

MEETING SEVEN

Redirecting



PARTICIPANTS' INSTRUCTIONS

Chapter Seven provides teachers with redirection tools for responding to rule breaking, including non-verbal and verbal cues, Loss of Privilege, reparations, and take a break, both in and out of the classroom. All of these redirection tools must be used in ways that are relevant, respectful, and realistic to be effective in regaining order.

Keep in mind

Redirections are for everyone and for small things. This helps us stay true to our understandings that everyone makes mistakes, and that by catching small infractions, we preserve equity and reduce the likelihood of larger problems.

Discussion format at a glance: Carousel

Leader posts descriptions of classroom scenarios on chart paper around the room. Small groups move around the room with their toolbox graphics of redirections in hand. At each scenario, the group decides which redirection(s) they would use to respond in that situation.

Reading Assignment

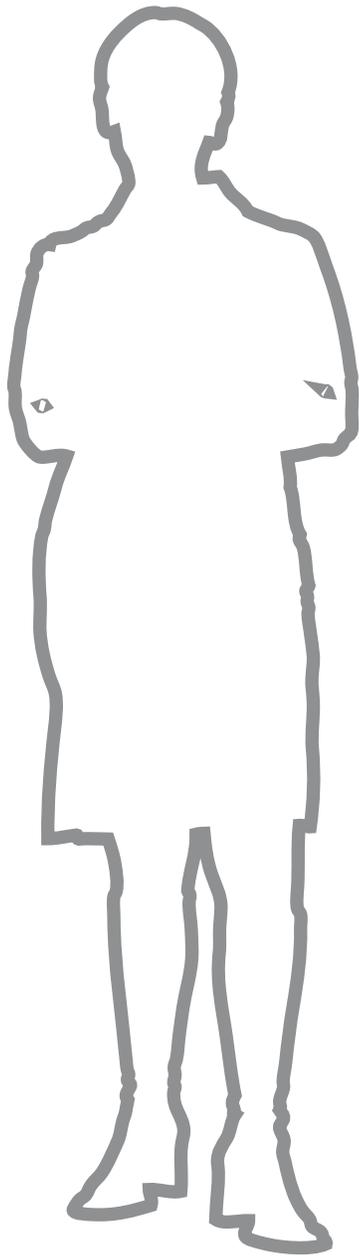
Read Chapter Seven: Redirecting, pages 145-191.

Interact with the text: Graphic Organizers

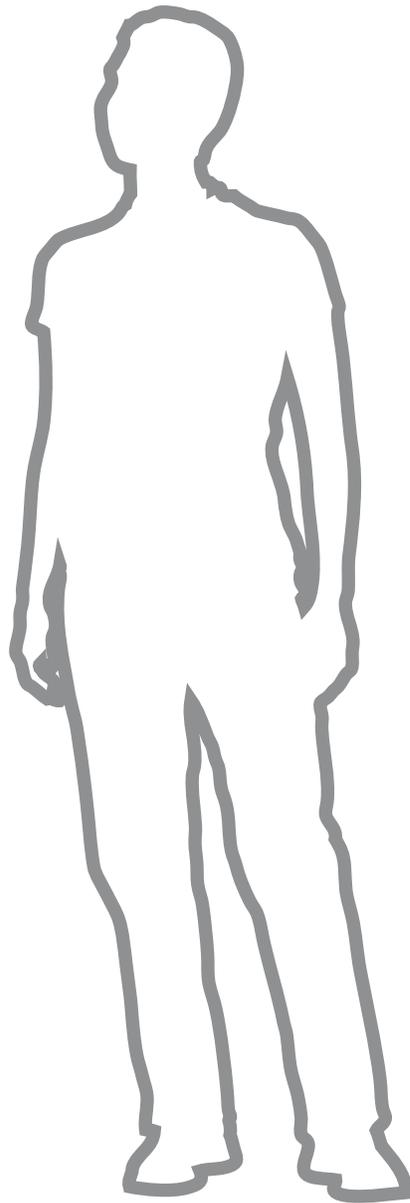
Use the following two graphic organizers to interact with this chapter's reading.

Student and teacher figures

In the figure labeled "student," make notes about what students need to think and do as they respond to teacher redirection. In the figure labeled "teacher," note what teachers need to think and do when giving directions.



Teacher



Student

Toolbox

As you read about the following classroom redirection tools, add notes to help you remember the nature and/or purpose of each tool in the toolbox graphic organizer:

Non-verbal Cues, pages 153-156

Verbal Cues, pages 157-161

Loss of Privilege, pages 162-168

Fix It on the Spot, pages 169

Take a Break, pages 170-178

Take a Break Out and Back, pages 179-182.

EVERYDAY TOOLS FOR REDIRECTING

Non-verbal Cues

Verbal Cues

Loss of Privilege

Fix It on the Spot

Take a Break

Take a Break Out



LEADER'S INSTRUCTIONS

Meeting Preparation

Familiarize yourself with the Carousel format. Create six scenario charts. Write a scenario description at the top of each chart and post in different locations around the room.

Scenarios

1. A small group of students cleans up their materials noisily and carelessly.
2. A student blurts out an answer instead of raising her hand.
3. A student is not paying attention while directions are being given.
4. Two students are passing notes back and forth during independent work time.
5. A student rolls her eyes sarcastically while another student is sharing an opinion.
6. A student is angry about a new seating arrangement. When the teacher refuses to discuss the change right away, the student swears at the teacher.

If the room is small, you could post the charts in a hallway or other space so groups have enough room. Plan how you will divide the large group into six small groups. Gather six different marker colors for writing on the charts.

For the reflection discussion at the end of this meeting, review the mindsets and skillsets described in Chapter Two, and select two or three skills for discussion.

Materials: Materials for welcome chart; chart paper and six different-colored markers for Carousel charts

Welcome Chart

Prepare and post welcome chart: Direct participants to read the chart as they enter the room.

Good Evening!

So far in our study group, we have been exploring ways we can establish clear expectations with our students. Today we will practice how we can use a variety of redirection tools when students break the rules. Get your toolboxes ready!

[sign]

Meeting

Gather in a circle

Post and refer to rules

Ask a participant to read the rules aloud. Discuss any suggestions for amendments/refinements to the rules.

Follow-up from last meeting (5 minutes)

Talk with a partner about your commitment made at the last session to more fully engage your students.

Introduce topic

Today we explore how to respond effectively to student rule breaking. In earlier chapters, we considered how problematic it can be to focus on responding, without first laying the groundwork for abiding by the rules. Now that we've covered important practices that build relationship, keep students engaged in their learning, and provide students with clear expectations, it is time to look into ways of getting students back on track when they misbehave.

Guide greeting and Carousel discussion format

Greet: Basic Greeting (1 minute)

Carousel (35 minutes)

1. Form six groups.
2. To warm up the group's thinking about redirection, participants share their student and teacher graphic organizers and discuss what is easy and what is challenging about their jobs when redirecting students. (5 minutes)
3. Give each group a marker. Groups travel to each of the scenario charts with their toolbox graphic organizers in hand. After reading each rule-breaking scenario, they discuss and decide which redirection(s) they would use to respond in that situation. Somebody writes the redirection name(s) on the chart with the group's assigned color marker. For verbal cues, include an example of actual language teacher might use to redirect. Leader keeps track of time and alerts groups when it's time to move to another chart. (3-4 minutes per chart)
4. **Final round:** Groups move back to their starting points and look over how other groups have responded to the scenario with which they began. Ask groups to share out any insights they have about using redirections. (5 minutes)

Reflect: Whole group (8-10 minutes)

Looking back at our teacher graphic organizer and thinking back to the three teacher mindsets discussed in Chapter Two, what mindsets (growth, action, objective) and skillsets (consider two or three) are at play when we effectively redirect students? Add any new ideas to your own graphic organizer.

Prepare for next meeting

Announce the next meeting date. Direct participants to Meeting Eight's introduction and reading assignment, pages 56-57, to prepare for the next meeting. Assign section assignments (see below) to individual group members; participants will read the entire chapter but complete the interaction assignment for only one section. Have each participant write the name of her assigned section into Chapter Eight's Circle Map graphic.

Section assignments

Problem-solving Social Conferences, pages 194-204

Problem-solving Meetings, pages 205-211

Role Play, pages 212-216

Student Conflict Resolution, pages 217-220

Apology of Action, pages 221-225

Follow-up

In your current practice, notice which redirection tools you use most. Decide which redirection tools you might want to use more often.

NOTES