

Cowden-Herrick Schools

PBIS “Cool Tool” Lesson Plan

School Wide Expectations:

Be Ready

Be Responsible

Be Respectful

Lesson Topic: Solve Problems Peacefully by using Stop, Think, Act, Review

Purpose of the Lesson:

1. Students are expected to responsibly solve problems peacefully. These lessons will demonstrate how stopping, thinking, acting, and reviewing can help students make the right decisions.

Teaching Examples:

1. Jamie was working on an assignment. Her neighbor, Sally, was trying to talk to her but Jamie knew she was supposed to be quiet. Jamie gave a quick look at Sally and shook her head. At that moment Mrs. Brown looked up and quietly said, “Jamie, you need to be quiet. You know the rules.” Immediately Jamie’s anger flared because she knew that she hadn’t been talking. She threw her books on the floor, tipped over her desk, and screamed “I wasn’t talking. Are you blind?” Not surprisingly, Jamie was sent to the office, her parents were called, and she was placed in in-school suspension.
2. Jamie was working on an assignment. Her neighbor, Sally, was trying to talk to her but Jamie knew she was supposed to be quiet. Jamie gave a quick look at Sally and shook her head. At that moment Mrs. Brown looked up and said, “Jamie, you need to be quiet. You know the rules.” Immediately Jamie’s anger flared because she knew that she hadn’t been talking. She felt like throwing her books on the floor and screaming at her teacher. But Jamie stopped herself. Then she thought, “If I slam my books on the floor I’ll be in trouble for disrespecting school property. If I scream I’ll be in trouble for disrespecting a teacher. I’ll just take a few deep breaths, finish my homework, and talk to Mrs. Brown later.” By the time the next restroom break came, Jamie was calm and she spoke to Mrs. Brown and explained what had happened. Mrs. Brown apologized to Jamie and spoke to Sally about talking in class. Later, Jamie thought to herself, “I did the right thing”.

Student Activities/Role Play:

1. Day 1 (Have “Stop, Think, Act, Review” written on the board)
 - a. Explain the purpose of this series of lessons

- b. Read the first teaching example to the students
 - c. Use the first teaching example to complete the S.T.A.R. Chart as a group (overhead projector)
 - i. Turn this into a discussion of the options that Jamie had
 - ii. Student responses will vary from class to class
 - d. Use the second teaching example only if students are not coming up with acceptable options
2. Day 2 (Have “Stop, Think, Act, Review” written on the board)
- a. Re-explain the purpose of these lessons
 - b. Handout – *Peaceful Solutions*
 - i. Notice that in each scenario, the individual has stopped and is thinking.
 - ii. Discuss peaceful solutions (actions) to these problems – try to get students to be creative.
 - iii. Feel free to stop when you feel that your students are displaying adequate knowledge of conflict resolution – it is not necessary to cover every scenario.
3. Day 3
- a. Re-explain the purpose of these lessons
 - b. Explain and complete the activity
 - i. Students will be placed in small groups of 3 or 4 (each group needs a reader, writer, presenter).
 - 1. Story 1 – Repeating a Rumor
 - 2. Story 2 – Repeating a hurtful truth
 - 3. Story 3 – Insulting someone’s family
 - 4. Story 4 – Responding aggressively to an accident
 - 5. Story 5 – Making fun of someone
 - 6. Story 6 – Responding aggressively when made fun of
 - c. Each group will complete a S.T.A.R. chart
 - i. Groups may need extra time to finish
4. Day 4
- a. Re-explain the purpose of these lessons
 - b. Each group will read their story and explain:
 - i. When the person should have stopped
 - ii. What the person should have been thinking
 - iii. What actions that person should have taken
 - iv. Would this have been a better decision

Follow up/Reinforcement Activities:

- 1. Make a habit of noticing when students are in difficult situations but make a good choice. Reward them with praise or with a “Buzz Bucks”.
- 2. All of us help students solve problems of various sorts. When appropriate, use the S.T.A.R. language to help them make the right choices.
- 3. Model the S.T.A.R. language for your students when you are solving a problem.

4. Consistently use the S.T.A.R. language throughout the year.