



UNIT 4.02

SHOULD STUDENTS SHARE RESPONSIBILITY FOR EACH OTHER'S BEHAVIOR IN SCHOOL?

SCHEDULE

Day 1
Action News
Reader's Theater

Day 2
Characters' Perspectives

Day 3
Word Study

Day 4
Word Study

Day 5
Math

Day 6
Letter from an Expert
Prepare to Play

Day 7
Science

Day 8
Prepare and Debate

Day 9
Writing

Day 10
Respond to Scenario

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Action News

Should students share responsibility for behavior?

The Good Behavior Game

PAIGE: Good day, viewers! Before I tell you about a study that might be of great interest to our student viewers, I have a question for you, Justin. When you were in school, were you ever accused of doing something in class that you weren't responsible for? Did you and your classmates ever get punished as a group for something that one person did? Did you ever do anything **accidentally**, but the teacher didn't believe you?

JUSTIN THYME: You're bringing back bad memories, Paige! I remember a lot of that kind of blaming while I was a student in elementary school, although I do have to admit that sometimes I was a **disruptive** kid. I got into a bit of trouble.

PAIGE: Hmm, why does that not surprise me? Well, this study investigated the results of a program called the "Good Behavior Game." Some researchers came up with an idea to help teachers get students to be better behaved by making them responsible for each other's behavior.

JUSTIN: You mean that students who aren't even involved in bad behavior are still **expected** to take responsibility for their classmates who are **disrupting** class time?

PAIGE: That's the basic idea, Justin. The group gets punished if one person misbehaves, or is **rewarded** when they all behave well. It seems as though this makes students try harder to behave. They also get **rewards** like extra recess or pizza parties.

JUSTIN: Well, I'd like to hear more about this study. I wonder what effect the game has on kids as they get older. Do you think they remember and use the **goals** of this game as they grow up?

PAIGE: It turns out that the game does help students continue to be more responsible as they get older. They also do better in school and don't get into trouble as much as students who didn't participate in the Good Behavior Game.

JUSTIN: That's impressive! Where was the behavior game when I was **disrupting** Mr. Costa's science class?

PAIGE: Well, Justin, Mr. Costa would be proud of the way you turned out. Maybe he's even watching you right now!

That's it for us. Thanks for watching! This is Paige Reider, signing off!



Discussion question: Have you been treated unfairly? What did you do about it?



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Reader's Theater

Should students share responsibility for behavior?

The Good Behavior Game

Line

- 1  **Tomoko:** Did you guys hear about that “Good Behavior Game” that they’re playing in Ms. O’Rourke’s class? I wish we could try it in Mr. Tiberis’ class.
- 2  **Cristina:** Not me. I only want to be responsible for my own behavior.
- 3  **Tomoko:** But Cristina, you’re not by yourself in the classroom. Bad behavior affects everybody. It takes time away from recess and causes fights. Elena, back me up here!
- 4  **Elena:** It’s true. Bad behavior affects everyone, and I like the idea of working in teams to achieve a **goal**. If we enjoy playing games at recess, why wouldn’t we have fun playing a behavior game in class? Besides, think about the fun prizes: extra recess, homework passes...
- 5  **Stavros:** So, let me get this straight. Remember yesterday when Nelson **accidentally** knocked over the trash can when he went to sharpen his pencil? If he were on my team in the Good Behavior Game, then we would lose a point?
- 6  **Cristina:** Yes, your team would lose a point for Nelson’s mistake.
- 7  **Stavros:** In that case, we’d probably never win any of those prizes.
- 8  **Elena:** You can’t be sure. Maybe the Good Behavior Game can help Nelson so he won’t have so many accidents. Or maybe next time Nelson needs a sharp pencil, someone from his team will offer him one!
- 9  **Cristina:** I don’t think that having a game is a bad idea, but why can’t we all compete against each other as individuals? I think the saying “every man for himself” is a better lesson for life, although it would be nice if the saying included women. Basically, if you’re **disruptive**, you lose; if you behave well, you win.
- 10  **Tomoko:** Aside from the **rewards**, we really *should* feel responsible for the other members of our class. When I was in preschool in Japan, we were responsible for everything that happened in the classroom, and we were only three years old!

Reader's Theater continues on the next page.

- 11  **Elena:** Really? In preschool?
- 12  **Tomoko:** It seems unbelievable here, but in Japan the teachers would say that we had to solve our problems together. And if two of us were fighting, everyone would be **expected** to participate in first figuring out what happened, and then deciding how to solve the problem.
- 13  **Cristina:** That would take too much time. If two kids are fighting, why should the rest of us get involved? It's usually the same kids who are being **disruptive**, while the rest of us just want to learn. The troublemakers should be punished, and the rest of us should be **rewarded**.
- 14  **Stavros:** I bet I would get stuck on the same team as the worst-behaved student in the class. If the teams can't be fair, then I don't want to play.
- 15  **Elena:** Well, no teams are ever really equal, Stavros. I mean, look at the Olympics! There will always be players with different abilities. But at least the Good Behavior Game will make us work harder to behave well. Whenever there is a game, people want to win it.
- 16  **Tomoko:** Let's talk to our friends in Ms. O'Rourke's class. If they like the Good Behavior Game, maybe we can convince Mr. Tiberis to try it out with us.
- 17  **Cristina:** Look! There goes Charlie from Ms. O'Rourke's class. Is that pizza all over his shirt?
- 18  **Stavros:** Looks like it. I guess his team won!



Discussion question: Do you prefer working alone or in teams? Give a few reasons to support your opinion.

Characters' Perspectives

Should students share responsibility for behavior?

Cristina, Elena, Stavros, and Tomoko

Directions: With a partner, talk about each statement and decide which one describes each character's perspective. **Find and highlight** evidence from the Reader's Theater text to support your answer.

What is **Cristina's** perspective?

- Every student should be responsible for his or her own behavior.
- Troublemakers should be removed from the classroom so that everyone else can learn.
- The Good Behavior Game could work if there are two teams: boys and girls.



What is **Elena's** perspective?

- Every student should try his or her best to behave because it is the right thing to do, not to win a game.
- It is a good idea to compete in teams, since everyone will want to win and be on their best behavior.
- Every student should help Nelson when he makes a mistake.



What is **Stavros's** perspective?

- The Good Behavior Game can only work with preschoolers.
- Teams should include everyone except Nelson because he's always in trouble.
- Teams are never fair, so he doesn't want to play the game.



What is **Tomoko's** perspective?

- The U.S. school system is better than the Japanese school system.
- The Japanese school system teaches students responsibility for others.
- The Good Behavior Game will never work.



What do **you** think?

Word Study

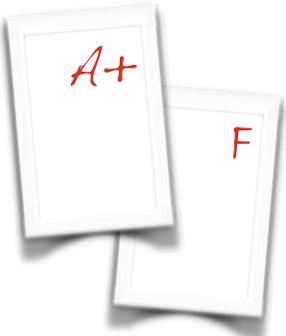
Should students share responsibility for behavior?

A Closer Look at Our Focus Words

	accidentally	disrupt (v.) disruptive (adj.)	expect
<p>Definition</p> 	<p>(adverb) by chance, not on purpose</p>	<p>(verb) to interrupt, to destroy the order of something</p> <p>(adjective) tending to disturb or interrupt</p>	<p>(verb) to believe that something will happen</p>
<p>Sample Sentence</p> 	<p>Remember yesterday when Nelson accidentally knocked over the trash can when he went to sharpen his pencil?</p>	<p>Basically, if you're disruptive, you lose; if you behave well, you win.</p>	<p>You mean that students who aren't even involved in bad behavior are still expected to take responsibility for their classmates who are disrupting class time?</p>
<p>Another Example</p> 	<p>I lost my keys accidentally.</p>	<p>Because the baby was so disruptive during the movie, the parents were asked to leave.</p>	<p>He expected to win the race, but his opponent was faster.</p>
<p>Turn and Talk</p> 	<p>Should a student be punished for accidentally hitting someone with a ball?</p>	<p>What are some things that disrupt your sleep?</p>	<p>What did you expect to get on your birthday?</p>
<p>Rewrite with a focus word</p> 	<p>She didn't spill her juice on purpose.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>The rain is interrupting our plans.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>It was a surprise when the cat came home.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Choose a picture</p> 	<p>Which happened accidentally?</p> 	<p>Circle the person who is screaming and being disruptive.</p> 	<p>What do you expect in the winter?</p> 

Word Study, continued

Should students share responsibility for behavior?

	reward	goal
<p>Definition</p> 	<p>(verb) to show appreciation or give a prize for a good deed or effort</p> <p>(noun) something that is given to recognize an effort</p>	<p>(noun) purpose, objective, something you want and work towards</p>
<p>Sample Sentence</p> 	<p>The troublemakers should be punished, and the rest of us should be rewarded.</p>	<p>Bad behavior affects everyone, and I like the idea of working in teams to achieve a goal.</p>
<p>Another Example</p> 	<p>The man was rewarded with a medal for his bravery.</p>	<p>My goal in life is to become a veterinarian and take care of animals.</p>
<p>Turn and Talk</p> 	<p>Have you ever been rewarded for performing a good deed? What reward did you receive?</p>	<p>What are your goals for the future? What do you want to study and be when you grow up?</p>
<p>Rewrite with a focus word</p> 	<p>Jonas got a prize for scoring the most points.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Cheryl won the talent show.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Choose a picture</p> 	<p>Who was rewarded for their hard work?</p> 	<p>Circle the picture of a boy reaching his goal.</p> 

Word Study, continued

Should students share responsibility for behavior?

Adverbs

Adverbs frequently end in *-ly*.

Adverbs usually refer to *how* or *how often*.

For example:

The word “**accidentally**” tells *how* and “frequently” tells *how often*.

If the suffix ***-ly*** is added to the word **accidental**, the word **accidentally** is formed.



The spill was accidental.

or

She **accidentally** broke her mother's favorite flower vase.

You can change how words are used!

When *-ly* is added to words that describe people, places, or things (nouns), those same words can describe actions (verbs).

Try it. Decide which form of the word fits into each sentence.

1. respectful/respectfully

A student _____ raised his hand to answer a question in class.

In the United States, a _____ way to greet someone is with a handshake.

2. disruptive/disruptively

It is _____ to talk during a test.

She behaved _____ by talking during the president's speech.

3. decisive/decisively

Leroy won the game of kickball _____.

Mrs. Hess repeated the rules in a _____ tone of voice.

4. exclusive/exclusively

The singing club was _____ for girls, so the boys decided to form their own group.

Planning games at recess that are _____ is against the rules at our school.

Math

Should students share responsibility for behavior?

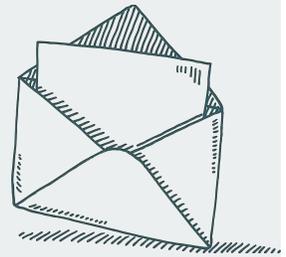
Comparing Schools in Japan and the United States

There are many differences between schools in Japan and schools in the United States. In Japan, teachers generally **expect** students to solve their own problems without **disrupting** the class. Students handle accidents in the classroom by working together. Japanese students are **rewarded** for following the rules of the group. In the United States, there are generally different **goals** for students. Teachers want students to be more independent, so teachers teach their students lessons about the importance of individual responsibility.

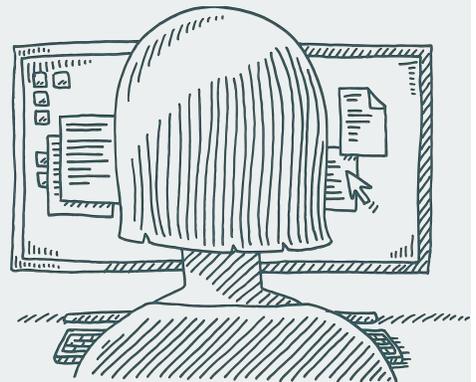
Some people think that the Japanese schools have a better system because the students feel that their responsibility is to the whole group rather than just to themselves. They believe the Japanese perspective is connected to lower violence rates and better scores on tests in Japan. Others think that U.S. students benefit from focusing on themselves rather than the group, because they develop more independence. They believe this is good for the students' futures.

Two groups of students, one from the United States and one from Japan, decided to become pen pals to learn more about each other's school culture. As a group, they would share pictures and stories on a blog, which is an online discussion site. Individually, students would pair up and write letters to each other once a month.

- 1) If there are 20 Japanese students, 20 U.S. students, and 10 months in the school year, then how many letters were sent between the schools? Write and solve an equation to show how many letters were sent between the pen pals over one school year.



- 2) A shared **goal** for both groups was to frequently update the blog with new stories and photos. Each week, the group of 20 Japanese students selected a different classmate to update the blog. If there are 40 weeks in the school year, how many times will each student be responsible for updating the blog?



Letter from an Expert

Should students share responsibility for behavior?

Letter from Professor Shep Kellam



A research team from the University of Kansas created a game for kids who had a hard time behaving in school. Professor Shep Kellam wondered if it really helped, so he followed a large number of students who had played the game to see what happened to these kids right after they played the game and later after a few years went by. He wrote this letter to us explaining what the game is and what it does.

Dear Arun and Susana:

Some students have an easy time doing what is **expected** when they begin school. They are able to sit quietly and listen to the teacher, or to work on reading and writing. But other students find it very difficult to sit still for a long time. They sometimes do things that **disrupt** the class, like kicking a chair over or bothering other students. They may even do things on purpose like push another student or start a fight. If bad or **disruptive** behavior becomes a pattern, a student may be in trouble all the time and may never do well in school.

A research team at the University of Kansas wanted to help these students. They invented a game called the “Good Behavior Game.” It goes like this: Teachers divide the first grade students into three groups. If anyone in the group misbehaves, the whole group loses a point. The team with the most points is **rewarded**. The **goal** is to make students try harder not to misbehave, and to encourage kids who misbehave to behave better as students and do better in school.

Another research team that I headed up from Johns Hopkins University studied what happened as the first grade students who participated got older. They found that the game worked. Even when they were in fifth grade, the students who played the game were much less **disruptive** in school. And they were more likely to stay out of trouble when they were teenagers.

But some people think the behavior game is unfair. They think students who always behave well should not lose points just because someone else in their group misbehaves. And they think some kids will worry that they might **accidentally** do something wrong and make all of their teammates mad at them.

But other people say we all need to share responsibility for each other. They think the benefit to the kids who are most likely to get in trouble is more important than the concern about kids who never break the rules. We’d like to hear what you and your classmates think of this game and whether you’d like to try it out in your classroom. If you would like to share your opinion, please let us know what you and your fellow fourth graders think of the game. And if you try it out in your classroom, let us know about your experiences!

Sincerely yours,

Prof. Shep Kellam
Johns Hopkins University
Bloomberg School of Public Health
Baltimore, Maryland

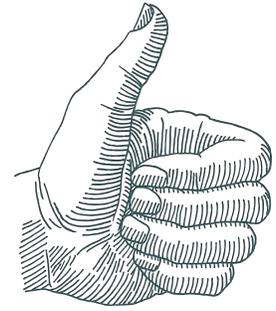
Barrish, H., Saunders, M., and Wolf, M. (1969). Good Behavior Game: Effects of individual contingencies for group consequences on **disruptive** behavior in a classroom. *Journal of Applied Behavior Analysis* 2(2):119–124.

Prepare to Play

Should students share responsibility for behavior?

Prepare for the Good Behavior Game

It is important to have the same **goals** for how we should all behave in class, in school, and on the playground. We need rules for bad or **disruptive** behavior and **rewards** for good behavior.



To set up the Good Behavior Game the class needs to define **disruptive** behavior. For example, if the person next to you is always talking while the teacher is talking, then he is **disrupting** class. After defining the good and bad behaviors, students will decide on five class rules. If these rules are broken after this is decided, students and teachers will determine how many fouls will be allowed. So, if both teams are allowed five fouls a week, but your team fouls eight times in a week and the other team fouls four times, they win. So each team's **goal** is to have a score under the number of allowed fouls. The teacher will record the number of fouls over the course of the week. The team that stays below this number is the winner. If both teams accomplish this, both teams are **rewarded**. The teacher will decide what **rewards** will be given to the winners.

With a partner, brainstorm behaviors that support and **disrupt** your classroom community. Share these ideas with your class as you work together to decide on the rules for the Good Behavior Game.

 Five behaviors that are GOOD for your classroom.	 Five behaviors that will NOT be allowed in your classroom.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Science

Should students share responsibility for behavior?

Facial Expressions: Does everyone understand them in the same way?

Oops! You **disrupted** the class because you **accidentally** spilled water all over your desk. Even though it was an accident, you **expect** that your teacher won't be happy. He might even be mad. But how can you tell what he's feeling just from looking at his face?

You can probably tell if someone is angry, happy, or sad because, as you've grown over the years, you've learned how to tell how someone is feeling by reading his or her facial expressions. The human face can show a person's emotional state.

But what facial features make a face look happy or sad? Does everyone around the world express their emotions in the same way, or are there cultural differences? Do boys and girls show their emotions with the same expressions? Understanding human behavior is complicated. In this experiment, see how your interpretations compare to those of your classmates!

Directions:

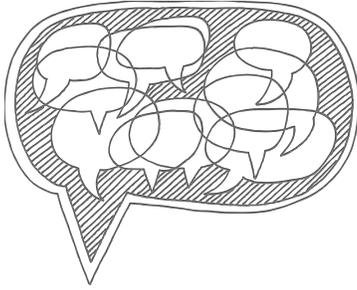
1. Match the emotions to the facial expressions.
2. Compare answers with a partner. Did you agree or disagree? Can you explain your choices?

Facial Expressions:						
Feelings:	<input type="checkbox"/> happy <input type="checkbox"/> shocked <input type="checkbox"/> disgusted <input type="checkbox"/> angry <input type="checkbox"/> pleased <input type="checkbox"/> scared <input type="checkbox"/> _____	<input type="checkbox"/> happy <input type="checkbox"/> shocked <input type="checkbox"/> disgusted <input type="checkbox"/> angry <input type="checkbox"/> pleased <input type="checkbox"/> scared <input type="checkbox"/> _____	<input type="checkbox"/> happy <input type="checkbox"/> shocked <input type="checkbox"/> disgusted <input type="checkbox"/> angry <input type="checkbox"/> pleased <input type="checkbox"/> scared <input type="checkbox"/> _____	<input type="checkbox"/> happy <input type="checkbox"/> shocked <input type="checkbox"/> disgusted <input type="checkbox"/> angry <input type="checkbox"/> pleased <input type="checkbox"/> scared <input type="checkbox"/> _____	<input type="checkbox"/> happy <input type="checkbox"/> shocked <input type="checkbox"/> disgusted <input type="checkbox"/> angry <input type="checkbox"/> pleased <input type="checkbox"/> scared <input type="checkbox"/> _____	<input type="checkbox"/> happy <input type="checkbox"/> shocked <input type="checkbox"/> disgusted <input type="checkbox"/> angry <input type="checkbox"/> pleased <input type="checkbox"/> scared <input type="checkbox"/> _____
Signs/cues used to identify the expression:	<input type="checkbox"/> eye shape <input type="checkbox"/> mouth shape <input type="checkbox"/> forehead <input type="checkbox"/> eyebrows <input type="checkbox"/> _____	<input type="checkbox"/> eye shape <input type="checkbox"/> mouth shape <input type="checkbox"/> forehead <input type="checkbox"/> eyebrows <input type="checkbox"/> _____	<input type="checkbox"/> eye shape <input type="checkbox"/> mouth shape <input type="checkbox"/> forehead <input type="checkbox"/> eyebrows <input type="checkbox"/> _____	<input type="checkbox"/> eye shape <input type="checkbox"/> mouth shape <input type="checkbox"/> forehead <input type="checkbox"/> eyebrows <input type="checkbox"/> _____	<input type="checkbox"/> eye shape <input type="checkbox"/> mouth shape <input type="checkbox"/> forehead <input type="checkbox"/> eyebrows <input type="checkbox"/> _____	<input type="checkbox"/> eye shape <input type="checkbox"/> mouth shape <input type="checkbox"/> forehead <input type="checkbox"/> eyebrows <input type="checkbox"/> _____

 **Turn and Talk:** How could a facial expression influence another person's behavior in school? Give an example.

Prepare and Debate

Should students share responsibility for behavior?



Should students share responsibility for each other's behavior in school?

Gather evidence from the unit to support your perspective. You can also use your experience in the Good Behavior Game as support.

Perspective	Reasons and Evidence
<p style="text-align: center; font-size: 2em; font-weight: bold;">YES</p> <p>Students should share responsibility for each other's behavior.</p>	
<p style="text-align: center; font-size: 2em; font-weight: bold;">NO</p> <p>Students should not share responsibility for each other's behavior.</p>	

Respond to Scenario

Should students share responsibility for behavior?

Discuss and Write

Directions: Read and discuss the scenario with a partner. Then write a response to the question that follows.

Scenario: On Monday, a fifth-grade boy brought a pocketknife on the bus and showed his friends. On Tuesday, the pocketknife fell out of the boy’s backpack in the middle of class, and the teacher called the principal. The boy told the principal that his friends knew he had the weapon in school but they hadn’t reported it. The boy and his friends were all expelled.

Do you think it was fair that the boy’s friends were expelled?

This is what I think:

These are my reasons:
