.
2. What did these kids just do to their teacher?
3. Why do you think they lied to their teacher?
4. Is there ever a time when lying is okay?

CHEATING (1:20 - 1:40)

The teacher describes a scenario where cheating takes place in the reporting of fitness activities during a PE class.

You are participating in fitness testing in P.E. class. The students are assessing themselves in the curl-up test. Partner "A" is helping partner "B" count his curl-ups. Partner "B" allows partner "A" to continue even though one of his curl-ups was not complete.

Questions:

1. Since we don't really get a letter grade in PE, is reporting the wrong amount of sit-ups really a big deal?
2. Are you cheating anyone else besides the PE teacher?

HONESTY/STEALING (1:40 - 2:10)

Scenario:

It's Friday, Pizza Day. Student A has brought his lunch, but he really wants to eat pizza for lunch. On his way to Music, he notices Student B's pizza money fall out of his pocket. Student A knows he can pick up the money without getting caught. He picks up the money and puts it in his pocket.

Later, in class, Student B realizes that he has lost his money and tells the teacher. The teacher asks the class if anyone has seen Student B's money.

** To make things even more interesting, the teacher may introduce Student C. Student C saw the whole thing happen while getting something out of his locker. Student A happens to be a very good friend of Student C.

What will/should Student C do?

Discuss: What are Student A's choices, and what are the consequences of these choices? (For this discussion, the teacher will list the choices and consequences on a T - Chart using the large paper. Students will be directed to copy the results of the discussion in their spiral.)

RECESS (2:10 - 2:25)

GOAL - SETTING (2:30, whole group)

Paragraph (read aloud) to describe goal-setting. What is a realistic goal? Discuss.

Discuss the types of goals. Your goals will fall into one of these three categories:

Three types of goals for 5th Grade:

1. Recreational / physical
2. Academic
3. Personal

Give examples (model) of goal - setting. Teachers share three types of goals.

Personal: Be nicer to others

Recreational: Become a better golfer

Academic: Get an A in Math

Students will return to their classrooms with the directives to list three goals in their spirals and a plan to achieve these goals.

We set goals all the time. Some are as simple as setting your alarm clock to wake up and being somewhere at a specific time. Believe it or not, that's a goal. There are some more complicated goals like, trying to figure out how you are going to buy something that you might really, really want. The important thing to consider about setting goals is that they need to be realistic. For example, making a goal to grow five inches in two weeks is very unrealistic for several reasons. One, you don't have much control over your body's growth and two, five inches in two weeks would probably be a new world record.

So, some important thoughts to consider on setting goals are:

1. make sure you have control over the factors towards achieving your goal and
2. make sure that the goal and the time frame for achieving your goal are realistic.

Setting ridiculous and unrealistic goals can lead to disappointment in the end when you're not able to reach the goal.