

Option Two - Cooperative Learning **Presenting a Lesson**

Lesson Objectives:

Students will be able to explain:

5. Citizenship as related to MYD
6. Steps
7. Recourse
8. Concerns

Methods:

1. Go through lesson objectives (5 minutes)

4. Break students into 4 groups

5. Assign one of the topics to each group

6. Give group direction sheets and give them 10 minutes to work together.

7. Have groups teach lesson their topic to the entire class (5 minutes).

8. Students should be allowed to ask questions of the group and the teacher after each topic. Teacher should make sure all the major components of each question are addressed. Suggested answers for each question is include in the Option One -Class Discussion Lesson Plan and in the MYD handbook in your staff manual. (2 minutes).

9. Teacher summary/closure (5 minutes).

** Total time for lesson - 50 minutes (depending on students this lesson may take more than one class period) **

Group 1— Citizenship

1. What does this phrase mean?

"Do the right thing when no one is looking."

2. Give 3 positive examples of this phrase:

- 1.
- 2.
- 3.

3. How do you earn points? Are there a certain number of points for certain behavior?

4. What is the length of each point period? Where do I accept responsibility for behavior in the hall between classes or getting to and from school?

5. What happens if you don't *Make Your Day*?

6. What does it say about you if you don't *Make Your Day*?

7. Plan a 5-minute lesson on Citizenship for your class. (**Hint: Use the answers from questions 1-6**)

Group 2— Steps

1. Describe (and be able to demonstrate) what each Step looks like. Step 1:

Step 2:

Step 3:

Step 4:

2. What should a student be thinking when on Steps?

3. Give 3 examples of actions that allow a student to choose Steps.

- 1.
- 2.
- 3.

4. What does it mean when a student chooses Steps?

5. Describe the difference between choosing steps and earning points.

6. Plan a 5-minute lesson on Steps for your class. (**Hint: Use the answers from questions 1-4**)

Group 3-- Recourse

1. Define Recourse.
2. When does a student appropriately use Recourse?
3. How does a student appropriately ask for Recourse?
4. What are some possible teacher responses to Recourse?
5. Give an example of a situation that would call for Recourse.
6. Plan a 5-minute lesson on Recourse for your class. (**Hint: Use the answers from questions 1-5.**)

Group 4— Concerns

1. What is the purpose of Concerns?
2. How is a Concern stated correctly?
3. Give 3 examples of legitimate Concerns:
 - 1.
 - 2.
 - 3.
4. Give 3 types of inappropriate Concerns:
 - 1.
 - 2.
 - 3.
5. Plan a 5-minute lesson on Concerns for your class. (**Hint: Use the answers from questions 1-4**)