

III. Discuss examples of not following school-wide rules in specific settings

Notes: _____

Examples might include:

- Running in the Hallways or Cafeteria
- Throwing objects at another student
- Hitting, kicking, or restricting another's movement
- Talking behind someone's back
- Threatening another student
- While playing basketball, 4-square, or kickball
- Calling someone names

IV. Discuss why kids exhibit problem behavior outside the classroom

The candle under a glass cup

Materials Needed:

- Small candle
- Clear glass cup that can fit over the top of the candle
- Matches or lighter

Procedure:

1. Compare fire and problem behavior with the class (Light the candle)
 - Both can be bright and both can hurt
2. Explain how problem behavior needs *peer attention* to keep going just like a candle needs *oxygen* to stay lit.
3. Discuss the many forms of *peer attention*
 - Arguing with someone that teases you
 - Laughing at someone being picked on
 - Watching problem behavior and doing nothing about it.
4. Explain how taking away peer attention is like taking the oxygen away from a candle (cover the lit candle with the clear glass cup, and watch as the flame slowly dies out).
5. Students can take away the peer attention that keeps problem behavior going by:
 - Telling someone teasing you to "stop"
 - Walking away from problem behavior
 - Helping another student by saying "stop" or by walking away from problem behavior with them.
 - Telling an adult

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V. Teach Social Responsibility Skills (Stop/Walk/Talk)

Describe the 3 steps for responding to problem behavior

Notes: _____

Be sure to practice each step with the students and ensure that they are fluent. This should include at least 3 correct examples and at least 2 non-examples (When not to use the 3-step response)

1. The Stop Signal

- ⊙ Teach students the school-wide “stop signal” (verbal and physical action) for problem behavior.
- ⊙ Model the use of the stop signal when they experience problem behavior *or* when they see another student experiencing problem behavior
- ⊙ Practice the Stop Signal, calling volunteers to the front of the class.
 - **Include at least 3 examples of the right time to use the stop signal**

Positive examples of when to use the stop signal might include:

- Johnny pokes Sally in the back over and over while in line
- Susie teases Sally and calls her a derogatory name
- Joey tackles Sam while playing two-hand touch football
- Sam steals the ball away from Fred when they are not playing a game that involves stealing.

- **Include at least 1-2 examples of when not to use the stop signal**

Negative examples: when not to use the stop signal

- Johnny accidentally breaks the double-dribble rule in basketball
- Kelly makes a suggestion for a game that Fred does not like
- Sam steals the ball away from Fred when they are playing basketball: a game where stealing is appropriate
- Sally continues to poke Susie in line, even after Susie has delivered the stop signal

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Notes: _____

Important Note:

If any student is in danger, the "stop" and "walk away" steps should be skipped, and the incident should be reported immediately.

- ⊙ Describe to students how they should expect adults to respond to "Talk"
 1. Adults will ask you what the problem is
 2. They will ask if you said "stop"
 3. They will ask if you "walked away" calmly

- ⊙ Practice "talk" with student volunteers at the front of the class
 - Again, be sure to include at least 3 examples of how to "talk" and at least one example of when not to "talk"

4. Review Stop/Walk/Talk

- ⊙ Test students orally on how they should respond to various situations that involve problem behavior

Include questions that involve each possible scenario:

- Using "Stop", "Walk", and "Talk"
- Responding to "Stop", "Walk", and "Talk"

