

Make Your Day
Reteaching Lesson Plans

Option One – Class Discussion

Lesson Objectives:

Students will be able to explain:

1. Citizenship as related to MYD
2. Steps
3. Recourse
4. Concerns

Methods:

1. Go through lesson objectives (5 minutes)
2. Allow 10 minutes of discussing about each of the four objectives encouraging positive examples, role-playing and idea sharing.
3. Teacher summary/closure (5 minutes) Suggested answers are included below and additional information can be found in the MYD Staff Handbook.

**** Total time for lesson – 50 minutes ****

1. Citizenship

A. What is the meaning of “Do the right thing when no one is looking”?

Examples: Treat others right, follow the rules, help another student, accept responsibility in points for behavior or not meeting expectations, etc... when no one is looking.

B. What are some positive examples of that phrase?

Examples: Pick up trash that’s not mine, help an unpopular student who is being harassed, stay on-task when the teacher helps another student, help another student with an assignment

C. How do you earn points? Are there a certain number of points for certain behavior?

Answer: By doing what is expected and not interfering with the learning safety or well being of others. Teachers set the expectation in each class and tell students what is expected to earn full points.

There is not a specific amount of points attached to any behavior or meeting expectations. The student self assesses and accepts responsibility for behavior in points. The goal is for the student to improve or change behaviors and therefore the points may be different for different individuals. If a student doesn’t accept responsibility for behaviors the teacher or other students in the class may concern him/her. If a student is not appropriately reflecting his/her behavior in points teachers may use a contract to help them learn how points work.

D. What is the length of each point period? Where do I accept responsibility for behavior in the hall between classes or getting to and from school?

A new points period begins as soon as points are completed in class until the next time points are taken. For example, points at the end of 1st period include behavior from the time points ended 6th period the previous day, leaving and returning to school, and 1st period class. Points taken at the end of 2nd period include behavior from the time points ends 1st period, behavior in the hall between periods, and 2nd period. Behavior in the hall during passing should be accounted for in the next point period. STOP forms have 6th period teachers listed so that they can double check that students accepted responsibility for common area behaviors.

E. What happens if you don't Make Your Day?

Answer: Make Your Day slip home to parents for signature

Note: This should not bring about a punishment

F. What does it say about you if you don't Make Your Day?

Answer: You're not perfect, You can identify areas to improve

2. Steps

A. Describe what each step looks like:

Step 1: Sitting quietly, facing away from the learning environment

Step 2: Standing quietly, facing away from the learning environment

Step 3: Making the choice to stand quietly & focus on the rule -or-

Step 4: Going to the office to call for an immediate parent conference

B. What should a student be thinking when on Steps?

Answer: Reflecting on the behavior (and the rule on Step 3)

C. What are some examples of actions that allow a student to choose Steps?

Examples: talking out, hitting, out of seat without permission, swearing, tapping pencils, running in the halls, crossing white lines, yelling, etc.

D. What does it mean when a student chooses Steps?

Answer: The student interfered with the learning, safety, or well being of others and needs time to reflect, take responsibility, and return.

E. Describe the difference between choosing steps and earning points.

Answer: Students are allowed to choose steps for interfering with the learning, safety, or well being of others. Points are earned by doing what is expected and doing it the best that you can. Some examples:

- A student chooses to sleep during a class. Since this behavior is not interfering with others the student does not choose steps but would not earn full points for that period.
- A student is not completing the assigned writing task and is silently reading a book. The student is not earning full points but would not be choosing steps.
- A student is not completing a writing task and is talking to other students around them. The student is not earning full points AND would be choosing steps for interfering with the learning of others.

3. Recourse

A. Define recourse.

Answer: An opportunity for a student to explain how s/he did meet expectation and avoid interfering with another's learning.

B. When does a student appropriately use recourse?

Answer: During the "exit conference" after a student answers the question "How did you choose Step 1?" s/he may also ask for recourse.

C. How does a student appropriately ask for recourse?

Answer: **"Talking (or other behavior), may I have recourse?"**

D. What are some possible teacher responses to recourse?

Answer:

Agree: "I thought it was your voice I heard. I apologize. You do not need to reflect this in Points."

Disagree: "I guess we see things differently. Do you need more time?" (Student will still need to accept responsibility in Points).

E. What is an example of a situation that would call for recourse?

Answer: Anytime a student feels the staff member mistakenly allowed the student to choose Steps.

4. Concerns

A. What is the purpose of concerns?

Answer: To help another student correctly assess his/her behavior.

B. How is a concern correctly stated?

Answer: Facing the person and stating, "(Name), you interfered with my learning (safety/well being) when you [specifically state behavior(s)]."

C. What are some examples of legitimate concerns?

Answer: kicking, talking, put downs, etc.

D. What are some types of inappropriate concerns?

Answer: revenge, tattling, getting attention, etc.

Option Two – Cooperative Learning Presenting a Lesson

Lesson Objectives:

Students will be able to explain:

5. Citizenship as related to MYD
6. Steps
7. Recourse
8. Concerns

Methods:

1. Go through lesson objectives (5 minutes)
4. Break students into 4 groups
5. Assign one of the topics to each group
6. Give group direction sheets and give them 10 minutes to work together.
7. Have groups teach lesson their topic to the entire class (5 minutes).
8. Students should be allowed to ask questions of the group and the teacher after each topic. Teacher should make sure all the major components of each question are addressed. Suggested answers for each question is include in the Option One – Class Discussion Lesson Plan and in the MYD handbook in your staff manual. (2 minutes).
9. Teacher summary/closure (5 minutes).

** Total time for lesson – 50 minutes (depending on students this lesson may take more than one class period) **

Group 1-- Citizenship

1. What does this phrase mean,
“*Do the right thing when no one is looking.*”
2. Give 3 positive examples of this phrase:
 - 1.
 - 2.
 - 3.
3. How do you earn points? Are there a certain number of points for certain behavior?
4. What is the length of each point period? Where do I accept responsibility for behavior in the hall between classes or getting to and from school?
5. What happens if you don't *Make Your Day*?
6. What does it say about you if you don't *Make Your Day*?
7. Plan a 5-minute lesson on Citizenship for your class! (**Hint: Use the answers from questions 1-6!**)

Group 2-- Steps

1. Describe (and be able to demonstrate) what each Step looks like.
Step 1:
Step 2:
Step 3:
Step 4:
2. What should a student be thinking when on Steps?
3. Give 3 examples of actions that allow a student to choose Steps.
 - 1.
 - 2.
 - 3.
4. What does it mean when a student chooses Steps?
5. Describe the difference between choosing steps and earning points.
6. Plan a 5-minute lesson on Steps for your class! (**Hint: Use the answers from questions 1-4!**)

Group 3-- Recourse

1. Define Recourse.
2. When does a student appropriately use Recourse?
3. How does a student appropriately ask for Recourse?
4. What are some possible teacher responses to Recourse?
5. Give an example of a situation that would call for Recourse.
6. Plan a 5-minute lesson on Recourse for your class! (**Hint: Use the answers from questions 1-5!**)

Group 4-- Concerns

1. What is the purpose of Concerns?
2. How is a Concern correctly stated?
3. Give 3 examples of legitimate Concerns:
 - 1.
 - 2.
 - 3.
4. Give 3 types of inappropriate Concerns:
 - 1.
 - 2.
 - 3.
5. Plan a 5-minute lesson on Concerns for your class! (**Hint: Use the answers from questions 1-4!**)

Option Three – Cooperative Learning Designing Posters & Present

Lesson Objectives:

Students will be able to explain:

1. Citizenship as related to MYD
2. Steps
3. Recourse
4. Concerns

Methods:

1. Go through lesson objectives, roles, and assignment (10 minutes)
2. Break students into 7 groups
Group Roles
Reader
Recorder
Supply Coordinator/Teacher Contact Person
Checker
3. Assign one of the topics to each group and distribute worksheet to each group.
(Copy the assignment on one side and questions on the back.)
4. Group work time. (30 -40 minutes)
5. Have groups teach lesson and present poster on their topic to the entire class (5 minutes per topic).
6. Students should be allowed to ask questions of the group and the teacher after each topic. Teacher should make sure all the major components of each question are addressed. Suggested answers for each question is include in the Option One – Class Discussion Lesson Plan and in the MYD handbook in your staff manual. (2 minutes).
7. Teacher summary/closure (5 minutes).

**** Total time for lesson – 50 minutes and 50 minutes for presentations ****

Group Names: _____

Make Your Day Review

In this Make Your Day mid-semester review, we will be going over some of the basic points of Make Your Day, answering questions, completing a poster about your particular topic, and presenting it to the class.

Group Roles:

Reader
Recorder
Supply Coordinator/Teacher Contact Person
Checker

Group Assignment:

1. Answer the questions about your topic as a group.
2. Go over the requirements for your poster.
3. Discuss and plan the poster arrangement.
4. Make the poster.
5. Present the poster in class.

Group 1: "DO THE RIGHT THING WHEN NO ONE IS LOOKING"

1. What does this phrase mean?

2. Describe three positive examples of this phrase.

3. Give three examples of when you were not following the expectations in the hall or at lunch because a staff member was not nearby.

4. What can students do to help improve "doing what is expected" without a staff member around?

Group 2: "THESE ARE THE EXPECTATIONS TO EARN POINTS"

1. What are the expectations at school to earn points each day? List at least 8.

2. Are you earning points when you bug another student during a quiet work time? Explain.

3. Give three examples of expectations that are the most difficult to follow and earn points and why.

4. What are ways to help yourself follow expectations and earn points?

Group 3: "I DIDN'T MAKE MY DAY"

1. At what point do students not make their day?

2. What are the two basic ways students don't earn enough points to make their day?

3. What are several things students need to do if they don't make their day?

4. If you don't make your day, then does that mean you're a failure? Explain.

5. How does not making your day help you to improve?

Group 4: "I'VE CHOSEN STEP 1 FOR..."

1. List four different ways you can choose step 1?

2. When you choose step 1, what are several things you need to do?

3. What happens if you turn around and talk to someone in the class when you are on step 1? How is this different than step 1?

4. Can you leave step 1 at any time you want? Explain.

5. What are several things students can do so that they don't choose step 1?

Group 5: "I CHOOSE STEP 4 FOR..."

1. What are several examples of ways students can choose step 4?

2. When a student chooses step 4, what happens?

3. If a student on step 4 enters a buddy room, he/she sits on step 1. What happens to you if you talk to him/her?

4. Does a student who chooses step 4 have several times to change their behavior and return back to their seat without a parent conference? Explain.

Group 6 "I WANT RECOURSE..."

1. What is recourse?

2. Give two examples of when a student might want recourse.

3. Why is recourse part of Make Your Day?

4. When is the proper time to ask for recourse?

5. How do you ask for recourse?

6. Do you still need to reflect in your points your choice of step 1, even if you have recourse? Explain.

Group 7: "I HAVE A CONCERN..."

1. When are concerns done?

2. Why are concerns part of Make Your Day?

3. What are several examples of concerns students have had in class?

4. How are concerns properly stated?

5. If a student laughs while concerning another student, what happens? Why?

Sample MYD Student Evaluation Form- Option #1

Dear students,

I want to continue to improve MYD in our classroom. Your help with this means a lot. I hope you take this evaluation as seriously as I do. Your answers will help me continue to meet expectation, do my best, and ensure others' safety, learning, and well-being.

Under each of the following sentences, please check the word that best describes your opinion.

1. My teacher in this class states expectations clearly at the start of each activity
 - Always
 - Usually
 - Sometimes
 - Never
2. Throughout class and before Points, my teacher restates what the expectations were.
 - Always
 - Usually
 - Sometimes
 - Never
3. When I choose Steps during this class, my teacher is clear about how I caused an interference with another person's learning, safety, or well-being.
 - Always
 - Usually
 - Sometimes
 - Never
4. Each time students choose Steps in this class, the teacher allows them to go.
 - Always
 - Usually
 - Sometimes
 - Never
5. When students state a Concern, my teacher expects them to raise their hand right away, look at the person, and state the problem specifically. If they don't do all of these things then he/she says, "No Concern."
 - Always
 - Usually
 - Sometimes
 - Never
6. If a student does not accept the Points from a Concern, my teacher averages the high and low Points.
 - Always
 - Usually
 - Sometimes
 - Never
7. What is one way we could improve MYD in our class?

8. What is one way we are successful at MYD in our class?

9. Something I do with MYD that is different from your other teachers (if any)....

Sample MYD Student Evaluation Form- Option #2

Dear students,

I want to continue to improve MYD in our classroom. Your help with this means a lot. I hope you take this evaluation as seriously as I do. Your answers will help me continue to meet expectation, do my best, and ensure others' safety, learning, and well-being.

Please finish the following sentences with one of these words

“Always” “Usually” “Sometimes” “Never”

My teacher...

_____ states expectations clearly at the start of an activity.

_____ lets students go to Steps when they request Steps.

_____ uses Steps consistently with all students during class.

_____ creates a safe environment for sharing Concerns.

Something I do with MYD that is different from your other teachers....

Other suggestions I have for improving Make Your Day in our class:

SAMPLE FORMS

STOP FORM

Communication between a 1st-5th period classroom teacher and 6th period teacher:

Commons/Hallway Communication from any staff member to 6th period:


EXPLORER MIDDLE SCHOOL

Student Ima Great

SPT Crooks Date 9/10 Time _____

Location:

- Cafeteria
- Office
- Assembly
- Campus
- Bus Duty
- Hall
- Other 3rd period



Briefly explain behavior: Talking out;
turn around stop;
Repeat step 1 x 3

Student was on Step: 1 2 3 (please circle)

Great
Staff Member Signature

Suggested points not earned 10

Give the original to 6th period teacher IMMEDIATELY


EXPLORER MIDDLE SCHOOL

Student Johnny B. Good

SPT Hereford Date 9/10 Time 11:55

Location:

- Cafeteria
- Office
- Assembly
- Campus
- Bus Duty
- Hall
- Other _____



Briefly explain behavior: Running

Student was on Step: ① 2 3 (please circle)

Griffen
Staff Member Signature

Suggested points not earned 2

Give the original to 6th period teacher IMMEDIATELY

*Please deliver forms to 6th period teacher or send to the student office for TAs to deliver.

EXPLORER MIDDLE SCHOOL

Conference Referral

Student _____ Grade _____ Date _____

Referring Staff Member _____ Period _____

Briefly list behaviors that led to each step:

Step 1 _____

Step 2 _____

Step 3 _____

Step 4 _____

Briefly describe the automatic Step 4

Briefly describe the Leap

Conference Results

Date _____

_____ Successful

_____ Unsuccessful

Comments

Office Verification

___ Call Completed ___ No Contact ___ Left Message ___ Letter Sent w/ Student

Student Location

___ Buddy Room ___ Sent Home ___ Other (_____)

White-Teacher

Yellow-Discipline

Pink - Office File

Make Your Day Form

To be completed by students 6th period who did not earn 345 out of 360 points.

Dear Parents:
 Explorer's Make Your Day program gives students the opportunity to assess themselves on daily effort and progress according to how well they met the following: "DO WHAT'S EXPECTED and DO IT THE BEST YOU CAN." Making your day means that your child has come to school ready to learn.

To Make Their Day, students must have met the following expectations:

1. Be prepared for class.
 - a. Pencils, texts, books, paper, etc.
 - b. Homework
2. Meet the teachers' expectations.
3. Being actively involved in learning.
 - a. Focusing on lesson being presented
 - b. Staying on task
 - c. Listening
 - d. Following directions
 - e. Participating appropriately in class activities
4. Avoid "...interfering with the learning, safety, or well-being of others."
5. Solve problems appropriately:
 - a. Walk away or ignore the instigator
 - b. Ask the instigator to stop the behavior
 - c. Talk the situation through with a mediator
 - d. Report issues or concerns to an adult
6. Accept and give suggestions in a helpful and positive way.
7. Acknowledge the impact of his/her actions on others.

Students and staff at Explorer believe in one school rule and one school expectation: "No one has the right to interfere with the learning, safety, or well-being of others." "Do what is expected. Do it the best you can."
 For questions or further information on the Make Your Day program, please call your child's teacher.
 Thank you, The Explorer Staff

Dear Parent/Guardian,
 This slip is to inform you that your child did not "make his or her day" today. THIS IS NOT A SIGN OF FAILURE, NOR A REASON FOR PUNISHMENT. In fact, it is a positive sign that your child is taking responsibility for choices made today. In order to help your son/daughter make better choices tomorrow, we encourage you to review the information on this slip with your child, and discuss possible choices to replace today's. For more information about Make Your Day (MYD), see the reverse side of this slip or call 356-1240 to request a Parent Guidebook to MYD. This slip is to be signed and returned tomorrow. Thank you for your support!

Dear Student,
 Please remember to use complete sentences and the Written Response Formula to answer these questions! This slip goes in front of your Agenda so you remember to share it tonight.
 Thank you, The Explorer Staff

Student's Name: _____ Date: _____
 Points earned today: 1 _____ 2 _____ 3 _____ 4 _____ L _____ 5 _____ 6 _____
 (Points possible) (55) (50) (50) (50) (50) (55) (50) (50)

1. For what reason(s) did you not Make Your Day? _____

2. How did your choices interfere with others or not meet expectations? _____

3. What things did you do today that met expectations? _____

Parent Signature: _____ Student Signature: _____
 Comments: _____