

R2L: Lesson Plan for Behaviour Triangles.

<p>Lesson Topic: Introducing the class to 'Behaviour Triangles'</p>			
<p>Lesson objectives;</p> <p>The teacher and learners will be able to collaborate to agree on the consequences and rewards that will be used consistently in the class, to respond to either negative or positive behaviour. Everyone will understand and be clear on the consequences and rewards and there will be no inconsistency or perceived unfairness in how learners are treated.</p>			
<p>Materials needed: notebooks, pens/pencils, board/markers or prepared flipcharts (for step 8) and 2 large display pacers or similar material to draw the Behaviour Triangles and display them on the classroom wall.</p>			
<p>Time - 2 lessons of 40 minutes</p>			
<p>Lesson Steps/Stages</p> <ol style="list-style-type: none"> 1. Greet the class and explain the lesson objective. Ask learners if all of their teachers always react in the same ways when they misbehave. Encourage them to talk about the different consequences they've experienced and the different rewards they've received from teachers. 2. Write the topic 'Behaviour Triangles' and draw a triangle shape on the board. Explain that triangles become narrower as they move up from the base to the very top and at the top it's similar to the peak of a mountain - the highest point! 3. Explain that the lesson is going to be about creating two Behaviour Triangles, one for Consequences for poor/negative/unwanted behaviour and the other for Rewards, for good/positive/desired behaviour. 4. Recap briefly on what BTs are for (purpose) and how the school/teacher and the learners will use them. (See handout for context and details, but explain in a simple/brief way.) <p>Explain again that Behaviour Triangles are a way of helping teachers to use 'rewards and consequences' consistently (in the same way all the time) and fairly in their classrooms. The teacher will use the Behaviour Triangles to identify the most appropriate consequence or reward. The BTs will guide the learners on what are acceptable and unacceptable behaviours, and will help them to understand what will happen if someone behaves in good or bad ways.</p> <ol style="list-style-type: none"> 5. Introduce the concept of BTs by giving the learners the following examples of behaviours, and asking if they think they are 'acceptable' (good) or 'unacceptable' (bad). <table border="1" data-bbox="245 1623 1382 1837"> <tr> <td> <ul style="list-style-type: none"> - taking someone's pen without asking; - stealing money from a person's bag; - driving a car without a licence; - telling a friend a lie; - telling the teacher a lie; - telling your parents a lie; </td> <td> <ul style="list-style-type: none"> - calling someone 'stupid'; - shouting at the teacher; - shouting at another student; - not coming to class; - not doing the teacher's homework; </td> </tr> </table>		<ul style="list-style-type: none"> - taking someone's pen without asking; - stealing money from a person's bag; - driving a car without a licence; - telling a friend a lie; - telling the teacher a lie; - telling your parents a lie; 	<ul style="list-style-type: none"> - calling someone 'stupid'; - shouting at the teacher; - shouting at another student; - not coming to class; - not doing the teacher's homework;
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□ Ask the class if they think these examples are all **equally** serious. Then ask if they can give each 'problem' a score out of 5, with '1' being the least serious and '5' being the 'most serious'. (Give them plenty of time to think about this task and complete it.)

6. Ask for feedback, and facilitate a group discussion on what the more/less serious acts might be.

For example: 'Do you think it is more serious to be impolite to a teacher than to another student in the class?' (NB It is generally 'poor' social behaviour to be impolite to any other person.) Why do you think the way you do? What makes someone impolite?

7. Show the learners an example of a Consequences Behaviour Triangle, and talk through how it works. (The more serious the misbehaviour, the more serious the consequences and penalties, moving upwards from the base to the top.)

8. Then present the list in the table below (jumbled up, not in the correct order!) on the board. Put the learners into groups of four, by mixed gender, and ask them to read the list and decide which of the items should be labelled as 'R' if they think the action should get a 'reward' – for good behaviour - and which should be labelled with a 'C' for a 'consequence' (for poor/bad behaviour).

Following the group discussion, choose specific learners to come to the board and label the items on the list with either R or C. The rest of the class can agree or disagree until the final labelled list has been completed.

The teacher will lead a whole class activity in which the learners will agree where to place the Rs and Cs inside two large triangles drawn on the board or on display paper – the class will put the best reward at the top of the 'R' triangle, and the most serious consequence at the top of the 'C' triangle.

Answers: Rewards	Answers: Consequences
<ul style="list-style-type: none"> ● Student leadership role ● Certificate or Letter of praise ● Parents/carers informed of positive behaviour ● A 'privilege' such as leaving the class first for lunch break ● Acknowledgment in front of the class or the school assembly ● Verbal praise ● Non-verbal praise from the teacher/ peers 	<ul style="list-style-type: none"> ● Suspended from attending school ● Behaviour monitoring card ● Parents called to a meeting ● Phone call home to inform parents/carers ● Detention ● Sent to another classroom to work alone on a task ● Moved to a different seat/place in the class ● Verbal warning ● Non-verbal intervention from the teacher

9. Explain **again** that Behaviour Triangles are a way of helping teachers to use rewards and consequences consistently and fairly in their classrooms, for a range of poor behaviour, and for good and positive actions by the students. The teacher will use Behaviour Triangles to guide the learners in what are acceptable and unacceptable behaviours, and also to understand what will happen if someone behaves in good or bad ways.

10. If there is time, talk through how the teacher might respond to behaviour challenges from a learner, where the learner continues to behave in challenging ways, and the teacher issues consequences which become more and more serious.

□ Use this example where a learner continues to talk at the inappropriate time in class:

Response 1: Give the learner a non-verbal warning by signalling to them with a gesture that they must stop talking when they are supposed to be listening in silence

Response 2: The learner continues to talk at inappropriate times. Give them a verbal warning. Tell them gently, but firmly, what they have done wrong, what they need to do and what will happen if they do it again. e.g. *“You are talking. You need to stop talking. If you talk again, I will have to move you.”*

□ However, the learner continues to talk at inappropriate times in class.

Response 3: Move the learner to sit somewhere else for the rest of the lesson, either on their own or in a position where you can most easily monitor them throughout the lesson. Explain that this is a **consequence** of their poor behaviour. *“You have not stopped talking. Now you have to move and sit here. If you keep talking, you will have to leave the class.”*

∟ Sadly, the learner repeats the same unacceptable behaviour.

Response 4: You move the learner to another classroom **(NB) This must be agreed before you do this as part of the whole-school behaviour management strategy.** Give the student work to complete on their own (e.g. a textbook exercise). The teacher receiving the learner should be aware that you are sending them and should tell them to sit on their own. When they have time during the lesson, they should talk to the learner to find out what happened and explain to them why their behaviour was wrong. Then they can send them back to your class.

If the learner behaves badly in the same way again, after returning to the class, you will respond again:

Response 5: The student has to miss 10 minutes of their break time, doing a classroom chore, such as cleaning the boards, or doing some extra work or writing out an apology for speaking at inappropriate times.

All teachers should keep a record of those learners who miss their break time due to bad behaviour. If learners miss their break times three times, this report goes to the senior leader responsible for managing behaviour issues.

If there is any further repeated bad behaviour, then the member of the school leadership team will need to inform the student’s parents of their child’s continual bad behaviour and place the learner on a behaviour monitoring card.

11. Summarise the main points about the two behaviour triangles (Consequences and Rewards) briefly. Ask if there are any questions or if anyone is needing more clarification.

12. Thank the learners for their work and attention and end the lesson.

13. Create the two behaviour triangles and display them on the classroom wall the next day.