

**Millennium Middle School**  
**School Wide Positive Behavior Plan**  
**Expectations Lesson Plans**

**High Frequency Referral Incidents**

Unruly/Disruptive Behavior, Defiance of Authority, Unserved Detention

**Lesson 1 Overview of Millennium STAR Quality Conduct**

This year emphasis will be placed on the S (Self Control), A (Accountability), and R (Respect) because these are the areas of most concerns according to the data collected.

Millennium Middle School Student's Demonstrate

**Self Control**

**Timeliness**

**Accountability**

**Respect**

Quality Character

**Expectation #1: Demonstrate Self Control**

| Definition   |                         |
|--|-------------------------|
| <b>Self-control</b> is the ability to control one's behavior, emotions, and <a href="#">desires</a> in the face of external demands in order to function in society.   |                         |
| Rationale for having the Expectation   |                         |
| Students seem to have difficulty controlling their emotions and finding positive ways to resolve issues with peers, teachers, and parents. Student behavior such as "horse-playing" has caused several incidents in the hallway. |                         |
| Positive Examples: "Looks Like"  | Non-examples            |
| Compromise   | Fighting/ Horse playing |
| Problem solving  | Arguing with others     |
| Using counselors, teachers, and school administration as sources of recourse   | Running in the halls    |
| Walking in the halls   |                         |

What resources (websites, curriculum, programs, etc.) will you use to teach this Lesson Plan?

Curriculum will develop and provided to teachers by members of the Discipline Committee. Various resources have been utilized to develop activities such as Urbantech.org, Youth Leadership Academy Store, [www.indianaclass.com/images/self\\_control\\_coach\\_ms6\\_11pdf](http://www.indianaclass.com/images/self_control_coach_ms6_11pdf), and [browardprevention.org](http://browardprevention.org).

### Activities to model/practice positive example for staff and students

#### **Activity 1 Understand the Meaning**

Self-Control - is when you handle the way you express your feelings so that you do not cause trouble or pain for yourself or another person.

\*Have students list situations in which they have had to use self-control.

\* Complete worksheet, " Know your triggers"

#### **Activity 2 Handling Anger**

Teacher will review techniques for handling anger, then have the students practice each technique.

1. STOP...

Count to ten. Take a deep breath. Or walk away until you have calmed down.

2. SAY...

What's wrong? Use your words to say what you don't like.

3. TELL...

What you would like to have happen.

#### **Additional Techniques:**

Teach children how to relax and calm down with relaxation exercises.

Breathing Deeply: Have the kids take a deep breath while counting to five. Then as you count back to one, have them slowly release the air.

Muscle Relaxing: Have the kids pretend to become frozen by slowly tightening each part of their bodies until they are "frozen solid". Then, let them "thaw" by relaxing each part of their bodies and allowing their anger to melt away.

Combined Breathing and Muscle Relaxing: Have the kids pretend they are balloons filling up with air. As you count to five, they slowly breathe in and fill up their balloons, stretching and tightening their muscles. Have them hold it a few seconds. Then, as you count back to one again, have them release the air and relax their muscles as though their balloon is deflating.

\*On Chart Paper have students identify ways in which they handle their anger in positive ways. List these on a chart. Post the chart in the classroom and refer to it when situations arise

#### **Activity 3 Role Play & Discussion**

- Someone has just called you a mean name that hurt your feelings – now they are laughing at you.
- You just received some discipline from one of your parents, now your brother or sister is

smiling.

### Questions for discussion

- Would you need to use self-control in this situation?
- Would it be easy or hard to be self-controlled in this situation?
- If you would have a hard time using self-control, how could you make it easier?

| Instruction Implemented by:   | Date(s) for Instruction:                      |
|---|---|
| CARE - Millennium's homeroom class which meets 25 minutes everyday. All teachers are CARE teachers. All teachers will implement this lesson | September 12 <sup>th</sup> – 16 <sup>th</sup> |

### Expectation #2: Accountability

| Definition   |   |
|--|---|
| <b>Accountability:</b> Willingness to answer for your own choices and behaviors.   |   |
| Rationale for having the Expectation   |   |
| One who is accountable accepts the consequences for their actions and learns from the choices they have made, which leads to making better choices in the future. There is no connection between consequences earned and student's behavior and attitude is the reason why this expectation needs to be explored. Students must understand that their actions have consequences.   |   |
| Positive Examples: "Looks Like"  | Non-examples                                      |
| Apologizing for mistakes   | Making excuses                                    |
| Accepting consequences with a positive attitude  | Blaming others                                    |
| Taking conscious steps not to repeat the same mistakes   | Repeating the very actions you know were negative |
| What resources (websites, curriculum, programs, etc.) will you use to teach this Lesson Plan?  |   |
| Curriculum will develop and provided to teachers by members of the Discipline Committee. Various resources have been utilized to develop activities such as attainment company positive behavior and browardprevention.org. Specific Activities listed below.  |   |
| Activities to model/practice positive example for staff and students   |   |
| <b>Activity 1 Understand the Meaning</b><br>Responsibility is when you feel like you are accountable (deserve credit Or blame) for your decisions and actions and for the consequences or outcome of those decisions and actions.<br><br>*Have students list things that they feel they are responsible for in their lives<br><br>* Make a T-Chart on chart paper. On one side write Looks like and the other side writes "Sounds Like". |   |

Have students list examples of what accountability looks like and sounds like.

### **Activity 2 Responsibility Poem**

Students work in pairs to complete Responsibility Acrostic.

Optional: allow students to use Songify or similar app to make the poem into a song or rap. Allow students to present their work.

### **Activity 3 Role Play & Discussion**

Directions: Bring the full group together. Teacher/facilitator reviews the definitions of control, responsibility and self-control (and displays the poster with the definitions.)

Students read Script # 1 Class Clowns

\*Teacher engages students in a discussion of the scenario using the following questions.

Facilitator/ Teacher, ask the group:

Who is responsible for causing the disturbance in the classroom?

What did John do to handle the situation? What did Brian do?

What do you think would have happened if John said nothing?

How much control did John have over his decision about what to do in this situation?

How much responsibility did he have for his decision?

How much control did John have over the outcome

(Whether Brian or John gets into trouble; whether Brian gets upset with John)?

### **Activity 4**

Complete Responsibility Review Worksheet

| Instruction Implemented by:  | Date(s) for Instruction:                                |
|--|---|
| CARE - Millennium's homeroom class which meets 25 minutes everyday. All teachers are CARE teachers. All teachers will implement this lesson. | September 26 <sup>th</sup> – September 30 <sup>th</sup> |

### **Expectation #3: Demonstrate Respect**

| Definition   |
|--|
| <b>Respect:</b> a feeling or understanding that someone or something is important and should be treated in an appropriate way. |
| Rationale for having the Expectation   |
| Students received referrals for defiance towards authority.  |

| Positive Examples: "Looks Like"   | Non-examples  |
|---|---|
| Using a nonthreatening tone of voice or word choice when speaking   | Using profanity or other absence language or gestures |
| Being kind to everyone  | Bullying and embarrassing others                      |
| Not speaking out of turn  | Talking or being disruptive when others are speaking  |
|   |   |
| What resources (websites, curriculum, programs, etc.) will you use to teach this Lesson Plan?   |   |
| Curriculum will be developed and provided to teachers by members of the Discipline Committee. Various resources has been utilized to develop activities such as TalkingTreeBooks.com, Character education lesson plans, EducationWorld.com, Goodcharacter.com.  |   |
| Activities to model/practice positive example for staff and students  |   |
| <p><b>Activity 1</b> What is Respect</p> <p>Respecting someone means you act in a way that shows you care about their feelings and well being.</p> <p>Upon entrance, have students provide a written response to the question "What is respect".</p> <p>* Complete "What is Respect " Worksheet</p> <p>You can have respect for others, and for yourself. For each situation, decide if the person is showing respect. Match each situation on the left with an answer that makes sense on the right</p> <p><b>Activity 2 Role Play &amp; Discussion</b></p> <p><b>Directions:</b> Each group is to do a short skit based on the situations on their slips of paper. Do two of them <u>with</u> respect and two of them <u>without</u> respect. The rest of the class will decide which ones are which.</p> <p><b>Activity 3</b></p> <p>Complete Respect Review Worksheet</p> <p><b>Activity 4</b></p> <p>Have students elaborate on the journal entry "What is respect" that was written at in activity 1.</p> |   |
| Instruction Implemented by:   | Date(s) for Instruction:                              |
| CARE - Millennium's homeroom class which meets 25 minutes everyday. All teachers are CARE teachers. All teachers will implement this lesson.  | October 3 <sup>rd</sup> – 7 <sup>th</sup>             |