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Understanding the Teacher's Role

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1.1 My Teacher Is a Person!

Objective

The student will summarize three to five characteristics of a favorite teacher after conducting an informal interview with him or her.

Rationale

Students will have lots of experiences with lots of different teachers in their school career. Some teachers will be favorites; others may not. However, all teachers are people. They have good days and bad days; different interests, hobbies, family members, pets, and so on. By interviewing a favorite teacher, the student can learn about this person's interests and thoughts as a person, not solely as a teacher.

Thinking Questions

1. Who are some teachers you have had? (*ask for names*)
2. What are some things that you remember about these teachers? (*activities that they did in class, funny things that happened, what kind of car they drove*)
3. Why do you think people want to become teachers? (*they like kids, they enjoy helping others, they like the summers off*)
4. Think about a teacher you really liked. Why did you like this person? (*he or she listened, had good games, explained things clearly*)
5. Would you ever like to become a teacher? Why or why not? (*answers will vary*)
6. If you were a teacher, what would you teach? (*answers will vary*)

Activity

Directions: Arrange for students to conduct an interview with a teacher who is willing to participate. It might be a teacher at your school or a teacher the student knows from another place. Help the students arrange a time and place for the interview. Encourage the student to think of additional questions.

Answers: Answers will vary.

Follow-up: Have students share their interviews with the class. What interesting things did they discover about the teacher? What were some things that the teachers liked or disliked about teaching?

Name _____ Date _____

1.1 My Teacher Is a Person!

Find out some interesting things about a teacher!

Teacher: _____ Subject or Class: _____

1. How long have you been a teacher? _____
2. What is your favorite thing about teaching? _____

3. What is the funniest thing that happened to you while teaching? _____

4. What is something you don't like about teaching? _____

5. What made you decide to be a teacher? _____

6. What do you like to do when you are not at school? _____

7. If you could buy anything for your class, what would you buy? _____

8. Do you have any children? Pets? _____

On the back of this sheet, write any other questions you can think of.



1.2 School Rules Are Different from Home Rules

Objective

The student will recognize examples of rules as being appropriate for school, home, or either place.

Rationale

Sometimes what is acceptable behavior at home (eating while you're reading, getting out of your chair whenever you want to) is not appropriate for school, and vice versa. It is important for students to understand the importance of school rules and to follow them when at school, even when the same situation in a different environment (home) might be completely acceptable.

Thinking Questions

1. What are some rules that you have to follow at home? (*take out the garbage, don't talk with your mouth full, make your bed every morning*)
2. What are some rules that you have to follow at school? (*clean off your desk, don't drink too long at the water fountain*)
3. Can you think of some rules that are the same for both home and school? (*don't fight, clean up your mess, don't use bad words*)
4. Why do you think each place has some different rules? (*school has a lot of people, home has just family members*)
5. Why do you think we need so many rules at school? (*to keep things running smoothly, so everyone does things the same way*)
6. What school rules are hardest for you to follow? (*no talking to your neighbor, keep your desk clean*)
7. What school rules do you think are the most important? (*don't talk during a fire drill, no fighting*)

Activity

Directions: Have students complete the worksheet about home and school rules. Write down H (home), S (school), or H and S (both) to indicate where the rule would most likely be needed.

Answers: 1. H 2. S 3. S 4. H, S 5. H, S 6. H 7. S 8. H 9. S 10. H, S

Follow-up: Have students make a list of ten school rules and ten home rules. Compare their answers. Discuss why the rules are important.

Name _____ Date _____

1.2 School Rules Are Different from Home Rules

Write H if this sounds like a home rule; write S if this sounds like a school rule. Some rules might be both H and S, so think carefully!

1. Make your bed. _____
2. Put your name at the top of the paper. _____
3. Raise your hand to talk. _____
4. Don't interrupt when someone else is talking. _____
5. Take off your coat and hang it up when you come in. _____
6. Ask before you invite your friends to play. _____
7. Keep your feet under your desk. _____
8. Don't tease your brother or sister. _____
9. Don't take pencils off the teacher's desk. _____
10. Don't throw food at other people. _____



1.3 Different Ways of Learning

Objective

The student will identify several ways that people can learn.

Rationale

Although students may be in a classroom together, they are individuals and learn in different ways. Some students are primarily visual learners; others learn best by moving around, touching, repeating, hearing, or other unique methods. It can be helpful for a student to recognize ways that he or she learns best.

Thinking Questions

1. What is something that you learned how to do in the past few weeks? (*write in cursive, learn to multiply by 5s*)
2. How did you learn to do this? (*repetition, someone showed me how to do it, memory tricks*)
3. Do you think that everyone learns how to do things the same way? (*no*)
4. How could a blind person learn to operate a computer? (*learn where the keys are, have someone assist him or her*)
5. How could someone in a wheelchair play basketball? (*specialized wheelchairs*)
6. Can you think of three different ways that you could learn how to spell some new words? (*copy them ten times, say them out loud, look at the word for ten seconds*)
7. Does everyone learn best in exactly the same way? (*no; there are lots of different ways*)
8. What ways do you learn to do things the best? (*someone shows me, I learn by making mistakes*)

Activity

Directions: Your students are to match each student on the worksheet with the drawing showing the way that he or she learns best.

Answers: 1. Dana 2. John 3. Max 4. Carol

Follow-up: Have students discuss other tasks that can be learned in different ways (*reading, memorizing facts, drawing animals, playing a computer game*). Discuss how individual students think that they learn best.

1.3 Different Ways of Learning

Each of these students is trying to learn how to bake a cake, but they are learning in different ways. See if you can match the name of each student with the picture by using these clues. Write the student's name on the line below each picture.

JOHN is learning to make a cake by reading a recipe.

CAROL is learning by listening to a friend tell her what to do.

MIGUEL already knows how to bake a cake, so he is using his memory.

DANA is watching a friend make a cake and is doing what the friend does.

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1.4 Showing Respect for Your Teacher

Objective

The student will identify examples of children who are showing respect for a teacher.

Rationale

“Respect” means treating someone as a valued person. Students should show respect for their teacher and other adults by using words and actions that demonstrate this. It is acceptable to state an opinion, but respect implies that a student uses words or comments that treat the teacher as a valued person. Good manners are always expected.

Thinking Questions

1. How would you feel if I slammed the door in your face? (*mad, upset*)
2. How would you feel if you were standing in a long line, and I let you go ahead of me? (*thankful, pleased*)
3. Which of those examples shows having respect for someone? (*the second*)
4. Can we come up with a good definition for *respect*? (*treating someone as valued*)
5. What are some ways that you can show respect for a teacher? (*being polite, being quiet, not saying nasty things about him or her*)
6. How do you think a teacher feels when the students show respect? (*good, proud, wants to help the students more*)

Activity

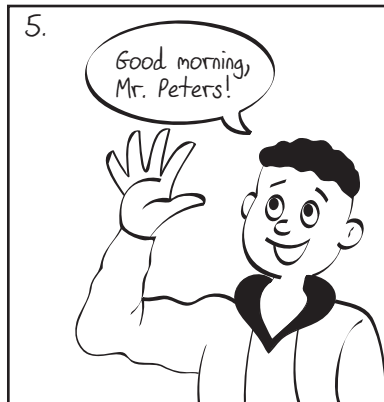
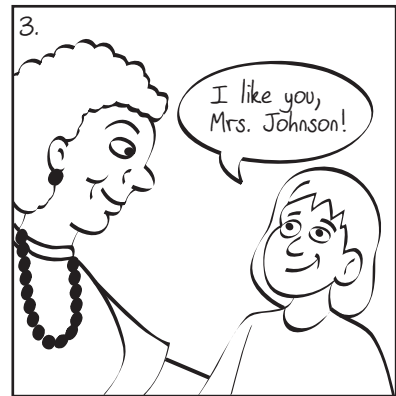
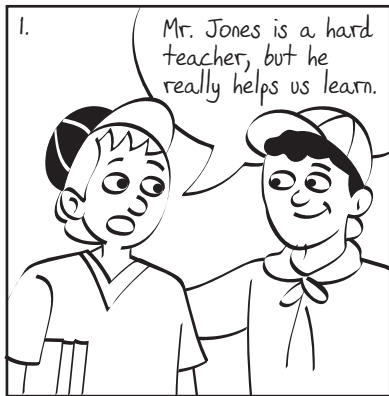
Directions: Have the students look at each of the nine examples on the worksheet to determine whether the children are showing respect for their teacher. They are to circle those showing respect and put an X through those who are not.

Answers: 1. circle 2. X 3. circle 4. circle 5. circle 6. X 7. X 8. X 9. circle

Follow-up: Have students take turns explaining their responses to the examples and discuss how the children were or were not showing respect. What could the children who were not behaving respectfully have done differently to express their feelings and still show respect? (*explain why they were mad at the teacher, use a polite voice, discuss the problem calmly with a friend*)

1.4 Showing Respect for Your Teacher

Some of these students are showing respect for their teacher. Some are not. Circle the respectful students. Put an X on those who are not showing respect.



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1.5 Doing What the Teacher Asks

Objective

The student will select examples of children who are doing what the teacher asks them to do.

Rationale

Teachers give instructions all day long. When students hear, understand, and then follow the instructions, they can accomplish a lot. This lesson focuses on identifying which children are following the teacher's instructions.

Thinking Questions

1. What are some things that your teacher might ask you to do during the day? (*get out your homework, hang up your coat, put papers in your homework folder*)
2. Why do you think the teacher asks you to do so many things? (*to help us learn, to show us good ways to do things*)
3. What are some reasons that it is hard sometimes to not follow the teacher's directions? (*you might not understand, you might get distracted, you might forget what you're supposed to do*)
4. Why is it a good idea to do what the teacher asks? (*you won't get in trouble, she has a good reason for asking you to do something, you will learn better if everyone follows the directions*)

Activity

Directions: Students read the example of a teacher giving directions and pick out the children who are following the teacher's instructions.

Answers: 1. Albert, yes 2. David, no 3. Sally, no 4. Ed, no

Follow-up: Discuss with students why David, Sally, and Ed did not follow the teacher's instructions. What could they have done instead? What might happen because they did not follow the instructions?

1.5**Doing What the Teacher Asks**

Mr. Green asked each of these students to do something. Which of them did what the teacher asked? Circle YES or NO.

1. “Albert, please take this list to the office. The lunch people need to know how many students want pizza today.” Albert went to the office, turned in the list, and came right back.

YES NO



2. “David, would you please take this book to Mrs. Pink down the hall?” David took the book to Mrs. Pink’s room, but on the way back he stopped by Mrs. White’s class to see if he could wave to his little sister.

YES NO



3. “Sally, I’m sorry, but you will have to stay in for recess since you didn’t get your math done. Please work on it right now.” Sally opened her math book and got out her paper, but then she drew horses all over the paper and the table.

YES NO



4. “Ed, I am glad you brought your library book back. Don’t forget to write down the name of the book before you return it to the library.” Ed returned the book to the library.

YES NO



1.6 When the Teacher Leaves the Room

Objective

The student will identify appropriate and inappropriate behaviors for students when the teacher is not in the room.

Rationale

There's nothing more embarrassing than walking down the hall toward your room, hearing an awful commotion, and finding out that it's coming from your room. Students need to learn that even when an authority figure is not physically in the room, good behavior is still expected.

Thinking Questions

1. What would happen if the teacher left this room for a few minutes? (*students would continue working, some would play*)
2. What do you think students should do when their teacher is gone for a little while? (*continue doing what they were told to do*)
3. Before your teacher leaves the room, what does he or she tell you or ask you to do? (*continue working, sit quietly*)
4. Why do you think it's important for things not to get out of control while the teacher is gone? (*someone might get hurt, it wastes time*)

Activity

Directions: Students are to look at the characters who are alone in the classroom. They are to circle or put an X through the children according to their behavior. Make sure that students understand what the children on the worksheet are doing if it is not clear.

Answers: Circle: Mike, Kathy, Dave, John, Kevin, Ellen. X: Pete, Chou, Sue, Rick, Sandy, Jane

Follow-up: What are some possible consequences of the behavior of the students who were not following directions while the teacher was gone? (*get behind on work, disturb other students*)

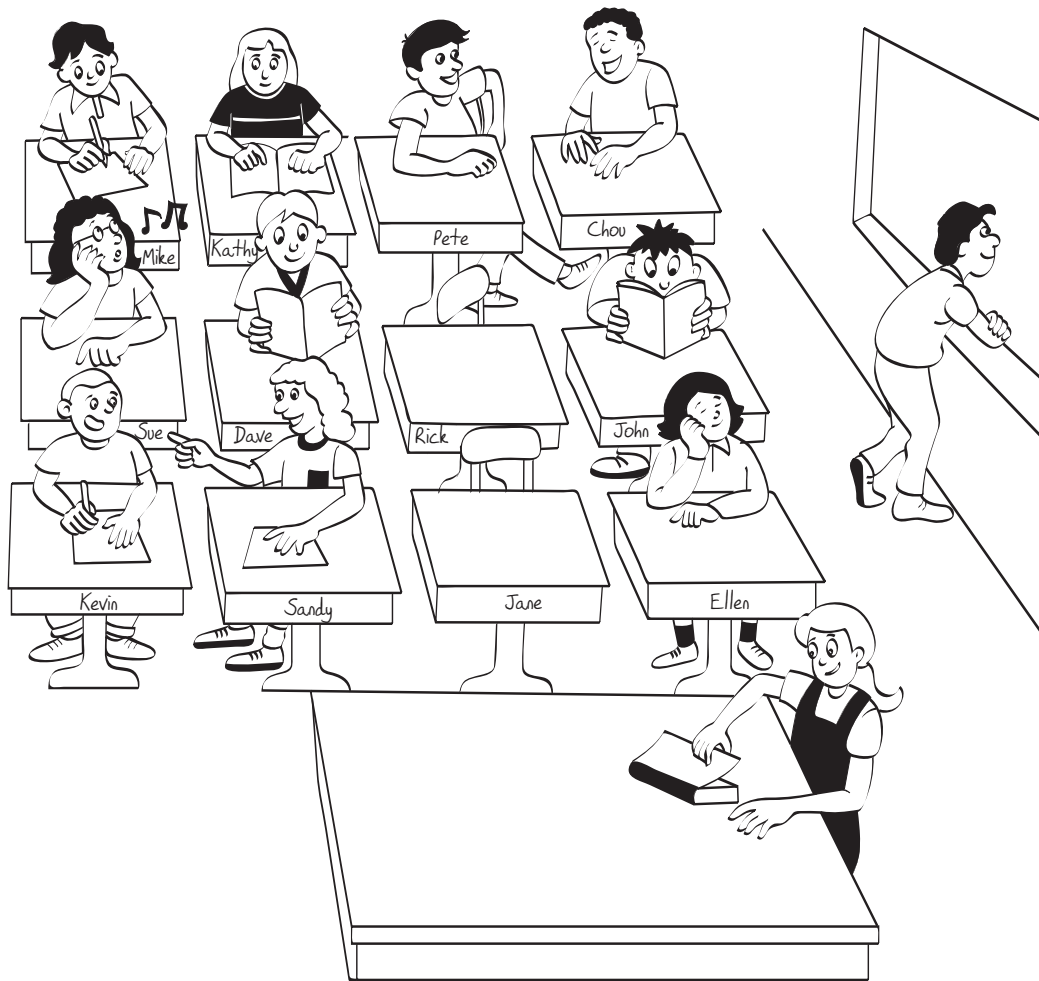
1.6 When the Teacher Leaves the Room

Mrs. O'Brien got an emergency phone call in the office and had to leave the classroom. She said:



Circle the children she could trust to behave in the room. Put an X through those she could not trust.

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1.7 Getting the Teacher's Attention

Objective

The student will identify several appropriate ways to get the teacher's attention.

Rationale

Students need the attention of their teacher from time to time—to clarify things, get some extra help, or maybe just to tell the teacher something. They need to know how to make that contact with the teacher. Can you be interrupted while you're working with someone else? How can a student reach you? This lesson offers items for discussion about how to get the teacher's attention in an appropriate way.

Thinking Questions

1. What do you think the teacher thinks when you raise your hand? (*you know the answer, you want something*)
2. Why is raising your hand a good signal to let the teacher know you want some attention? (*it's quiet, easy, fairly noticeable in class*)
3. What are some other good ways to let the teacher know you need some attention? (*go up to the desk, call his or her name quietly, put a question mark card on your desk*)
4. What are some ways that don't work very well in a classroom? (*making noises, yelling out*)
5. What system works well in your classroom? (*classrooms may vary as to their method of connecting teacher with student—ask students for their experiences in other classrooms*)

Activity

Directions: Students are to think about the ten suggestions for getting the teacher's attention and put a check mark next to the best ones.

Answers: Check marks by 3, 6, 7, 9.

Follow-up: Discuss why the unchecked answers were inappropriate. Although some may result in getting the teacher's attention (*throwing a book at him or her*), what kind of attention would it get? (*probably a reprimand*)

1.7 Getting the Teacher's Attention

Which of these are good ways to get the teacher's attention? Put a check mark next to each good answer.

1. Yelling as loudly as you can: "Hey, you!" _____
2. Throwing a book at the teacher. _____
3. Raising your hand. _____
4. Pulling on the teacher's sleeve while she is working with a small group. _____
5. Standing on your chair. _____
6. Going up to the teacher's desk and waiting quietly. _____
7. Looking at the teacher's face. _____
8. Telling your friend to go get the teacher and make him come over to your desk. _____
9. Using the teacher's name to call him over. _____
10. Yelling the teacher's name as loudly as you can. _____

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1.8 Complaining About Work

Objective

The student will identify characters who are making noncomplaining remarks about work.

Rationale

Complaining leads to arguing and noncompliance. Although it would be nice if all students enjoyed doing their assigned work, many do not—and some are quick to voice their displeasure. This lesson compares complaining statements with noncomplaining statements and puts the student in the position of having to decide which he or she would rather listen to.

Thinking Questions

1. How do you feel when you're given an assignment you don't really want to do? (*in a bad mood, frustrated, tired*)
2. What are some comments that students might make about doing something they don't want to do? (*"Do we have to?" "I don't like this"*)
3. Do you think that complaining about work changes things? (*probably not, might aggravate the teacher*)
4. What are most of the complaints that you hear about? (*work is too hard/long/boring*)
5. If complaints don't get you anywhere, what could you do instead? (*just do it, talk to the teacher about legitimate reasons that you're having trouble, commiserate with your friends after class*)

Activity

Directions: A teacher has given a class some work to do. There are two characters shown for each assignment. The student is to circle the one in each pair who is not complaining.

Answers: 1. second 2. first 3. second 4. second

Follow-up: Discuss ways that students can voice their frustration or problems with work. Is it a problem of not wanting to do the work or simply wanting to complain about it? Is the first character in number 3 really in pain or making a big deal about nothing? What does it feel like to hear constant complaining?

1.8 Complaining About Work

Which of these students would you rather listen to? Circle the student in each pair who is *not* complaining.



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1.9 Arguing with the Teacher

Objective

The student will state comments that are argumentative and then give reasons that the comments are impolite, unhelpful, or unnecessary.

Rationale

The step after complaining seems to be all-out arguing. Some students feel that they have to find something negative about every situation, no matter how neutral that situation may be. This lesson gives the student a chance to think of argumentative comments and then decide whether the arguing is helpful or unnecessary.

Thinking Questions

1. What does it mean to argue with someone? (*try to tell your point of view, which is probably different from the other person's*)
2. What are some bad things that come from arguing? (*hurt feelings, loud voices, nothing solved*)
3. Can good things come from arguing? (*possibly—if one side really listens to the other*)
4. Can you change someone's mind in another way other than arguing with him or her? How? (*be logical, be polite when talking about how you feel*)
5. If you disagree with your teacher about something, is arguing about it going to help? What would help? (*arguing probably wouldn't help; ideas from question 4 might*)

Activity

Directions: The students are to fill in each balloon with words that the arguing student might say to the teacher. Remind students not to go overboard (not to use bad language or gestures!) but to think like an arguer.


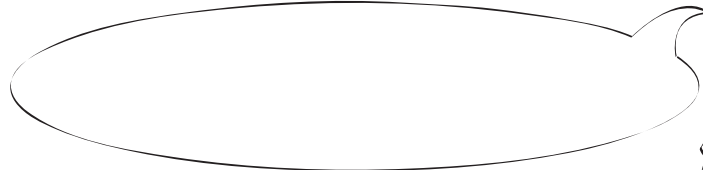

Answer examples: 1. "It is not." 2. "They lined up first yesterday! It's not their turn!" 3. "I don't want to use a pencil." 4. "I don't want to read it out loud." 5. "That's too much work! I don't want to!" 6. "Ten pages are too much! Why can't we do one? I don't like that assignment."

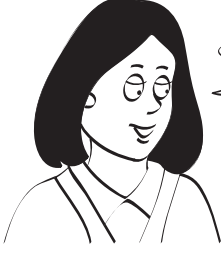
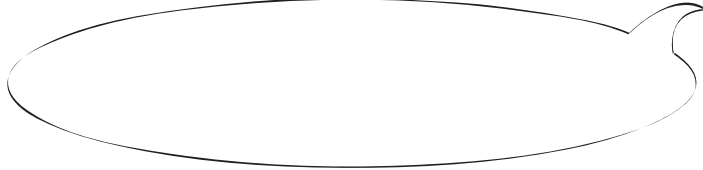

Follow-up: Have students volunteer their answers. Then talk about similarities among the answers that students have come up with for Arthur's arguments. How many times do the words *don't*, *won't*, and *not* appear? Students may want to role-play the situations and keep the argument going back and forth a few times. Have them think about the bottom line: Did anything change because Arthur argued? If you were Arthur's friend, what would you advise him to do? How could Arthur change his words to get his point across without (1) complaining and (2) arguing?

1.9 Arguing with the Teacher

Meet Arthur Q. Arguer. He likes to argue with teachers about everything and anything. Write in the balloon what you think Arthur might be saying in each situation below.

1.  *Your handwriting is very hard to read, Arthur.*  

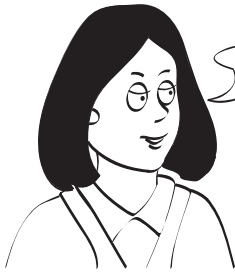
2.  *It's the girls' turn to line up first.*  

3.  *Don't do your math in markers - use a pencil.*  

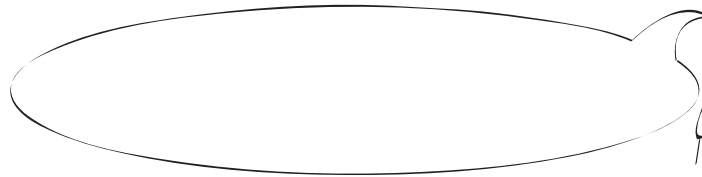
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1.9 Arguing with the Teacher (continued)

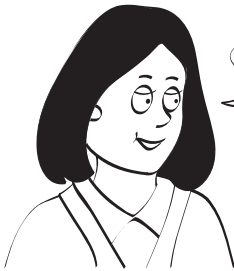
4.



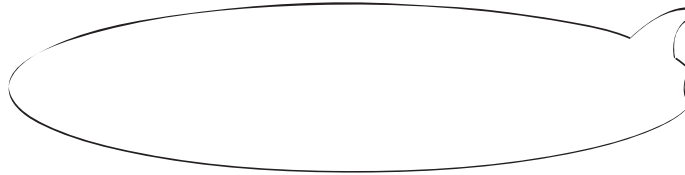
Today we're going to read our story out loud.



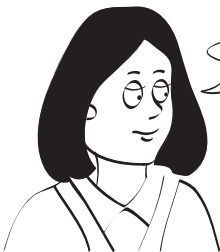
5.



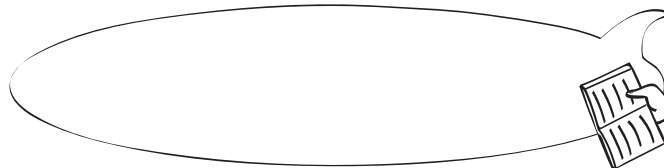
Everyone must help clean up the room because we're having visitors this afternoon.



6.



Your assignment is to read 10 pages in this book.



1.10 Notes Have to Make It Home

Objective

The student will give a reason that it is important to take a note from the teacher home to a parent or guardian.

Rationale

Many items on paper are very important to a school. Behavioral notes, school menus, returned forms that lead to extra services for the school, report card information, and information about class activities are just some examples of notes or messages that need to make it from the school to the student's home. It is a waste of time to have to rewrite, recopy, and relocate notes that should have made it the first time.

Thinking Questions

1. What are some messages or notes that you take home from the school? (*lunch menus, weekly announcements, report cards*)
2. Why do you think it is important for your parents to know what's going on at school? (*so they can come to plays and programs, so they know when to schedule appointments*)
3. What are some ways that notes might get lost? (*drop them, use them to write other things on and then forget about them*)
4. What are some ways that you can make sure a note gets home? (*put it in my homework folder, give it to my mom right away*)
5. How does it help the teacher when you take these notes home? (*important information gets home, the teacher doesn't have to rewrite the note or call home*)
6. How does it help your parents when notes get home? (*they know what's going on, they can send in supplies*)

Activity

Directions: The students are given examples of notes or papers that need to go home. Students should write one reason that it is important for the note to make it home.

Answer examples: 1. permission slip: so I can go on a field trip 2. behavior note: so I can get my reward 3. lunch menu: so I know that I want to order pizza on Friday 4. parent conference: so my parents can come to school and talk to the teacher

Follow-up: Collect examples of notes, messages, and other papers that occasionally go home. Discuss ways that students can remember to take these notes home.

1.10 Notes Have to Make It Home

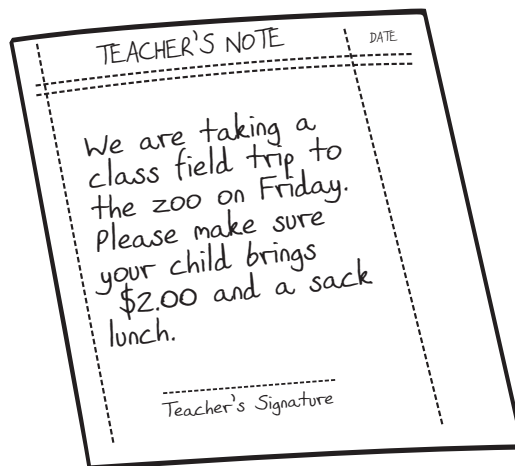
Here are some notes or messages from your teacher that need to go home. Write down why it is important that this note makes it home.

1. **Permission slip:** "We are taking a class field trip to the zoo on Friday. Please make sure your child brings \$2.00 and a sack lunch."

2. **Behavior note:** "Vincente had an excellent day today! He got all of his work done with no complaints."

3. **Lunch menu:** "Pizza will be served on Friday instead of on Wednesday next week."

4. **Parent conference form:** "Sign up for your conference time with your teacher. First come, first served!"



1.11 When the Teacher Is Talking . . .

Objective

The student will state the rule: “When the teacher is talking, be quiet and listen.”

Rationale

When the teacher is addressing the class, students need to be quiet and listen. Not only is this respectful to the teacher, but it also enables the students to hear what is being said and reminds them to pay attention.

Thinking Questions

1. Are there times when the teacher is talking that you don't need to listen? (*if the teacher is talking to an individual*)
2. How do you know when you are supposed to be listening to what the teacher says? (*when it's in class, during a lesson*)
3. What are some distractions to hearing the teacher's words? (*noises in the classroom, other conversations, something going on outside*)
4. If the teacher is saying something really important, what do you think students should do? (*listen, be quiet*)
5. How does this show respect for the teacher? (*shows that you value the teacher's words and actions*)

Activity

Directions: The characters on this worksheet have a word below them. Students are to find the characters who are quiet when the teacher is talking and write the word that goes with him or her *in order* in the boxes below the drawing.

Answer: Be quiet and listen.

Follow-up: Discuss why the rude students are not listening to the teacher while she is talking. What are they doing instead? (*talking, yelling for help, whistling*) Why is it important not only to follow the rule but to show manners and respect by being quiet?

1.11 When the Teacher Is Talking . . .

See if you can finish the rule. Underneath each student is a word. Find those students who are listening to the teacher. Put the words together in the boxes below the drawing in order to finish the rule.



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1.12 Teacher-Pleasing Behaviors

Objective

The student will be able to give examples of behaviors that are teacher pleasing in various school settings.

Rationale

Some students may have problems getting along with certain teachers, especially teachers whom they perceive are not “their” teacher. Others have a chip on their shoulder, and they anticipate the negative possibilities of every behavior. By learning to identify and use a few simple teacher-pleasing behaviors, students get off on the right foot with a teacher and may be able to change negative attitudes that unfortunately some teachers might develop from contact with difficult students.

Thinking Questions

1. In the “olden days,” students used to bring in an apple for their teachers. Why do you think they did this? (*so the teachers would like them, maybe the teacher didn't have a big enough lunch*)
2. If you were going to bring something to school to give your teacher, what might it be? (*depends on the teacher: perhaps a magnet for the board, computer game, a drawing*)
3. Let's think about one teacher in particular. Let's say the P.E. teacher. What is something that you could do or say that would make him or her say, “Wow! What a nice class” or “You are a thoughtful person!” (*being polite, picking up the equipment at the end of class*)
4. When you wake up in the morning, would you rather hear your mom or dad say, “Get up and get your shoes on! Hurry up!” or “Good morning! Let's have a good day!” (*the second*)
5. Can you think of some things you could say to a teacher to make him or her smile? (“*Good morning. May I help you with your books?*” “*I'm going to have a great day!*”)

Activity

Directions: After reading the examples on the worksheet, students should circle the child in each pair who is demonstrating a teacher-pleasing behavior. Discuss why the behavior is pleasing to a teacher.

Answers: 1. second child: saying something polite 2. first child: anticipating something the teacher might need 3. first child: looking at the teacher while he is giving directions 4. second child: complimenting the teacher

Follow-up: Have students think about ways that they can do things that will please their various teachers. Discuss the difference between trying to manipulate the situation with false flattery versus trying to anticipate something that the other person might find nice or pleasing.

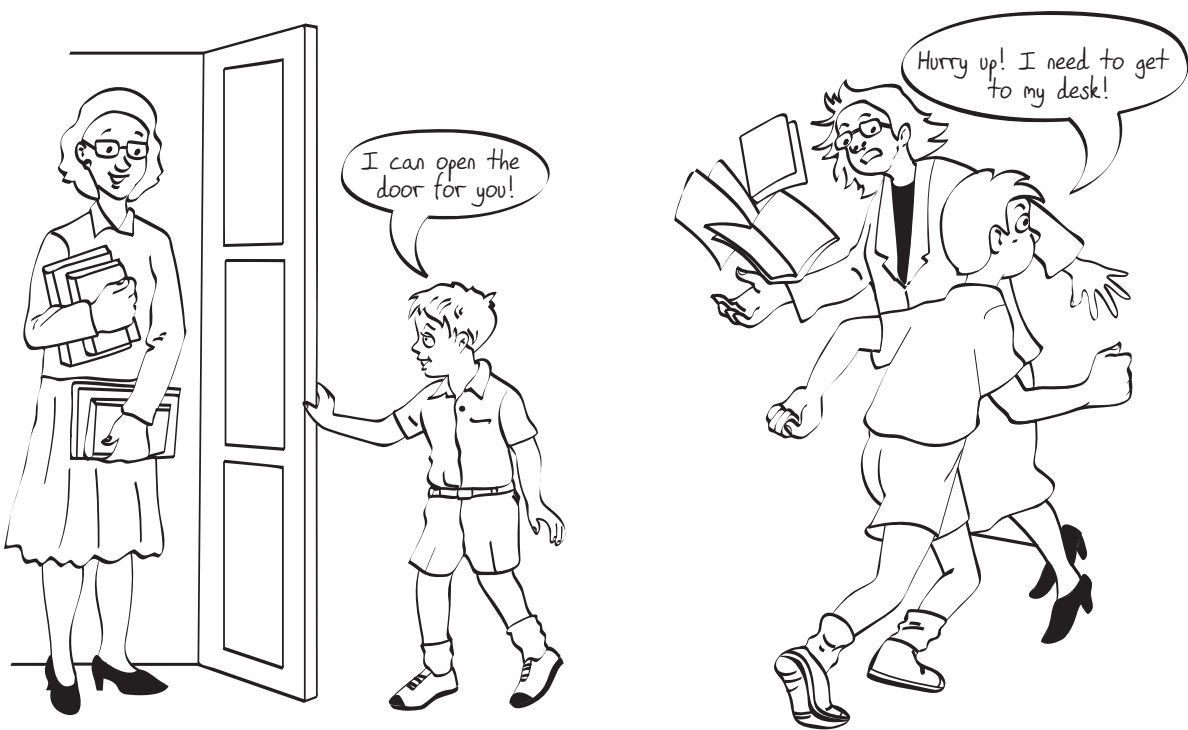
1.12 Teacher-Pleasing Behaviors

Which student in each pair is showing a teacher-pleasing behavior? Circle your choice.

1.

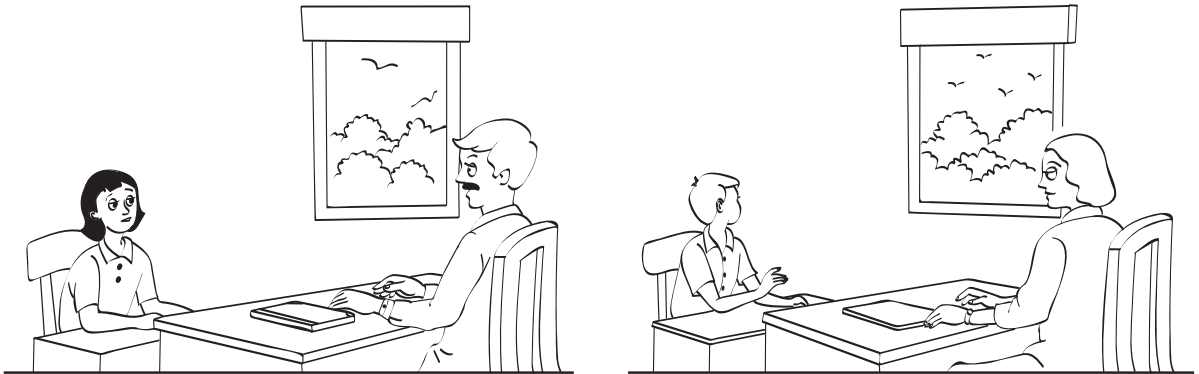


2.



1.12 Teacher-Pleasing Behaviors (continued)

3.



4.



1.13 When Your Teacher Has a Bad Day

Objective

The student will identify appropriate responses to a teacher who might be having a bad day.

Rationale

We all have them: the days when you get to school late, can't find your answer key, the computer lab is filled with another class, and you have a long and difficult parent conference to look forward to after school. It is important for students to realize that even their teachers might have an off day and that they need to rise to the occasion to be mature and caring.

Thinking Questions

1. What do you think might make a teacher have a bad day? (*something going wrong at home, being late, having a headache*)
2. Sometimes even teachers get grouchy or make mistakes. Can you think of any examples? (*a teacher spelled a word wrong on the board, had a headache, came in very tired from staying up with a sick child*)
3. Do you think that when a teacher has a bad day, it would be a good time to ask for special favors or extra recess or to make a lot of noise? Why or why not? (*no, because the teacher is already dealing with other issues*)
4. What are things that you could do to help your teacher if he or she is having a bad day? (*be quiet, help each other instead of bothering the teacher with something trivial, draw a card*)

Activity

Directions: Have students read the scenario on the left side of the worksheet, which shows a situation in which a teacher is struggling with something. Students should draw a picture on the right side that shows something they could do for or say to the teacher.

Answer example: 1. headache: play soft music 2. yelled at by a parent: "You are a good teacher."
3. late for work: "We know what to do and already took the lunch count for you." 4. art class was cancelled—"That's okay. We can just draw in the room."

Follow-up: Have students share their drawings and responses. The next time you have a bad day, maybe you can hang up the pictures for a reminder!

1.13 When Your Teacher Has a Bad Day

The teachers on the left side are having a bad day for various reasons. Draw a picture on the right that shows something you or your classmates could do to help the teacher have a better day.



1.13 When Your Teacher Has a Bad Day (continued)

3.



4.



1.14 Having Fun, But Knowing When to Stop

Objective

The students will recognize situations in which having fun can go too far, continue on too long, or become inappropriate.

Rationale

Even teachers like to joke around sometimes! It is fun to tell some jokes, tease someone, toss a ball around the room, and engage in other playful behaviors. Students, however, need to recognize the limits of when and how to be playful in the classroom.

Thinking Questions

1. What would you do if I told you that I can imitate the sound of an elephant? (*we'd ask you to demonstrate!*)
2. What if everyone in the class made an animal noise at the same time? What would happen? (*it would be funny, it would get loud in here*)
3. Would it be funny if I had a soft foam ball and bounced it off of Tommy's head? (*yes*)
4. What if I had twenty balls and everyone starting throwing them around? (*it would be great, it would be really funny*)
5. Would it be funny if we kept throwing the balls for a couple of hours and didn't get anything else done? (*we might get tired of throwing the balls around, we would get behind in our work*)
6. What if I said we can have three people each tell a joke? (*that would be good, fun*)
7. What if I said that everyone in the whole class can tell ten jokes? (*it would take a long time and some of the jokes might not be funny*)
8. Do you think it's okay to have fun in the classroom like telling jokes and teasing and playing around sometimes? (*yes*)
9. When do you think it's too much? (*if it hurts someone, if it takes too long, if we get tired of it*)
10. What would be a good signal to let everyone know that the fun time is over for now and we have to get back to work? (*ringing a bell, flashing the lights*)

Activity

Directions: These teachers like to have fun in class and have fun with their students. But in some of the examples, the students are going too far and not calming down from the fun. Circle OKAY or NOT OKAY to show whether the students are behaving appropriately.

Answers: 1. NOT OKAY (all of the students wanted to turn the chairs backward and they tossed the book) 2. OKAY (everyone laughed at the joke, then went back to work) 3. NOT OKAY (the students were laughing so loudly that the teacher next door came to see what was going on) 4. OKAY (the students know that she is “the assistant” only for a little while and for fun) 5. NOT OKAY (all of the students wanted to jump up and touch Mr. Hall’s hair)

Follow-up: Discuss with the students why it is great to be able to laugh and have fun together in a class, much like in their own family. Discuss why it is important to stay within appropriate limits so that you can have fun often without fear of it turning into trouble.

1.14 Having Fun, But Knowing When to Stop

All of these teachers like their students and like to have fun. But in some of these examples, the kids in the class don't know when to stop. Read each example, and circle OKAY or NOT OKAY to show if the students are behaving appropriately.

1. On April Fool's Day, Mrs. Young turned Vincente's desk backward, and put his chair on top of his desk. She told him that he was going to be the teacher for the day and gave him the teacher's edition of the reading book. The students laughed at the desk and started to turn their desks around too. Then they came up to Vincente and tried to grab the answer book out of his hand. They began passing the book around and tossing it over their heads trying to play keep-away with it!

OKAY **NOT OKAY**

2. Mr. Kona heard a good joke on the radio on his way to school, so he asked everyone to listen very carefully to something really, really important! He was going to tell them something that was extremely important and would be on their big test on Friday! Then he told a knock-knock joke that was really silly. The students groaned at the joke and told him he needed to learn some better jokes.

OKAY **NOT OKAY**

3. Mr. Wildhair showed the class a picture of himself as a chubby baby in a baby pool putting a rubber duck in his mouth. The class began laughing louder and louder until the teacher from the class next door stopped in to see what was going on.

OKAY **NOT OKAY**

4. Mrs. Zip picked the new student who is very shy to be her assistant for the day. She let the new girl take lunch count, assign computers to everyone, and pass out papers. At first one of the kids in the class said that it wasn't fair, but the other students said that she was a new girl and it was just for a day and just for fun, so everyone pretended that the new girl was their teacher.

OKAY **NOT OKAY**

5. Mr. Hall got a spiky new hair cut and asked Denny if he wanted to touch a spike to see how sharp it was. Denny touched the spike and yelled, "OWWW!" Then all of the kids ran up to touch Mr. Hall's hair and began yelling, "OWWW! OWWWW! That hurts!!!"

OKAY **NOT OKAY**



Classroom Tips for Understanding the Teacher's Role

- For a writing assignment, give students these titles: “If I Were the Teacher for a Day . . .,” “School Rules I Could Live Without,” or “When I Become a Parent, I’m Going to . . .”
- Allow volunteer students to teach a fairly easy task or short lesson to the class. Afterward, discuss with the class how the lesson was hard, or easy, or fun and what things made it clear. Do they think it’s easier to learn if there are visual aids or by hands-on experiences?
- Have students write instructions for making or doing something (but without revealing the answer). Ask various students to read their instructions out loud, and see if the rest of the class can figure out what the task is.
- Leave the room periodically, allowing students a chance to control their own behavior. Have students take turns being “in charge” to handle questions or greet visitors. Sometimes the most disruptive child does a complete turnaround when empowered to be the one with the responsibility.
- Have students role-play ways to get the teacher’s attention.
- For constant complainers or arguers, pretend to put on “ earmuffs.” Take them “off” when the student is ready to discuss the matter calmly.
- Have a signal for the class to know when you need everyone to listen. It may be tapping something with a pencil, clearing your throat, or simply saying, “Time to listen.” Be consistent with your cue. No one can be in a state of perpetual listening, so let students know when you need their undivided attention.
- If it is one of those days when things are not going well, model for students how to reset the attitude for the day. You might declare a cookie break, take an extra recess, skip a science lesson in order to read a story to students, or do some other activity as a opportunity to calm things down and mentally regroup.