

Center for the Social Organization of Schools (CSOS)

Middle School Success

PBIS Nonviolence

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May

Background: as part of a student's homeroom class they participate in a School-Wide Positive Behavior Support System (SWPBIS). Every month they are taught explicit lessons on targeted behavior issues in the school. In May we are focusing on student fights. Within this month there are three separate mini-units that are geared towards understanding and dealing with different aspects of conflict.

- Mini-Unit One: What is conflict and how do we deal with it?
- Mini-Unit Two: What are emotions (specifically anger) and how do we deal with them?
- Mini-Unit Three: Working with specific sources of conflict.
- Mini-Unit Four: Using nationally and internationally recognized days to make a point.

Lesson Assumptions: This lesson is part of a yearlong course. The following items have been in place since the beginning of the school year.

1. Introductory Unit in the fall teaching students behavioral expectations for the classroom, hallways, cafeteria, etc.
2. At least five previous month long units that each focused on a different student behavior, such as specific items like showing up to school on time and how to behave during class passing time, or more general concepts like tolerance and justice.
3. During those months the classes followed the same lesson structure
 - a. Do Now
 - b. Lecture
 - c. Guided Practice
 - d. Independent Practice
 - e. Bell Ringer (Journal)
4. Every month at least one round of poster making is done to create a positive school climate around that particular behavior.

Modifications: these lessons have been adapted from "Freshman Seminar" a curriculum used by Johns Hopkins in their Talent Development Program. I have attached a brochure for this program at the end of this lesson plan to show the original lessons were outlined and how I have modified them for my school's PBIS program. These lessons were modified not only to incorporate lessons learned in Critical Literacy, but also because the original design was meant for a 9th grade audience in a 90 minute social studies class. These lessons are meant for a homeroom conference class for an entire middle school (6th, 7th, and 8th grade). These lessons are also meant to be incorporated in to a School-Wide Positive Behavior Intervention and Support System as outlined by the local educational servicing agency (<http://www.resa.net/curriculum/positivebehavior/>).

Contents

May PBIS Calendar	3
Mini-Unit Objectives and Vocabulary	4
Mini-Unit One: What is conflict and how do we deal with it?	6-34
• Lesson One: What is Conflict?	7
• Lesson Two: Approaches to Conflict	9
• Lesson Three and Four: Poster Making Days	11
• Lesson Five: Cinco De Mayo Non-Violent Piñata	12
Freshman Seminar Brochure	Appendix

Middle School PBIS Calendar- May

Monday	Tuesday	Wednesday	Thursday	Friday
<p>2 <i>Conflict Definition.</i> Define the term and understand why we get into them.</p>	<p>3 <i>Teacher Appreciation.</i> A break from the lesson structure to recognize their teachers.</p>	<p>4 <i>Approaches to Conflict:</i> understand the 3 approaches and apply them to case studies</p>	<p>5 <i>Cinco De Mayo Non-Violent Piñata.</i> Break from lesson structure for a classroom culture building activity.</p>	<p>6 <i>Teacher Appreciation Presentations:</i> taking what was made on Tuesday and presenting them to teachers.</p>
<p>9 <i>Poster Day:</i> create a poster to display in the school to create a positive school culture around conflict resolution.</p>	<p>10 National Receptionist Day. A break from the lesson structure to recognize their teachers.</p>	<p>11 <i>Poster Day:</i> create a poster to display in the school to create a positive school culture around conflict resolution.</p>	<p>12 <i>Emotions:</i> what are they and how do they affect us?</p>	<p>13 <i>Anger:</i> what is it and how it takes control of us.</p>
<p>16 <i>International Family Day.</i> Learning about how to deal with conflicts with parents, siblings, cousins, etc.</p>	<p>17 <i>Anger Management:</i> specific skills to deal with anger.</p>	<p>18 <i>Poster Day:</i> create a poster to display in the school to create a positive school culture around conflict resolution.</p>	<p>19 <i>Malcolm X Day.</i> Learning about him and how he was able to avoid negative peer pressure and use positive peer pressure.</p>	<p>20 <i>Poster Day:</i> create a poster to display in the school to create a positive school culture around conflict resolution.</p>
<p>23 <i>World Turtle Day Activity.</i> Just a fun day about turtles for a classroom culture building activity.</p>	<p>24 <i>Being Left Out:</i> identifying when it is good and bad to be left out.</p>	<p>25 <i>Africa Day.</i> Lesson about respect by learning about Afro-Centric education.</p>	<p>26 <i>Authority:</i> how to work with those that are in a position of power over you.</p>	<p>27 <i>Active Listening:</i> acquiring the skills to listen and make yourself understood.</p>
<p>30 <i>Making Choices:</i> using what was learned from previous lessons to make good choices.</p>	<p>31 <i>Awards Ceremony:</i> recognizing those students that have utilized the lessons learned during this month's lessons.</p>			

Mini-Unit Outline: Objectives and Vocabulary

“What is Conflict?” Mini-Unit	
Objectives	Vocabulary
<ul style="list-style-type: none"> • Conflict Lesson <ul style="list-style-type: none"> ○ Define conflict ○ Identify the good/bad of conflict ○ Understand the causes of conflict. ○ Distinguish between the different types of conflict. • Approaches to Conflict Lesson <ul style="list-style-type: none"> ○ Identify the three approaches to conflict ○ Apply those approaches to case studies • Poster Lesson <ul style="list-style-type: none"> ○ Create a poster to display in the halls ○ Build a positive culture of conflict resolution. 	<ul style="list-style-type: none"> • Conflict • Types of Conflict <ul style="list-style-type: none"> ○ Interpersonal ○ Intrapersonal ○ Intergroup ○ Intragroup • Reasons for Conflict <ul style="list-style-type: none"> ○ Resources ○ Psychological ○ Values • Approaches to Conflict <ul style="list-style-type: none"> ○ Confrontation ○ Avoidance ○ Compromise ○ Cooperation

“What are Emotions?” Mini-Unit	
Objectives	Vocabulary
<ul style="list-style-type: none"> • Emotions Lesson <ul style="list-style-type: none"> ○ Identify through Verbal/Nonverbal ques. ○ Understand how emotions affect conflict. • Anger Lesson <ul style="list-style-type: none"> ○ Identify what makes us angry. ○ Understand the consequences of losing control. • Anger Management Lesson <ul style="list-style-type: none"> ○ Identify the different methods of controlling anger. ○ Practice those methods. • Poster Lesson <ul style="list-style-type: none"> ○ Create a poster to display in the halls ○ Build a positive culture of conflict resolution. 	<ul style="list-style-type: none"> • Emotions <ul style="list-style-type: none"> ○ Positive Emotions ○ Negative Emotions ○ Cues ○ Body Language • Anger <ul style="list-style-type: none"> ○ Anger Chain ○ Triggers ○ Thoughts ○ Feelings ○ Behaviors ○ Consequences • Anger Management <ul style="list-style-type: none"> ○ Guided Imagery ○ Self-Talk

Areas of Concern Mini-Unit	
Objectives Vocabulary	
<ul style="list-style-type: none"> • Being Left Out <ul style="list-style-type: none"> ○ Identifying moments when you want and don't want to be left out ○ Selecting appropriate behaviors in response to those situations. • Authority <ul style="list-style-type: none"> ○ Distinguish between discipline and punishment. ○ Apply those to real life situations. • Active Listening <ul style="list-style-type: none"> ○ Determine what makes someone an active listener. ○ Understand the difference between "I" and "You" Messages. ○ Practice listening skills. • Making Choices <ul style="list-style-type: none"> ○ Take skills learned in previous lessons and apply them to real life situations. 	<ul style="list-style-type: none"> • Active Listening <ul style="list-style-type: none"> ○ I-Statements ○ You-Statements • Authority <ul style="list-style-type: none"> ○ Discipline ○ Punishment ○ Rules

Internationally/National Recognized Days	
Objectives Vocabulary	
<ul style="list-style-type: none"> • Teacher Appreciation Week: focusing on building relationships with their teachers. • Cinco De Mayo Nonviolent Piñata: Highlighting Alternatives to Violence • National Receptionist Day: recognizing and building relationships with administrative staff. • International Family Day: Highlighting Conflicts with Parents • Malcolm X Day: Highlighting Resisting Peer Pressure • Africa Day: Highlighting Respect through Afrocentric themes. 	<ul style="list-style-type: none"> • Peer Pressure <ul style="list-style-type: none"> ○ Positive Peer Pressure ○ Negative Peer Pressure • Respect <ul style="list-style-type: none"> ○ Disrespect ○ Intentional ○ Unintentional

Mini-Unit One: What is conflict and how do we deal with it?

This introductory mini-Unit is meant to familiarize the students with conflict as a concept, get them to think about what causes it, and to understand a basic framework for avoiding it. It is broken up into four lessons.

- What is Conflict?
- Approaches to dealing with Conflict.
- School Climate Poster Day One
- School Climate Poster Day Two

Lesson Assumptions

- Students have been writing in journals all year
 - At the beginning of each class they write their Do Now's at the top
 - At the end of each class they write their Journal entry immediately after the Do Now on the same page.

Lesson 1: What is Conflict?

Focus: to understand what conflict is, how it manifests itself, and what causes it.

Lesson Structure:

Do Now: In Journals, the students will answer the following questions, “What is the difference between a conflict and a fight?”

Lecture: A 10 minute lecture will focus on two matrixes that the students need to fill in as they proceed through the lecture.

Types of Conflict

	Definition	Example
Intra-Personal	A conflict occurring within a single individual.	
Inter-Personal		
Inter-Group		The Decepticons and the Autobots are fighting each other over the Cube.

This lecture will focus on showing clips from movies that provide examples of each type of conflict. There are clips from Transformers, 300, Spiderman, and Family Guy (2 clips for each type of conflict). The last clip is from 300 and shows the battle between the Spartans and the Persians.

After watching that movie and identifying which type of conflict it is, the class is asked, “Has anyone seen this movie?” If so, they are asked, “What started this conflict?” This will lead to the guided practice discussion.

Guided Practice: a 10 minute discussion about the different types of conflict and the reasons that we get into conflicts.

The discussion is led to (Spoiler Alert) the fact that the Spartans started the conflict by disrespecting the Persian emissaries that were visiting Sparta. I will then show that clip from the movie. From this point they are told the three different reasons for conflict and are asked to call out different examples for each reason.

Reasons for Conflict

	Definition	Example
Resources	A conflict over material goods and/or scarce items.	
Emotions		
Values		

Journal Entry (From Original Lesson): Think of a conflict you have been in recently. Write a brief description of the conflict: people involved, what occurred, type, and reason for conflict.

Homework (From Original Lesson): complete the conflict scenarios worksheet.

Lesson 2: Approaches to Conflict

Focus: to understand how to deal with conflicts before they escalate out of control or to de-escalate them once they have already resulted in a fight.

Lesson Structure:

Do Now: After showing the kids a picture of one person bumping someone else as they are walking by in the hallway, randomly assign them to do one of the following

- Imagine that they are in the head of the person who did the bumping, write an inner monologue of what that person may be thinking right after they bumped into the other person.
- Do the same for the person being bumped.

Lecture: A 10 minute lecture that will focus on a matrix that the students need to fill in as they proceed through the lecture.

Approaches to Conflict

	Definition	Example
Confrontation		
Avoidance		
Problem Solving	Working with the person so you can come up with a solution that you both can live with. Examples: compromise and collaboration.	

Guided Practice: After the students have filled out the definition portion, the teacher will lead them in a 10-15 minute discussion where they fill out the example portion based on the Do Now.

Examples of where to lead the discussion to are below

- **Confrontation:** waiting for an apology and if they don't, then politely asking the person to apologize.
- **Avoidance:** if the person does it repeatedly, then making sure you stay away from that person.
- **Problem Solving:** going to an authority figure to have them help you sit down with the other person to work out your conflict.

Journal: think of a conflict you have had that DID NOT lead to a fight. How did you keep from fighting that person?

Homework (From Original Lesson): complete the conflict analysis worksheet by observing a conflict that occurs at school.

Lessons 3-4: Poster Making

Focus: To create a poster that will become a part of the month long campaign for nonviolent solutions to our conflicts.

Lesson Structure:

Do Now: Which approach to conflict works best for the biggest conflicts and why?

Poster Requirements: The students will be assigned one of the approaches and are required to make a poster highlighting how to use that approach in a specific location in the school. For example, how to constructively use avoidance if a conflict begins in the bathroom.

Poster Rubric

	1	2	3
	Did not fulfill the requirement	Partially fulfilled requirement	Completely fulfilled requirement
<i>Title:</i> relevant to Story and Approach to conflict assigned.			
<i>Story:</i> CONFLICT REASON can easily be traced to one of three presented			
<i>Story:</i> CONFLICT TYPE can easily be traced to one of three presented			
<i>Story:</i> includes a description of who was involved, where it occurred, and what happened.			
<i>Story:</i> CONFLICT APPROACH can easily be traced to assigned approach.			
<i>Story:</i> CONFLICT APPROACH is used in a positive way. Conflicts do not lead to fights, or lead to fights that are resolved by using one of the approaches			
<i>Design:</i> poster is laid out in a pleasing arrangement			
<i>Design:</i> poster uses color in a pleasing way			
<i>Design:</i> poster uses a variety of materials to display information			
<i>Effort:</i> student spent the majority of class time working on poster.			

Enrichment Lesson

Focus: to use Cinco De Mayo to teach about creative alternatives to violence.

Lesson Structure

This day is meant to build positive relationships between the teacher, the students, and each other. They are meant to bond over games, food, music, etc.

After making a brief announcement about the day being Cinco De Mayo and that they were going to playing Latin music and bust open a piñata the teacher brings out the pull string piñata.

Instead of attempting to beat open the piñata, the students will pull on one of the 10-20 strings attached to the bottom. Only one of them is attached to a trap door that spills out the contents of the piñata.



"Appendix

Freshman Seminar Brochure

FRESHMAN SEMINAR

The Problem. . .

Teachers often say that students enter high school not knowing how to take notes, study, organize their time, or work in a positive manner with peers and adults.

These same teachers, however, rarely have the time or the opportunity to meet these very real needs as they focus on their own curricula.

Too many students enter large, comprehensive high schools without the necessary social and academic skills or understanding of what will be expected of them as they move through the high school curriculum and the post-secondary education that will prepare them for the world of work. Often the fear of the unknown that this lack of knowledge creates reveals itself in hostility, frustration, resentment, and apathy. The *Freshman Seminar* program was created, in part, to expose students to that path and, by giving them that exposure, to defuse the hostility and frustration.

The Solution. . .

Freshman Seminar (FS) is a course offered during the first semester of ninth grade designed to address and remedy these problems. In-depth lessons use a variety of both innovative and traditional teaching techniques including: long-range projects, cooperative learning activities, and reflective journal writing. Students practice the note-taking, time management, study, social and human relations skills they need every day in their academic and elective subjects and in their “real” lives outside of school. They learn more about themselves and their futures in the worlds of post-secondary education and careers as they prepare to choose a Career Academy.

Each FS unit is comprised of a series of 80- to 90-minute lessons. Each activity contains a suggested time length, required materials, and daily behavioral objectives.

FRESHMAN SEMINAR GETS RESULTS

Schools where *Freshman Seminar* is in place in the Success Academy report that students:

- Have fewer fights;
- Have fewer disciplinary events;
- Attend school more often;
- Have acquired better study habits and time management skills;
- Are better able to handle work in 10th grade and beyond;
- Have acquired or improved their technology skills; and
- Work more seriously and with more self-understanding toward graduation and career.



Course Materials

Course materials include eight units, ranging from 7 to 18 lessons. Each *Freshman Seminar* teacher receives:

- Teacher's Manual — containing 95 lesson plans
- Student Workbooks — containing all written activities
- Class Reader — containing all the required readings
- Teacher's Binder — containing the current unit being taught plus the Social Skills unit
- Teacher's Manual available on CD-ROM

Each *Freshman Seminar* unit is comprised of a series of 80- to 90-minute lessons. Each lesson suggests a time length, required materials, a daily behavioral objective, and includes an array of activities such as:

- Cooperative learning (brainstorming, problem-solving, information gathering, etc.)
- Small-group and whole-class discussion
- Opportunities for note-taking
- Reading
- Individual and/or small-group/team presentations
- Journal writing
- Homework

Assessment Plays a Vital Role

Student performance is measured on a daily basis through class activities, projects and presentations, and teacher-made quizzes and unit tests. Teachers receive samples of exam elements to help create a final course exam that will best meet their students' needs and reflect the course as taught. A Talent Development-created pre- and post-test can also be administered to measure students' growth in human relations, study and social skills, and knowledge of career and post-secondary options.

Staff Development is the Key

Freshman Seminar teachers are supported by Hopkins-based TDHS instructional facilitators and curriculum coaches who train them to teach the course before the beginning of the school year and who meet with teachers regularly during the school year for on-going staff support and training. The curriculum coaches also work directly with teachers in the classroom throughout the semester.

WHAT STUDENTS SAY

"What I like most about Freshman Seminar is the unit on careers because it helped me to decide what I want to do when I get older."

"Freshman Seminar taught about life and was very real."

"We had a chance to talk each day about how we feel about a situation."

"I liked all the new work I was getting, and I understand it, so it was fun!"

"It teaches me about everything, and some things that I didn't know, that could come in handy."

Freshman Seminar Units

Unit 1: High School Orientation

7 lessons covering:

- Classroom Rules: Getting to Know You
- School Rules: Getting to Know Your School
- Your Notebook: Getting & Staying Organized
- Freshman Seminar Goals
- Middle School vs. High School
- Introduction to Teaming
- Teaming Practicing

Unit 2: Study Skills

18 lessons covering:

- Introduction to Note-taking: Cornell Method, Shorthand, Graphic Organizers, Mind Maps, Classic Outlines
- Memory Principles
- Mnemonic Devices
- Previewing and SQ3R
- Time Management
- Study Space
- Test Preparation
- Test Anxiety
- Taking Objective Tests
- Taking Essay Tests

Unit 3: Careers

13 lessons covering:

- Introduction to Careers
- The Holland Inventory
- The Holland Codes
- Investigating Careers
- Lifestyle, Occupation and Education
- Writing a Resume
- The Job Application
- The Job Interview
- Interview Activities

Unit 4: Post-Secondary Decisions

10 lessons covering:

- Graduation, and Then What?
- Lifestyle and Career
- The Tests You'll Need
- Different Kinds of Colleges
- Choosing a Major
- College and Income
- College Costs & Financial Aid
- Reading a Transcript
- Alternatives to College

Unit 5: Human Relations

15 lessons covering:

- Dynamics of Conflict
- Conflict Loops
- Approaches to Conflict
- Problem Solving
- Understanding Our Emotions
- Strategies for Controlling Anger
- Active Listening/I-Messages
- Coping with Being Left Out
- Resisting Peer Pressure
- Dealing with Disrespect
- Dealing with Authority
- Solving Conflict with Parents & Teachers
- Making Good Choices

Unit 6: Social Skills

Five-part skill activities covering:

- Brainstorming
- Cooperation
- Active Listening
- Staying on Task
- Keeping Self-Control
- Disagreeing Without Being Disagreeable: Challenging Ideas, Not People
- Asking for Clarification/Asking for Help
- Helping Someone
- Compromising
- Remaining Calm Under Pressure
- Staying Out of Trouble with Peers
- Settling Differences Without Fights
- Taking Turns/Giving Everyone a Fair Chance

Unit 7: Technology

15 lessons covering:

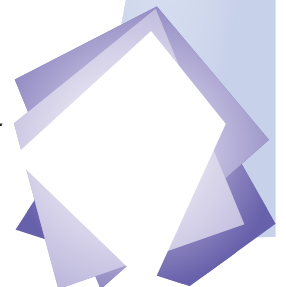
- Basic Keyboarding
- Introduction to the Internet (The Research Process)
- Simple PowerPoint™ Presentations

Unit 8: Creating a Career Portfolio

- Writing the Career-Centered Essay
- Editing Student Writing
- Career Choices: Investigating Careers
- Post-Graduation Pathways
- Career Academies
- Career Presentations

Appendices

- Freshman Seminar Exams
- Accommodations & Modifications for Students with Special Needs



Frequently Asked Questions About Freshman Seminar. . .

How is Freshman Seminar different from other ninth grade courses?

Freshman Seminar addresses issues that have either not been addressed directly in high school curricula or are addressed in an intrusive way in "regular" classes or extended homerooms. Topics such as high school orientation and organizational skills are usually addressed, if at all, in extended homerooms that can wreak havoc on the academic schedule. Other topics, such as career and post-secondary options, are usually addressed by having a counselor visit the classroom, sometimes in scattershot fashion that doesn't reach all students, while intruding on important academic time. Teaming and cooperative learning teaching methods are also emphasized with the teacher acting as education facilitator.

What is the connection between Freshman Seminar and the academic curriculum?

Freshman Seminar works best in cooperation with other academic subjects. Instead of teaching study skills and test-taking skills in a vacuum, the *Freshman Seminar* lessons draw on materials being taught in other classes, primarily English (*Strategic Reading*), social studies, and science. In learning how to read a textbook, for instance, students will use a textbook from one of their classes. *Freshman Seminar* lessons are structured so that students can learn test-preparation skills and apply those skills for specific tests in other classes. The *Freshman Seminar* teacher can help other teachers on the team by supporting assignments given in those classes. Other teachers reinforce the importance of *Freshman Seminar* as an integral part of the curriculum by expecting their students to use the skills taught in *Freshman Seminar*.

How is Freshman Seminar taught?

Freshman Seminar's emphasis is on team building and cooperative learning. Many lessons or parts of lessons are structured around these models, requiring students to work in pairs or teams, to generate ideas, present information in groups to the class, teach information to each other, etc.

What skills are taught in the Social Skills units?

Brainstorming, cooperation, active listening, staying on task, recognizing loss of self-control, disagreeing without being disagreeable, asking for help, compromising, remaining calm under pressure, avoiding trouble with others, settling differences without fights, and giving everyone a fair chance are all social skills emphasized in *Freshman Seminar*. Skills are covered in a logical order, beginning with those skills most often required as the basis for more complex skills. For instance, brainstorming and cooperation come first and second of the thirteen skills as almost all subsequent skill lessons build on the use of brainstorming and cooperation. Instead of the typical 90-minute lesson, each skill is taught in five 10- to 15-minute lessons, each lesson intended to begin each class period for five days. The lessons are all written in this form.

TALENT DEVELOPMENT HIGH SCHOOLS OFFERS A WIDE ARRAY OF COURSES:

ENGLISH LANGUAGE ARTS

Strategic Reading (9th Grade)
Reading & Writing in Your Career (10th Grade)
College Prep Reading & Writing (11th Grade)
Literacy Lab

MATHEMATICS

Transition to Advanced Mathematics (9th Grade)
Geometry Foundations (10th Grade)
Algebra II Foundations (11th Grade)

SOCIAL STUDIES

Freshman Seminar (9th Grade)

If you would like a course prospectus or more information on any of our courses, please contact us, and we'll be happy to forward you additional information. You're also invited to visit our website at www.csos.jhu.edu for complete information on Talent Development programs and curriculum.



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