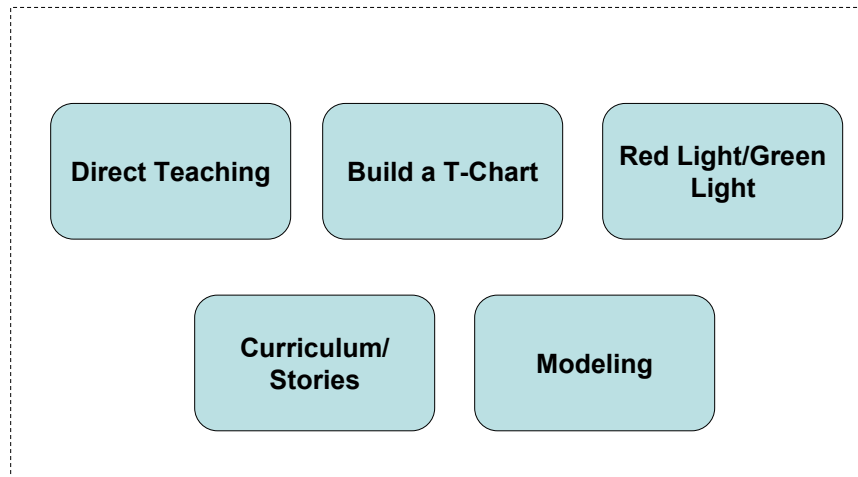


4-E Model: 5 Ways to Educate Lesson Examples

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Five Ways to Educate Self-Responsible Behaviors



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4-E WAY: Direct Teaching

Primary School Example

Self-Responsible Behavior: Duties before 9:00 am.

Why: Too often I had to remind students of what they needed before class, and I wanted my students to be more in charge of those responsibilities.

Steps:

1. Sharpen two pencils.
2. Get a book from the bookshelf.
3. Go to the restroom.
4. Complete any paperwork on the desk.
5. Go to the computer if it is your day.

Self-Responsible Behavior: Clean up effectively.

Why: The room is a mess after an art project and students don't notice what needs to be cleaned up.

Steps:

1. Put projects on the shelf so they don't get damaged.
2. Put magazines in the recycle box.
3. Put caps on paste jars and return them to the shelf.
4. Throw scraps in the basket.

Elementary School Example

Self-Responsible Behavior: What to do when I finish my work

Why: My students always finish their work at different times, a situation that has been interfering with the slower, more cautious students' work.

Steps:

1. Read the written directions on the board.
2. Check off in your head the directions you have completed.
3. Follow the remaining directions until completed.
4. Finish all work in your "catch-up" folder.
5. Sit quietly and read a book.

Self-Responsible Behavior: Make transitions smoothly and quickly.

Why: It can take a long time for students to move from one activity to another and we run out of time to complete assignments.

Steps:

1. Put materials away.
2. Get out needed materials.
3. Look at the board for instructions.
4. Make sure you understand directions.
5. Begin with the first direction.

Middle School Example

Self-Responsible Behavior: Complete a study guide with a partner.

Why: The last time I did this my room was chaotic.

Steps:

1. Pick a partner.
2. Find a quiet place to work.
3. Take turns answering questions.
4. If you have any questions, quietly ask the group next to you.
5. When finished, return to your seat.

Self-Responsible Behavior: Getting ready to go home.

Why: Some of my students were not preparing themselves correctly. They often forgot to take home important materials that they would need in order to be properly prepared for the next school day.

Steps:

1. Compare the Assignment Board to your assignment notebook to make sure you have the necessary information written in it.
2. Get out the materials you will need to properly complete your homework/studying, and put them in your backpack/bag.
3. Clean up your workspace (desk and floor).
4. Ask the teacher any questions or state any concerns you have about your homework, etc., before you leave.

High School Example

Self-Responsible Behavior: Getting started at the beginning of the class period

Why: Instructional time was being lost at the beginning of class and some students were creating mischief during this unstructured time.

Steps:

1. Sit in your seat immediately.
2. Take out your book, notebook, and a writing instrument.
3. Access today's work.
4. Review previous day's (or days') notes and work.
5. Think World Cultures (or American Cultures) and make a "Be" choice.

Self-Responsible Behavior: Ignore distractions.

Why: Students were getting easily distracted and not completing their work during class time.

Steps:

1. Notice the distraction.
2. Decide not to give it power.
3. Keep it to yourself.
4. Refocus on the task.

4-E WAY: T-Charts

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

Sample Red Light/Green Light Lessons

Primary School Red Light/Green Light Lessons

Give a brief description of the behavior you intended to eliminate.

Students in first grade start the day with a class meeting, sitting in a circle on the floor. Some students sit on top of other students.

The name you chose to give it: Space invading.

Red Light/Green Light Teacher Talk you used in response to the behavior.

“Jamal, that is space invading. What we do at our class meeting is sit next to someone without touching that person at all. We make sure a baseball could fit between the two of us.”

Student reaction to Red Light/Green Light.

Jamal nodded approval and formed an imaginary baseball, checking to see if he had left proper space. When he found he hadn’t, he moved over.

Your personal reaction to the process.

I really feel the process works efficiently and quickly. Space invading is a problem for first graders, so this lesson has been taught several times. Jamal has responded favorably.

Give a brief description of the behavior you intended to eliminate.

There are a few students in the room who turn on the tears and cry for sympathy when they are in trouble as a result of their actions. They try to manipulate me with sad faces and tears.

The name you chose to give it: Crying when you're in trouble.

Red Light/Green Light Teacher Talk you used in response to the behavior.

"Lettrell, that's 'crying when you're in trouble.' Crying won't work with me. What works with me is using words to talk about the situation. Using words helps me understand what is wrong."

Student reaction to Red Light/Green Light.

Lettrell glared at me at first and then regained his composure. He began to use words to defend himself and blame others for the choices he had made. He was disowning responsibility for his actions, but at least he was using words.

Your personal reaction to the process.

I feel this process may work, although Lettrell initially saw it as a way to blame others. I have not given up on it. My next course of action may be to use the Power/Victim Lectureburst.

Elementary School Red Light/Green Light Lessons

Give a brief description of the behavior you intended to eliminate.

I chose to work with side conversations. An example of this behavior is when two children are talking together about their recent football game while I am teaching a lesson.

The name you chose to give it: I chose to call this "tiny talk."

Red Light/Green Light Teacher Talk you used in response to the behavior.

"Patty and Lindsey, that's 'tiny talk.' When I or anyone else is talking, tiny talk is not allowed. It causes you to miss important information. What you need to do is raise your hand when you have something to say, and share your ideas with all of us."

Student reaction to Red Light/Green Light.

Both girls looked at each other and stopped talking. They simply shook their heads and smiled. These two particular girls tiny talk a lot. It took them a few times, but they did catch on.

Your personal reaction to the process.

This strategy offers a positive reaction to a reoccurring problem. I felt less stressed by the girls' talking. I think that giving a behavior a name makes it clearer and easier for children to recognize and enables them to choose a different behavior.

Give a brief description of the behavior you intended to eliminate.

Sharpening pencils during study time.

The name you chose to give it: Illegal pencil sharpening.

Red Light/Green Light Teacher Talk you used in response to the behavior.

"Janet, that is what we call 'illegal pencil sharpening.' Illegal pencil sharpening violates one of our class rules. In our class, we get a pencil from the emergency can if our pencil point breaks during study time."

Student reaction to Red Light/Green Light.

Janet sheepishly took an emergency pencil from the can and sat down. She did not even comment, because, in fact, she did know our rule.

Your personal reaction to the process.

I am amazed at how a clear, simple statement can affect behavior. I have been using this method a lot, and the behavior I want to eliminate is disappearing. As a professional educator, I must pay more attention to what I say and the way in which I say it.

Middle School Red Light/Green Light Lessons

Give a brief description of the behavior you intended to eliminate.

Talking out: when students blurt comments and questions out loud, ignoring our rule that they must raise their hands and be called on.

The name you chose to give it: Talking out!

Red Light/Green Light Teacher Talk you used in response to the behavior.

"Michael, that is 'talking out.' We refrain from talking out in sixth grade. What we do in sixth grade is raise our hands to share what we have to say and to ask or answer a question."

Student reaction to Red Light/Green Light.

Michael looked at me with a surprised look. He immediately stopped talking. He chose

the new behavior during the remainder of the class period.

Your personal reaction to the process.

It worked! It is very effective and useful! I felt comfortable using this technique because it is a positive form of discipline that gives the student guidance.

Give a brief description of the behavior you intended to eliminate.

I got tired of name-calling, teasing, and put-downs.

The name you chose to give it: Put-downs.

Red Light/Green Light Teacher Talk you used in response to the behavior.

“Jake, that’s a put-down. Put-downs violate our Responsible Action Statements. What we do in seventh grade is tell the other person honestly what we are feeling and what we’d like to have happen.”

Student reaction to Red Light/Green Light.

Jake smiled, looked at Danielle, and told her, “I don’t feel your idea is the best one. I don’t think it attracts enough attention.”

Your personal reaction to the process.

I like how Jake immediately did the “go” piece I suggested. Since I had taught the “go” several times already, he did pretty well with it. I guess it’s true that if you want a behavior, you have to teach a behavior. I appreciate this technique for keeping both my students and me more positive.

High School Red Light/Green Light Lessons

Give a brief description of the behavior you intended to eliminate.

I am attempting to eliminate the arguing of calls in physical education class.

The name you chose to give it: Arguing calls.

Red Light/Green Light Teacher Talk you used in response to the behavior.

“Ahmal, you are arguing a call I made. That doesn’t work with me. What we do in P.E. class is accept the calls and play hard to overcome calls we feel are incorrect.”

Student reaction to Red Light/Green Light.

I have just begun to use this method, so it’s a little hard to generalize about student

reaction. I did notice that using the technique stops students from arguing. When I used it with Ahmal, he became quiet and didn't argue anymore.

Your personal reaction to the process.

I like using this method. It helps me stay calm. When a student argued in the past, I would sometimes get mad and argue back. I don't do that anymore.

Give a brief description of the behavior you intended to eliminate.

I have many students who use profanity in their general conversation. (Sometimes they are not even aware of using it.)

The name you chose to give it: Profanity.

Red Light/Green Light Teacher Talk you used in response to the behavior.

"Heather, that is profanity. Profanity is against the class rules. We use appropriate language and expressions in this classroom. You need to find other words to express your feelings or just say nothing."

Student reaction to Red Light/Green Light.

In most cases the students were immediately apologetic. They would often substitute another word.

Your personal reaction to the process.

Only a couple of weeks (about ten school days) have passed since I started using this method, so it is too early to evaluate. However, I did hear one student say to another, "Yo! That's inappropriate language. We use other words to express ourselves in this class!" I consider that a success. I hope other students are hearing the message.

4-E WAY: Curriculum/Stories

Samples of Curriculum/Story Lessons

The following lessons are examples from previous course participants. These lessons include the third E: Examine/Evaluate.

Primary School Example

Primary School Curriculum/Stories Lesson

I chose The Rainbow Fish by Marcus Pfister to use as my curriculum/

story because I wanted to help educate my second graders about respect, caring, and sacrifice.

I read my second graders the story *The Rainbow Fish* by Marcus Pfister. It is about a selfish fish that has beautiful, colorful scales. He would not let anyone play with him and have a scale because he thought he was better than all the other fish. This went on until no one paid attention to him anymore.

I read this story one day before we had Show and Tell. After I read the story, I had students write in their journals about what they were feeling inside or thinking about. We then got into a circle in the center of our classroom and shared our journal entries. (Student Response) The students wrote comments such as “If the Rainbow Fish would have shared his scales in the beginning, then he would have had friends” and “The fish realized that sharing his scales made him feel really good.” I asked, “The next time someone wants to play with something special you have, what are you going to do?” (Examination/Evaluation) They all said they would share their toys and games instead of being selfish like the Rainbow Fish.

Later that day the students got a few minutes to play with the things they had brought for Show and Tell. I listened closely to how everyone was talking and sharing. They were very nice about looking at one another’s things and playing games together. Hopefully, this story and its moral will stay with them, especially since Christmas is right around the corner and it is a time for sharing with those who are less fortunate. I am planning a Live-Event Lesson in which we will actually help some needy children.

Elementary School Examples

Elementary School Curriculum/Stories Lesson 1

I chose *The Lion King* to use as my curriculum/story because it’s about an unknown Penn State basketball player, and I thought my fifth-grade physical education class would relate to it.

This activity is something I would not normally do in physical education class, especially in the elementary grades. We started basketball in gym class, and I had my fifth-grade students read *The Lion King* and write three reaction statements. (Student Response) Their homeroom teacher agreed to make the assignment part of her language arts curriculum as well. The assignment went better than I had ever hoped it would. I went into the students’ classroom during my free time, and we looked over their reaction

statements, which were very good.

Examples:

“You do not have to be a superstar for people to like you.”

“Never give up.”

“Hard work pays off.”

“Do not quit.”

After our debriefing, we discussed the issue of sportsmanship again. It’s a hard one for elementary students; many feel they have to be on the winning team.

I asked them to respond to these Examination/Evaluation Questions:

What did you learn from this story?

How is the basketball player like you or different from you?

How will this story affect your future behavior?

The boys and girls enjoyed the story, and their teacher liked the idea of tying physical education into their language arts class.

Elementary School Curriculum/Stories Lesson 2

I chose the Mexican myth “Why Corn Is Golden” to use as my curriculum/story because I thought my students could benefit from a lesson on materialism.

We read a Mexican myth out loud in reading. The story tells how a man’s curiosity about the sun turned to greed when he saw that the sun was gold. He ended up turning into a buzzard, because he was too greedy to share his gold with the dwarves who helped him get it. The dwarves gave half of the gold to the man’s wife and buried the rest next to roots of corn, so the ears could become golden for everyone to enjoy.

Here are some questions I asked when debriefing the story:

“How was the man’s punishment suited to what he did?”

Student responses:

“Buzzards are greedy birds, and the man was greedy.”

“Buzzards are not well-liked birds, and the man was not well liked.”

“What is the folk tale saying about greed?”

Student responses:

“Greed turns people away.”

“Greed makes people useless.”

“Greed makes people small.”

“When people share, everyone can benefit.”

After this discussion I had my students answer some Examination/Evaluation Questions

individually:

1. What does “greed” mean to you now that we have read this story?
2. How will the reading of this story affect your life?

This is a great story for kids to read. So many start to notice materialistic behavior at this age — ten to eleven. The story shows them how people can be portrayed when they share versus when they are greedy.

Elementary School Curriculum/Stories Lesson 3

I chose *Maniac Magee* to use as my curriculum/story because we had already been reading it, and it contained many messages that deal with respect and responsibility.

I have been reading *Maniac Magee* to my students for the past month. In this story there are many hidden messages that can be dissected and analyzed. The story is about a homeless child who yearns to belong but has had so many disappointments in his life that he is very cautious about whom he will trust. For instance, during one part of the story, Maniac is sleeping in a buffalo pen at the petting zoo. The caretaker, who is an old man, befriends him, and they become inseparable. They end up taking care of each other until the old man dies. Maniac is then left alone again.

As an activity appropriate to the story, I created a “think sheet” that combined Student Responses and Examination/Evaluation Questions. Working in groups, students used the sheet to brainstorm and come up with common solutions. Some students were assigned to be runners, readers, and recorders.

Groups were asked to answer the following questions:

- a. In the story *Maniac Magee*, who was responsible for having the biggest effect on Maniac’s life? Please rate characters in order, using “one” to signify the person who had the greatest effect.

_____	His parents	_____	Hands Down
_____	Amanda Beale	_____	Mrs. Beale
_____	Grayson	_____	McCabe
- b. Maniac and Grayson developed a mutual respect for each other. List three reasons why.
- c. Many lessons can be drawn from *Maniac Magee*. What lesson stands out for you

the most?

d. How does this lesson relate to your own life?

Middle School

Middle School Curriculum/Stories Lesson 1

I chose *Call It Courage* to use as my curriculum/story because I thought it lent itself well to character development.

In language arts, we are reading adventure stories that demonstrate making decisions and taking responsibility. In class I have done various activities that go along with each story and also help to reveal challenges and rewards of character building.

One such activity went along with a story entitled “The Sea,” excerpted in our anthology from the novel *Call It Courage*. The story is about a young boy, Mafatu, who had a fear of the sea. He wanted to confront this fear, so he set out alone in a small boat during hurricane season. He faced many internal and external conflicts, and he had to make many decisions in order to survive.

After the students had fulfilled their daily reading requirements, I managed to throw in a neat activity that had them form small groups to take part in a decision-making situation.

The Activity: We completed a T-Chart that identified Appropriate Group Work. I gave the students a worksheet that asked them to make a decision about Mafatu’s problem (Student Responses): Should he stay on the island or should he try to return to his homeland? Once students had completed the worksheet individually, they got into small groups and tried to agree on one decision. This required a lot of discussion and some convincing.

1. How well did your group work together today?

_____ Well

_____ Needs improvement

2. What would have helped you to work together better?

3. In your journal, write about a fear you have and how reading about Mafatu may help you overcome it.

Some students shared what they had written in their journals, and I was surprised at the depth of their thoughts about their own fears and how to overcome them. I will do this type of activity again!

Middle School Curriculum/Stories Lesson 2

I chose “Amigo Brothers” to use as my curriculum/story because my students need some

lessons on the value of healthy competition.

I was beginning to notice a lot of unhealthy competition among my students. They were getting downright nasty to each other in the classroom, on the playground, at lunch, during physical education class, and in many other situations. I was really concerned that some of my students were in danger of jeopardizing their lifelong friendships. Many of them play sports for their geographical areas and are often forced to compete against each other. This puts a real strain on friendships.

There is a story in our literature book that deals with this problem. The story is “Amigo Brothers,” by Piri Thomas. It takes place in the Spanish Harlem section of New York City, where two best friends find out that they will be boxing against each other in division finals. The winner will represent the Boys Club in the Golden Gloves Championship Tournament. Each boy sees boxing as his ticket out of the ghetto. They are torn because they want to win, but they don’t want to hurt each other in the process. They split up and train separately. On the day of the fight, they both fight as well as they ever have. The story ends with the boys leaving the ring arm in arm before the winner can be announced.

Student Response and Examination/Evaluation: After reading the story, my students wrote a journal entry about how it had affected them. Then we discussed what they had written. Most of them gathered that friendship is the ultimate reward and concluded that nothing is worth losing a true friend over. The moral was never directly stated in the story, yet they all drew pretty much the same conclusion. This story had a more powerful impact on them than any speech or lecture could.

They also enjoyed the story more because they could relate to what was happening and being said. They all stated that this was their favorite story of all those we have read so far.

My Reaction: This strategy works wonders in trying to get a point across. The students respect you more when you come in the “back door” than when you slap them in the face with a full-blown lecture.

High School

High School Curriculum/Stories Lesson 1

I chose a poem to use as my curriculum/story because it helped me make a connection to *Lord of the Flies*, which we had just finished reading.

A week after we finished studying *Lord of the Flies*, I read the following poem by Lucille Clifton to my students:

cruelty. do not talk to me about cruelty
or what I am capable of.

when I wanted the roaches dead I wanted them dead
and I killed them. I took a broom to their country

and smashed and sliced without warning without stopping and I smiled all the time I was
doing it.

it was a holocaust of roaches, bodies,
parts of bodies, red all over the ground.

I didn't ask their names
they had no names worth knowing.

now I watch myself whenever I enter a room.
I never know what I might do.

I read this poem twice to my students, then I asked them what they heard in it (Student Response). Comments ranged from "She hates roaches" to "She thinks of the roaches as the Jews in the Holocaust." All comments were written on the board. Then I read the poem a third time and asked if it reminded them of anything else we had studied so far this year. They immediately saw the connection to *Lord of the Flies* and Freud's id. Then I asked whom the speaker of the poem was talking about, and they gave me a list: first of historical names (such as Hitler), then of acquaintances, and finally they added their own names. Two students volunteered true stories, one of torturing a groundhog and another of making "slug shish-ka-bob." I then read the poem a fourth time, after which the kids wrote in their journals for ten minutes about how they felt about cruelty personally and how they felt about what we had discussed as a class (Examination/Evaluation).

My Reaction: The kids valued this activity a great deal. All were involved and most were enthusiastic. I haven't yet read their journal reactions, but I expect to see evidence of new insights and maturity.

High School Curriculum/Stories Lesson 2

I chose “Honor” to use as my curriculum/story because it gave my students a chance to check their values in regard to stealing.

The story “Honor” takes place in Quito, the capital of Ecuador. Of the 10 million people in Ecuador, 80 percent are of Indian or mixed Indian heritage. Ten percent are black, and 10 percent are of white European ancestry. It is this small percentage of whites that makes up the wealthy and powerful upper class.

In the plot, a young man steals some money out of love and desperate need, and he chooses to pay the price to retain his honor. The theft amounted to about \$5.00, which the young man needed to buy a coffin for his dead son.

Student Response: After reading the selection, we discussed the students’ reactions to the young man’s act. They were very interesting. Some students felt that no matter what, he should have gone to jail. Others could understand why he took the money, but still thought he should pay the consequence. A few students thought that because he took only the money needed to buy a coffin — a small amount equal to the price of their lunch — he should be let go.

My Response: I feel the lesson was very valuable for my students. It was hard for me not to give my opinion. Tomorrow I am going to ask my students an Evaluation/Examination Question: “Now that you have had a day to think about the story, how does it relate to you personally?” I will put them in groups of two to discuss this and then share with the class if they are willing.

4-E Way: Modeling

You are constantly modeling Self-Responsible behavior for your students. Can you think of ways that you've done this recently?