

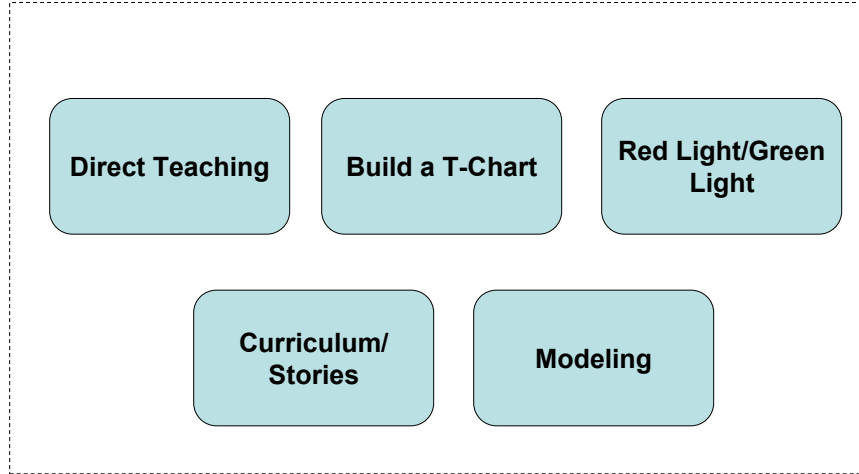
4-E Model: 5 Ways to Educate

There are several methods used to Educate. Click on each method below for descriptions and examples.

- **Direct Teaching** — Choose a self-responsible behavior, break it into steps, and teach the steps.
- **Build a T-Chart** — Collect students' examples of what a self-responsible behavior "Looks Like" and "Sounds Like."
- **Red Light/Green Light** — Use a verbal strategy to teach new appropriate behaviors to replace inappropriate behaviors.
- **Curriculum/Stories** — Use curriculum content, especially stories, which have a self-responsible message.
- **Modeling** — Demonstrate appropriate behaviors.

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Five Ways to Educate Self-Responsible Behaviors



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4-E WAY: Direct Teaching

When you use the Direct Teaching method, you pick a self-responsible behavior and teach it directly to students by presenting 3 to 5 steps. Keep it simple. Six or more steps are too many and can make the learning process too complicated. Use several learning styles including pictures (visual) and role-playing (kinesthetic).



4-E WAY: T-Charts

Building a T-Chart is an inductive process that gives students credit for their prior knowledge and helps you assess it. When you Direct Teach, you are telling students what you want them to do. When you Build a T-Chart, you inductively draw examples of self-responsible behaviors from your students.

Tips for Creating a T-Chart

1. Draw a T-Chart for the whole class to see.

Use chart paper and hang it on the wall, or use a transparency if you have an overhead projector. If you teach many classes during the day, an overhead transparency might suit your needs best. You may also choose to have students create T-Charts in small groups and then share them with the whole class to make one T-Chart.

2. Use positive phrasing.

Teach students what the skill *is*, not what it *isn't*. The idea is to keep “No’s” and “Don’ts” off the T-chart. If students offer negative additions to the chart, such as “No put-downs,” ask them, “If we don’t want put-downs, what *do* we want?” (Positive Phrase: “Say nice things about people.”)

3. Prime the pump if needed.

If you get blank stares from students, give a few samples of what the skill Sounds Like and Looks Like. Then ask, “Who can think of an idea similar to ones I’ve listed?”

4. Add your own ideas.

You may suggest some behaviors for the T-chart, but mostly they are drawn from the students. If you want to add one of yours, say, “How about . . .?” then suggest the behavior you want. Most students will accept your additions.

5. Redirect or clarify any inappropriate responses.

If a student gives a response that misses the mark or is incorrect, you may ask, “Tell me how you see that as fitting.” Often students will see that their responses do not fit. Another response you may give students is to tell them that their response may be correct for a different skill, for example, “That’s a perfect answer for the responsibility skill we used two weeks ago: Encourage Others. Today we’re concentrating on the skill: Disagrees Politely.”

6. Save a copy of the T-Chart for review or debriefing.

You will need to refer to the T-chart at the conclusion of the lesson when the Examine/Evaluate questions are presented. Also, if you teach this skill in the future, you don’t want to build the entire T-chart again. If you save it, you can use it again, reviewing it quickly and adding one or two items to each side.

Note: Some responsibility skills will not have any Looks Like behaviors because they are only verbal. An example would be “Using Students’ Names When Responding.” It Sounds Like: “Jason, please explain your explain your reason” or “I think that’s too long, Heather.”

Examples of T-Charts

Topic: Respect for a Guest Speaker	
Sounds Like	Looks Like
<ul style="list-style-type: none">• Friendly greeting• One person talking at a time• Asking appropriate questions• Applause for speaker• “Thank you”• Participation if asked for	<ul style="list-style-type: none">• Eye contact• Learning forward• Taking notes• Desks cleared off• Raised hands• Nodding heads• Keeping hands and feet to yourself• Sitting in your seat

Topic: Disagreeing Politely	
Sounds Like	Looks Like
<ul style="list-style-type: none">• “Let me show you another way.”• “I see what you’re saying and ___”• “Consider this ____.” “That’s one way to look at it, but there could be another approach.”• “I don’t agree.”• “I have a different idea.”• “I disagree with you.”• “I can’t go along with that.”• “I would agree with this if ____.”• “Can you clarify ___?”	<ul style="list-style-type: none">• Positive body language• A puzzled look• Forward leaning• Concerned face• Eye contact• Staying in one’s own space

4-E WAY: Red Light/Green Light

Red Light/Green Light teaches new behaviors to replace those you wish to eliminate. With this technique students learn that they are only one choice away from being appropriate. All they have to do is choose a new behavior. Red Light/Green Light helps students become conscious of inappropriate behaviors and teaches them self-responsible behaviors that are more likely to get them what they want.

You can use this strategy in your classroom to eliminate behaviors you want to change, such as the following:

- Tattling
- Whining
- Physical intimidation
- Put-downs
- Laughing at people who make mistakes
- Hitting
- Tripping
- Interrupting
- Blaming others
- Side conversations
- Arguing calls in physical education or sporting events
- Inappropriate language
- Blurting out an answer
- Crying
- Space invading



Red Light/Green Light Examples

“Tracy, that is a put down. Put downs are against the class norms. What we do here is share how we are feeling and tell the other person what we want to have happen.”

“Jacob, that is whining. Whining does not work with me. What works with me is to ask for what you want in a normal voice. Sometimes you get it, sometimes you don’t.”

“Ramone, that is tattling. We don’t tattle in first grade. What we do in first grade is tell the other person that we would like to take a turn soon.”

“Yumiko, that is disowning responsibility for your actions. In middle school we don’t disown responsibility by blaming others. Here we take responsibility for the part we played and accept the consequences. It sounds like this....”

“That is exaggerating, Devi. Exaggerating is not necessary in ninth grade. What works well here is to give an accurate account of the incident.”

“Jeremy, that is looking to others to solve your problem. Looking to others for solutions does not work here. Looking inside is what we do in high school. What have you thought of so far?”

“Shawn, that is back talk. Back talk does not work with me and usually gets you in more trouble. What works with me is using a normal volume and tone of voice and offering a clear statement of your perception.”

“Lettrell and Samantha, that is a side conversation. Side conversations are not appropriate during discussion time. What is appropriate is to share your ideas with all of us.”

Using Red Light Green Light

Planning Phase

1. Choose a behavior. (Such as one of those above.)
2. Make a decision to eliminate it.
3. Give the behavior a name. “If you can name it, you can tame it.”

Implementation Phase

Red Light: As soon as you see or hear inappropriate behavior, do the following:

1. Name the student, name the behavior.

“Casey, that’s whining.”

“Pablo, that’s back talk.”

“Terrence, that’s interrupting.”

2. Say **one** of the following:

Either: “It’s against the class norms.”

Or: “It doesn’t work with me.”

Main Principle: Always follow a Red Light with a Green Light.

Green Light: Teach the new behavior.



The Power of One

The First Power of One: Work on only one behavior at a time.

Once you get the first behavior under control, you may choose another behavior and work on that one. Address only one at a time.

The Second Power of One: Become a “one.”

Do you know what your number is? Here’s how you can determine it.

Let’s say you have decided to eliminate put-downs in your classroom. You’ve told your class that they will no longer use put-downs in your class. You’ve taught them that an appropriate way to speak to one another is to express their feelings and state what they would like to have happen without putting down the other student. You’ve created a T-Chart of examples of what appropriate speech Looks Like and Sounds Like.

While students are working on their assignment one student bumps the arm of another, and you hear, “Watch it, Klutz!” You remind the student that he should use appropriate language rather than give a put down. A few minutes later, you hear, “Back off, Dog Breath,” as another student moves her desk next to someone. In an irritated voice, you may ask the student to speak appropriately. Then, on the other side of the room, you hear, “Jerk, give me that!” At that point, you stop the class and enforce the agreed-upon consequences of giving a put down.

In this scenario, you’re a three. You took care of the situation after three times, so you are a three. If you take care of it after seven times, you are a seven. If you handle it the twelfth time, you are a 12.

Students usually figure out your number right away. If you’re usually a six, they will be willing to play the odds that you won’t do anything about misbehavior until the sixth time it happens.

If you really want to eliminate a student behavior, you have to choose to be a one. You have to deal with the behavior every time you see or hear it. No exceptions! Using Red Light/Green Light will help you become a ONE.

4-E WAY: Curriculum/Stories

This method of Educating has to do with assigning and working with stories, articles, poems, or curriculum pieces that have a “responsibility” message built into them. Stories can teach that good deeds and responsible behavior are rewarded. They can also demonstrate that respect, caring, commitment, and sacrifice still exist in our world.



Curriculum materials include:

- Poems in literature classes.
- Biographies of scientists, mathematicians, athletes, or politicians.
- Current events.
- Cultural myths and stories.
- Picture books (yes, even for high schoolers).
- Newspaper articles.
- Content-related movies.
- Student’s own writing.

Teaching Method

- Choose a story or curriculum piece with a message.
- Read it to students yourself, or assign it to them to read individually or in groups.
- Debrief the story by having students think about it, talk about, or write about it.

Teaching Tips

Teach vs. Preach.

Allow the moral message to speak for itself. Stay away from stories that literally say, “So the moral is _____.” Each story can mean different things to different people. A ready-made moral deprives students of doing their own inner work. Refuse to become another in the long list of moralizing adults who interpret lessons for students. Let students extract a message they can use.

Include Consequences.

Students are familiar with seeing conflict, irresponsibility, and lack of respect on the

screen handled without consequences. Do not be afraid to use stories that show things that do not always work out for the best.

4-E Way: Modeling

“People seldom improve if they have no model to copy but themselves.”

—Anonymous

You can never *not* model. You’re modeling all of the time. If students see discrepancies between what is demanded and what is actually allowed, they use what is allowed to guide their behavior. It’s hard to expect students to start on time if we don’t.

If you scream, “I want some respect!” you’re not exactly modeling how to show respect. If you return student papers in an untimely fashion, use sarcasm, or gossip about other teachers, you model these behaviors and Educate your students by the behaviors you demonstrate.

The effects of modeling are more likely to occur in new situations or in situations where the expected behavior of the student is unclear. That’s one reason why modeling is very important at the beginning of the year, when students don’t know what to expect and look to the model to find out how to behave.

Madelyn Hunter, respected teacher educator, once said, “It’s the first five minutes of every day that is the most important.” That’s when you model whether or not you start on time, the affect of your classroom, consistency, and many other attitudes and behaviors.

Make your model verbal by using Self-Referred Comments (a Mental Model explained in Module Seven.) Adding verbal comments to your behaviors combines auditory and visual learning components. Used together, the auditory and visual modes have a greater impact on students’ hearts and minds than each has independently. Be careful when you deliver Self-Referred Comments to state them with neutral intonation, or you may come off sounding self-righteous and destroy their effect.

