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Respectful Listening:
A Social Curriculum for Deaf and Hard of Hearing Students

A thesis submitted in partial satisfaction of the
Requirements for the degree of Master of Arts

in

Teaching and Learning: ASL and English Bilingual Education

by

Karla DeGaetano

Committee in charge:

Tom Humphries, Chair
Professor Carol Paden
Bobbie Allen

2012

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Chair

University of California, San Diego

2012

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ABSTRACT OF THE THESIS

Respectful Listening:
A social curriculum for Deaf and Hard of Hearing Students

by:

Karla DeGaetano

Master of Arts in Teaching and Learning:
ASL and English Bilingual Education
University of California, San Diego, 2012

Tom Humphries, Chair

Deaf children are a unique group of learners. They are second language learners who are often thought of as hearing children with a disability. They are not viewed as children who are members of a different language and cultural group. Researches have provided adequate evidence that there must be a solid foundation in a child's first language in order to learn a second language. It is crucial for Deaf children to develop a solid foundation in ASL so they can learn English with ease. With language development Deaf children should also learn social development. It is important to provide them with both.

By adapting Jeanne Gibb's Tribe (2001) curriculum and creating some of my own lessons, deaf students will have the opportunity to develop both academically and socially. The activities allow the students to explore their thoughts, feelings and ability to express themselves in both ASL and English. This also provides an arena for students to improve their writing and social skills.

During the field testing of my Respectful Listening curriculum the students were observed and their behaviors were recorded on a daily basis using field notes, rubrics and students work. This information from the students and my field notes was analyzed and evaluated. The results of the field-testing showed the students benefited from the curriculum designed. I found that my Respectful Listening curriculum could be used in more than one grade level setting.

I. Introduction and Overview

This thesis addresses the topic of problem solving and conflict resolution in a social setting for elementary deaf students. There is a need for a curriculum for deaf children that focus on specific tools that will aid in empowering and fostering respect for one another and other adults. Deaf children, like hearing children, need tools to solve problems, and to deal with everyday issues of sharing, listening, and being respectful.

In the mainstream hearing school, hearing children tend to learn by natural consequence. If they are disrespectful and rude there are consequences. They have thirty other staff members watching their behavior. Deaf children, on the other hand, have a communication barrier with the school staff (with the exception of the three or four teachers who can sign). Therefore, their behavior is only monitored by the few. However, since there are few deaf children in both residential and mainstream settings, deaf children socialize with the same group of children for many years. It is imperative that these students learn how to interact with people they may not choose to play with or may not even like. There are a limited number of deaf children in these school environments so helping them develop problem-solving tools is essential. They need to learn ways to approach a problem, support one another, and have respect without invading or upsetting others. I have created goals for my curriculum that I hope to achieve with my second grade students. They are as follows:

To effectively solve problems on his or her own without the aid of an adult.

To become culturally, linguistically, and socially empowered.

To improve cooperation among their peers and adults.

To increase positive engagement in the classroom.

To gain a better understanding of themselves and to express emotional and physical needs clearly through ASL and English.

To improve reading and writing skills in the process.

These goals are relevant for varying grade levels; I adjusted them accordingly with my own fourth and fifth grade classroom. I had originally planned on implementing a problem-solving curriculum in a second grade class, but when my internship began at the school for the deaf the school for the deaf, I found that my assignment had been changed. I was placed in a 4th/5th grade combined class. A problem-solving curriculum was already in place, and there were countless posters on the subject around each classroom. I felt the students were well equipped with problem-solving skills. When a problem would arise the students would immediately ask to leave the classroom and have a discussion outside. If they were unable to resolve the problem they would ask to see the behavior specialist who would then aid in the resolution. With these factors in mind, I chose to focus on a few goals within the curriculum, instead of focusing on problem solving.

I had planned on a six-week implementation, but due to the short schedule, students' prior knowledge of problem solving, and other unexpected situations, I was unable to devote that much time. With so much testing and other activities for the fourth and fifth grade students, I was only able to use the last two weeks of school for my curriculum. I adjusted the goals to meet the time constraints, and to meet the needs of the students. They are as follows:

To have increased positive engagement in the classroom.

To improve reading and writing skills.

To gain a better understanding of themselves.

To respectfully listen to each other.

II. The Need for a Bilingual Approach to Education.

Deaf children are currently caught in a controversy over the methods of acquiring literacy and the most efficient means of education. This struggle of providing a sound education has been greatly debated among educators for years. The history of deaf education has empowered and disempowered deaf students throughout the years.

There are many elements comprising an education for deaf children that will allow them to be empowered and successful. I believe the most effective approach is a bilingual, multicultural environment. This method enables the deaf child to acquire a first language, therefore, aiding in establishing a sense of self. The use of ASL as a natural way for deaf children to acquire language helps children understand the importance of their language and culture. Not being caught between the hearing and deaf world supports their ability to gain a stronger sense of identity and, like most hearing children, understand their language and background, thereby allowing them to fully reach their potential. The educational system can provide that, and must have a multicultural approach that supports and respects each family that has a deaf child, something that is especially necessary since many hearing parents have never met a deaf person and are unfamiliar with how to educate their children. Parents become inundated with information. The family usually feels overwhelmed and confused, thus leaving the school with the responsibility of providing language. Families are unaware of the benefits of early exposure to a sign language because they often receive a medical perspective on deafness, which usually does not include using a signed language.

Providing the families and parents with a balanced perspective about language and culture is crucial to the success of the deaf child. The motivation behind my belief in implementing a multicultural program stems from my own observations of the current situation in school districts. Many deaf students leave high school without a diploma because their reading levels do not match those of their hearing peers, and they know it (<http://clerccenter.galluadet.edu>). That situation causes feelings of hopelessness, loss of control, and inferiority. Deaf students, who frequently lack the communication skills necessary to seek support, simply give up. Students are leaving high school without a diploma because they are unable to acquire the skills necessary to read at their peers' reading level. Frank Bowe in *Approaching Equality* (1996) reiterated that deaf children seem to reach a plateau at third grade reading comprehension levels. Furthermore, it is widely acknowledged that there has been a noticeable lack of improvement in raising these reading level and other achievement levels of deaf and hard of hearing students (<http://clerccenter.galluadet.edu>). Recent legislation requires all students to pass the California high school exit exam that has magnified the problems for deaf and hard of hearing students. The exam is written at a ninth grade reading level. Since most of the deaf and hard of hearing students are reading at a 3rd or 4th grade level, they frequently have difficulty passing the test. If students are unable to pass the high school exit exam, they will not receive a high school diploma. Without a high school diploma, a deaf child's options are limited. Something needs to change, within the education of deaf children. Currently their needs are not being met, and we are failing to provide students with the necessary tools to achieve greatness.

I believe we need to consider a bilingual multicultural program for our deaf students because it recognizes the diverse backgrounds from which each deaf student comes. Lane, Hoffmeister, and Bahan (1996) argue in support of a bilingual/bicultural education, saying that it provides deaf children with a “store house of tools, both linguistic and cultural to help them to cope successfully with both the Deaf-World and the hearing world.” (p. 293) This approach would use and respect and honor all the languages currently in the deaf child’s life. As stated by Grosjean (1996), in “Living with Two Languages and Two Cultures”, an important aspect of biculturalism, especially for bicultural children and adolescents, concerns the acceptance of one’s bicultural identity. The child needs to reach the point of saying, "I am bicultural, and a member of both culture A and culture B” (p. 45). This will help children accept their backgrounds and understand who they are, enabling them to participate in their education with purpose and drive.

Some of the past educational programs such as a "bi-bi" model operate on the premise that deaf children are taught in their most accessible language and participate in English and ASL. This has provided deaf students with only part of the solution. The teachers and staff incorporate only two languages English and ASL to define the linguistic needs of the students. While in some part of the United States this may work, however students from southern California are drawn from a myriad of places. We often not only have two or more languages in the classroom, but many others in the home. Grosjean (1996) notes, “Bicultural can be characterized by at least three: they live in two or more cultures, they adapt at least in part, to these cultures (their attitudes, behaviors, values, etc.), and they blend aspects of these cultures” (p. 20-37) The “bi-bi” philosophy

seems to apply only when a child comes from a single ethnic background, which is common in the United States. However, in recent years many students have several cultures in the home. If the child only interacts with two languages, ASL and English, perhaps this method would be successful and useful for a deaf child. Our students tend to come from homes where their parents only use spoken Spanish, which immediately incorporates a third language. This then leads to our students using written English, being exposed to oral Spanish, American Sign Language, and (depending on the background of the student) Mexican Sign Language, as well as written Spanish. If we use only the “bi-bi” model, we will shortchange our students by not acknowledging their third language and other language variation. We need to acknowledge all areas of all children’s life experiences.

However, the theories behind the model of a bilingual classroom are applicable in a multicultural approach. One such theory addresses the acquisition of language as stated by Krashen and Biber (1988) in an article entitled, on course: Bilingual Education’s success in California Comprehensible input allows the child to make sense of the meaning around the language. Using ASL as a primary language then it allows the child to acquire background knowledge about the subject. (1998) They must be able to see and understand what the message is, and rely on language input to understand the direct meaning of the word or sign. With comprehensible input the child gains language fluency and experience, which in turn leads to literacy. This is what Krashen and Biber have called L1-L2 transference. Characteristics of a successful program using this model are 1) High quality subject matter teaching in the first language without translation, 2)

Development of literacy in the first language, and 3) Comprehensible input in the target language. (pp.45)

Krashen (1988) states, good bilingual education can improve the child's self esteem and pride about one's own culture. This is not an elites mentality rather an acceptance. Krashen and Biber (1998) argue that this sense of balance also supports the idea of incorporating all the languages into a minority child's education. As stated by Jim Cummings (1996), "students from a minority culture will either be empowered or disabled as a direct result of their interactions with educators in schools."(pp.18)

Evidence that supports a Bilingual Education for Deaf children and the pedagogy behind it is salient in the Swedish and Danish model for deaf students. These models teach the child that they are learning two different languages. The languages are separate and have their own structure, different from one another. These children are taught that Swedish sign language (as the native language of deaf people in Sweden) is important, and while Swedish is another important language, it is not superior to, but simply different from Swedish Sign Language (Mashie, 1996). In these programs, the difference between a sign language and a spoken/written language is established. The students are taught the difference and are able to distinguish between the two (Andrews et al, 1996).

Fortunately there is a program that exists in the United States, similar to the Swedish and Danish model. This program, used in East-Central Texas, was described by Andrews, Ferguson, Roberts, and Hodges (1999). These educators implemented a bilingual bicultural pedagogy in a pre-kindergarten and first grade class. Unlike in Sweden or Denmark that have extremely homogenous populations, the Texas student population was extremely diverse, in keeping with the need for inclusive guidelines that

is more typical in the United States. The program in Texas used the foundation of the Swedish and Danish model, but more specifically incorporated the needs of a multicultural population.

It was a successful program for several reasons. The teachers and parents acknowledged the child as deaf and began teaching them sign language from infancy, and the families were also tutored in sign language, so little time was wasted in establishing a basis for language. Immediately there was acceptance and a path toward communication, which is crucial for a child who is deaf. In the United States, where many parents grieve and struggle to accept their child, avoiding the loss of valuable time for language development is critical.

Such built-in supports for families (a service automatically provided by the state and the schools in Sweden and Denmark) can be important in easing the grieving period that so many American families experience. This grieving period is when a parent realizes their child is not like them, it becomes difficult for them to understand that the child needs different language input. They do not understand deafness, since the disability is not common, and not visible. Most people will probably never meet a deaf person in their lifetime. While acknowledgement and acceptance of the deaf child is the initial key, the educational methods provide much success. The deaf child learns to separate both languages, the signed and spoken are explicitly taught. In addition, the equality of the languages is also recognized (Mashie, 1996).

Sweden and Denmark's programs are among the best in the world, which is evident in the literacy rate of deaf children and adults. Mashie (1995) states that 55% of Danish children can read at an age appropriate level by the time they are 12. The goal of

these programs is stated as follows: “ The pupils ability to understand and use sign language and Swedish is to be developed. Pupils must develop their ability to read sign language and their ability to write clearly, regularly and expressively, so that other people can comprehend and understand what they mean” (pp.22). This goal may appear quite similar to what education systems in the United States want for their deaf students, but there is no evidence that American deaf children do become fluent in sign language. I believe through experience that the goal in the United States tends to focus mostly around the idea that students must be integrated into the mainstream environment, where they will learn to speak and communicate with their hearing peers, often at the expense of becoming fluent in sign language.

The bilingual, multicultural framework, which I use in my approach to teaching, recognizes the input of the home and school connection and the support of families. Bilingual education cannot exist in isolation. It needs the support of the family as well as others who interact with the child. The program also needs to respect and honor the deaf child’s background and family heritage. The support and strength of early services is imperative to the success of a deaf child’s language acquisition and literacy development. If the family and child are supported, then the rate at which the child acquires language will be greater than if the family is left to fend for themselves. Families with deaf children need to be aware that they are not isolated and alone, coming together for mutual support. However, without the identity development early on in the child’s life, this process of language acquisition becomes delayed, postponing the benefits of early exposure to language.

The acquisition of language should, first and foremost, come naturally. Artificial or educationally based attempts which "represent the majority language manually are not considered to be comprehensible language input in either modality" (Mashie, 1995, p. 111). In order to achieve natural language acquisition environments, deaf children should be exposed to language (both ASL and English) by other deaf adults in a way that is natural and related to real life, just as hearing children are. Hearing children are exposed to language in a natural setting by their parents and family and community. Deaf children should be supported in the same way. Since they are unable to process language audibly, the natural method would then be constant use of a signed language. This would expose the child to a rich language environment, therefore creating a strong first language. With a strong first language, it is possible for the child to then transfer to a second language more easily.

The theory of Common Underlying Proficiency (CUP) describes the relationship between a language learners' first and second language (Cummings, 1996). It explains that what a child experiences in their first language can be transferred to their second language. Cummings also states that for the bilingual learner, the two languages are dependent and intertwined and the strategies the learner acquires in their first language will transfer into the second language. Without the coding of a first language (i.e. American Sign Language for deaf children) they can be significantly delayed in their ability to learn written English. They would not have a strong foundation of L1 that would allow the student to transfer their competency as language users from L1 to L2. It is important that educators support and provide an education that will only enhance and empower the deaf child to succeed in learning two languages.

A successful bilingual/multicultural program recognizes the whole child and recognizes the capabilities of the child. The assessment of the child should examine all aspects and area of the child's strengths. This assessment allows the teacher to see everything that encompasses the child. Many current programs use assessments that are geared toward the general population of hearing students. These assessments are unfair and should not be used to judge a deaf child's ability. There are few assessments that are deemed appropriate for deaf children.

One example is provided by Martha French (1999), who believes the child should be assessed as a whole and not by one test. Her assessment embraces specific principles for deaf children, which are:

- Involve parents and children in assessment.
- Emphasize early language acquisition and experimental learning.
- Capitalize on motivation, student collaboration and reflective thinking in the learning process.
- Demonstrate that concepts about first and second language learning are relevant for many children.
- Allow the deaf child to grow and be fairly assessed within the guidelines of a deaf friendly program.

A second assessment that can be utilized is the Learning Record by Mary Barr (1999). It views the child as a whole and what competencies they have, rather than what they are unable to perform. This assessment is not specific to deaf children, but is written in a manor that does not use the deficit model and can be applied to children of all languages and cultures. The approach uses a positive method that empowers and

reinforces what the child knows, rather than what they do not know. This is the type of assessment available in a multicultural approach that I believe is appropriate for use with deaf children.

III. Assessment of Need

My placements in different classrooms throughout my first year of the credential program as well as my previous experiences in other mainstream programs and in residential deaf schools, made me realize the need for deaf children to focus on community building and conflict resolution in addition to academic content. The first class I taught was a hearing kindergarten class with 25 students, where I observed the need to manage the behavior of students in order for learning to take place. These four and five year old students were just learning how to sit and keep their hands to themselves. The need for them to learn proper methods of conflict resolution was present, but it was apparent that there was also a need to first teach them how to act in a group. With this foundation of community and a social curriculum, students would be able to learn more effectively. I have spent this past year teaching in a number of different classrooms with deaf children. I observed more on academic content rather than social aspects of school in these deaf classes. Many teachers would comment on how far behind the students were and how much help they needed academically, ignoring the social growth. I first noticed this need in the classroom two years ago when I first observed deaf education classrooms. I would watch children interact and found they would often be rude or demonstrate very inappropriate behavior, like cutting in front of the lunch lines, employing physical aggression, or not listening to each other. I wondered why it seemed deaf children were more prone to this negative behavior. I do not want to imply that hearing children are angels and free of social problems, but I feel they are given more opportunity and support to learn to be more accountable for their actions.

Deaf children are often placed in mainstream programs where they are constantly trying to socialize with hearing students. Unable to communicate with them, hearing students often ignore the deaf and hard of hearing students, and allow the deaf students to co-exist outside the social rules. One example of my observation occurred last year when I taught summer school for a group of deaf and hard of hearing students at a mainstream elementary school. There was an issue about cutting in the line for lunch. All the students (hearing and deaf) would line up for lunch after they played outside for a half hour. When it was time to line up everyone would freeze and then the students would walk to line-up. At this point, the aids and other staff would walk behind the students. The deaf students, however, were running and pushing to the front of the line. It was obviously inappropriate behavior and against the rules established by the school. It was two weeks into summer school before the hearing students became frustrated with the deaf students and started to complain to the teachers. I was amazed how the deaf students were given two weeks of cut in line and no one said anything. A dialogue started among the staff to address this behavior. Hearing student were immediately reprimanded for cutting the line, but the deaf students were allowed to behave outside of the rules. I started to realize that the only place a deaf student was held accountable was in the classroom. Outside on the playground or in the cafeteria they were often ignored. And the inappropriate behavior outside the classroom began to affect the behavior in the classroom.

While there are many implications, the one that I began to think about was social development. In classrooms of deaf and hard of hearing students that I observed, there was rarely a time when the students were expected to circle up and have a meeting to discuss the goals of the day or what had transpired. Teachers tended to focus mostly on

academics, fearing that deaf students would fall behind and continue to have low reading and writing skills. In the state of California, the newly implemented high school exit exam has teachers even more frustrated and pressured about providing enough academic time so these students will graduate with a diploma. The irony of this situation is that most deaf children born of hearing parents arrive at school with little language communication skills. They lack communication at home, and while one parent may sign, it has not provided enough of a language model for the deaf child to effectively learn social skills.

Therefore, the addition of social curriculum to deaf children's classroom would be beneficial. Ideally, the student arrives in school and is immediately placed in a situation where he or she is able to watch and acquire a language without the pressure of a teacher centered learning environment. The child is able to sit in the morning, work on the expression of language, and gain confidence to express him or herself as time goes by. During one of my student teaching experiences in San Diego, I watched a bright child arrive from Mexico with little language competency in any language. His signs were jumbled and sometimes incomprehensible, frustrating the staff and students, but as time went by and he was allowed time to socialize and learn social communication skills, his language improved greatly and he was able to participate in the classroom community. I attribute this growth to the time allowed for the child to express himself in a safe environment, without the pressure of completing a math equation or answering comprehension questions on a test. Social curriculum would allow the deaf child to have access at a time during the school day without the traditional academic pressure. It is this

Sharing: A Social Curriculum, which has ultimately led me to address the need for social curriculum for young deaf children as my thesis project.

IV. Review of Existing Materials and Curricula

There are many programs and other materials developed for hearing students that cover social curricula and conflict resolution. I only found a few resources devoted to social curricula and deaf children. There were only two publications I found for deaf and hard of hearing students and social curriculum. A thesis by Burns (2002) a graduate of UCSD, "A Meeting of the Minds" includes a social curriculum for deaf children, and a newly-written publication, entitled Part of the Group: Games that increase Social Understanding, by Lou, Charlson, Gage, and Moser (2005). While there are many books that address social curriculum in general education, there are few books that specifically for the deaf classroom. The main purpose for Part of the Group is helping deaf students acquiring social knowledge.

Both these resources provided me with a great deal of information related to deaf and hard of hearing children and were written specifically for the deaf and hard of hearing student. The current models outlined in these books empower and enable students to develop their sense of individuality and honor their backgrounds. Students gain a better understanding of themselves, creating a more integrated classroom between community and school.

Burns (2002) adapts the routing of Morning Meeting (a mainstay of social curriculum practice based on the work of Ruth Charney, 1991) for a group of preschoolers. Her lesson plans are detailed and provided me with great deal of background and guidance. The curriculum was established for a younger population and incorporated Morning Meeting at the start of the day. My curriculum focuses on older students and can be implemented not only at the start of the day, but within any

curriculum (the activities are not time sensitive). It also integrates Language Arts within the social curriculum. Since I did not have the same group of students all day, I thought it would be difficult to implement a traditional Morning Meeting curriculum, and since my cooperating teachers were concerned about time, and wanted my lessons to be incorporated into their Language Arts lessons.

I found several other texts related to social curriculum: Ruth Charney's Teaching Children to Care (1991) and Habits of Goodness (1997), as well as Tribes by Jeanne Gibbs (2001) and The Morning Meeting Book by Roxanne Kriete (1997). These texts provided the framework for the social curriculum and were invaluable to the creation of my social curriculum. In addition to the above books, a master's thesis by Zoltan Sarda, a graduate of UCSD (1997) thesis entitled, "Creating Community: Enhancing Learning in a Socially Responsive Classroom" was very helpful. This thesis focused on the individual and group dynamics of a classroom, and he uses Kriete and Charney as the foundation for his social curriculum.

The book Habits of Goodness edited by Charney (1997) was also essential to the writing and implementation of my curriculum. It describes specific cases of social curriculum in action and I found it to be an essential resource after I arrived at the deaf school and found myself working with older children. I was so focused on working with younger children, that my mindset needed to be adjusted. I read several of the stories in this book that revolved around older children and found myself back on track. The children in the book provided me with different ideas specific to particular age groupings. Charney offers a detailed analysis of each case study (presented by different writers), and then discusses each, providing valuable global insight.

The above resources provided me with real-life examples as well as what has been successful in implementing a social curriculum. I found myself depending heavily on the Tribes by Gibbs (2001) and Charney materials, since they seemed to best fit the needs of my particular students.

V. Relevant Research and Learning Theories

After deciding to write a social curriculum for deaf children, I found several relevant learning theories that informed and supported my ideas. An important overall concern was developing curricula that would be appropriate for students in an elementary class. The three theories I have chosen to build my social curriculum around are: zone of proximal development/scaffolding, self-assessment/reflection, and cooperative learning.

The Zone of Proximal Development theory was articulated by Lev Vygotsky (1987) and states that a child follows adult examples and gradually develops the ability to do certain tasks without help or assistance. Vygotsky's work contends with the difference between what a child can do with help and what he or she can do without guidance (Rieber & Carton, 1987). Within a social curriculum, students are expected to become more independent in solving their own problems. This growth can only happen if there is modeling from the adults in the room and if students understand what is expected of them. Scaffolding (Denton & Kriete, 1997) becomes relevant here, aiding the student in understanding expectations. This allows the student to feel empowered and opens their minds to the new experience. Incorporated in a social curriculum, the student has a better understanding of the self and better self-esteem, and is therefore able to be more open to learning and sharing.

Another relevant foundation for social curriculum is self-reflection/self evaluation (Gibbs, 2001). This is where the participants evaluate and assess their interactions in regards to the group. It allows everyone to take a step back and look at him or herself without feeling targeted. It is crucial to the importance of social curriculum, since it forces the individual to constantly look at him or herself. Students must think about their

actions and the effects it has on others. Being held accountable for what they say and do in the classroom will aid students in the empowerment and understanding of the self. If children learn to examine why they act in a particular manner and better understand the resulting reactions from their classmates, they will come to realize their behavior has consequences. This more reflective perspective will then aid in the development of respectful listening and a general understanding of respect for others.

Lastly, cooperative learning (Johnson, 1986) is another foundation for respectful listening and for social curriculum in general. Cooperative Learning is outlined by Johnson as follows:

- Positive Interdependence: this is group coercion, that members feel they are involved together.
- Face to face interaction: People help each other to understand the task
- Interpersonal and small group social skills: students learning to trust and develop their social skills within the group.
- Individual accountability: students take responsibility for their actions.
- Group processing: reflect how to work together and figure out how to improve the tasks and solutions.

When students participate in an environment that fosters cooperative learning they are able to practice the skills taught for getting along with one another. They can experiment with respectful listening and understand the consequences of their actions. They are able to see that having respect for an individual does not only exist at a desk in a classroom. Their daily interaction will give the students room to test the lessons and understand the nature of living in a world with many different kinds of people.

VI. Sharing: A Social Curriculum for Deaf Children

When I arrived at my internship, my class assignment had changed, so while some of my lessons could be used as is, I needed to adjust the focus of my curriculum. However, it was still important for me to keep in mind the goals of my initial curriculum; therefore, I wanted to make sure my methods of evaluation would assess the goals I had established.

Prior to the implementation of the social curriculum, I observed students in a myriad of settings, interacting with their peers and adults. I discussed the students with everyone who interacted with them. These teachers and support staff were more knowledgeable about their personalities and skills in the classroom. I jotted down notes to document what I had seen in the classroom.

Once I started to implement lessons from the adapted curriculum, I realized how important my personal notes and student evaluations would become. Since the fifth grade students were experienced in writing, I knew I could rely upon their ability to review themselves. It was not the original plan, but with time I noticed they were quite capable of this task. With this in mind I used the following methods of data collection to evaluate the success of Sharing: A Social Curriculum, field notes, teacher evaluations, student evaluations and rubrics.

I used field notes throughout my implementation of curriculum. Since the activities were interactive, it was difficult to take notes while the activity was in motion. The notes were anecdotal and explained everything from my reflections to modifications that needed to be made to ensure a smoother lesson. They were extremely beneficial when writing up the curriculum outcome.

Teacher and student rubrics helped me evaluate the students when they shared with the group. Initially, I would evaluate their behavior and then give them a rubric to evaluate themselves. The focus of the curriculum became listening and respecting each other, so student observations were extremely important when evaluating the lessons. I collected some of the student's work, however, there were a few activities that did not require students to write or produce anything.

The teacher and student artifacts such as student rubrics, teacher observation and student work samples helped me evaluate the progression and success of the curriculum. However, since time became an issue, I was unable to devote more than two weeks to the curriculum. Additionally, the initial project I assigned to the students did not go well, which absorbed most of the allotted time, realizing it had not produced the results I wanted. I had to then go back and re-teach the lesson. Observing the students through the two weeks, they did show some improvements.

The goal of teaching the students to adequately write a persuasive essay failed initially. After evaluating the results of the initial persuasive essay lesson (see Appendix C, p. 126), I noticed that the students did not produce an essay like I had originally wanted. I added some other activities to give quicker results since time was such an issue. Some of these activities did show some results; these changes were mostly subtle improvements but enough to know I made an impact on their social interaction.

Field notes and rubrics provided the best evidence of the effects that the curriculum had on students. The number of students who were not listening, ignoring, and not respecting each other was decreased towards the end in the classroom. Students also caught themselves when they interrupted, causing a noticeable classroom energy

shift. One afternoon when the students did the “Shoe” exercise, which focused on teaching different perspectives, we reviewed the expectations; they immediately understood what was expected of them. I asked the class to tell me the ways we listen, and they immediately told me and one student even rolled her eyes, as if to say "okay, we understand, can we share now?" Although she did not say it, it was definitely implied.

The teachers also helped me by providing background knowledge and a greater understanding of the individual students. The background information and comments on the students and especially the rubrics (filled out after students presented) served as a great source of information on the students. In retrospect, I see the value of co-created rubrics for the students. I think it would have provided the student with more responsibility and connection to the worksheet I handed out. I did not require them to fill out any comments initially, but after the second presentation, I made sure they wrote something. I did not realize the value of those comments until I began writing. Toward the end of the two weeks, when students evaluated themselves critically, it was useful to see first-hand how they were feeling during the activity.

I did notice a change in the classroom behavior toward the end of the two weeks, but the behavior as a whole did not improve. The students graduated from the fifth grade and spent a lot of time practicing for the graduation. There were still many respect issues among them. They were physically aggressive towards each other while waiting in lines; they hit and pinched each other. If I had had more time and taught the whole fourth and fifth grade, they might have improved. This experience tells me that there is a very strong need for a social curriculum at this school.

The Tribes curriculum is perfect for this group of students and as described by Jeanne Gibbs is “a process”—a way to establish a positive culture for learning and human development through out a school community." (11) I was amazed when I began to read the lessons and saw some lessons being implemented in a hearing classroom at the Explorer School in La Jolla, California. I have seen some classes in deaf education that use similar activities. However, there is not formal curriculum specifically written for deaf children. After observing many deaf classrooms while I was student teaching, I felt the desire to provide deaf students with a social curriculum like the one in Tribes, but for deaf children.

When I researched the current curriculum I knew that Tribes could be successfully adapted for deaf and hard of hearing students. Not all the lessons are suitable for deaf children, but with some modification I found these lessons to be valuable in the development of an empowered child. When there is a social connection to each other and the community students will benefit academically from discovering the cultural connections (Padden 2002).

The lessons from Tribes were altered to fit the need of the deaf students. I also did not follow the order of the book, since I only had two weeks to implement the lessons. I was able to pick and choose the necessary lesson I deemed important for the social development of these students.

Positive social interaction was the focus of the curriculum so I choose lessons that would support and encourage students to share and practice listening. Since the students needed practice with Language arts, I tailored the lessons to support a Language Arts curriculum. They were required to work cooperatively during each lesson, and used the

Think Pair Share method of learning (Stone & Kagan1994). The idea behind the cooperative learning was for the students to use their ASL before writing anything into English. Each lesson was adapted for the students to use their natural language of ASL and then write in English.

Each lesson was scaffold and extensively modeled for the students. The students were able to see exactly what was expected of them before they were assigned the material. Students were also required to reflect and think about each lesson. They were asked to fill out a rubric after each lesson, addressing several questions about each aspect of the particular lesson.

VII. Implementation

A state residential school for the deaf was the setting for implementation of my social curriculum which is titled, "Sharing: A Social Curriculum for Deaf and Hard of Hearing Students. The original plan was to implement a more problem-solving based version of the curriculum in a second grade class. However, my position shifted and I was placed in a mixed class with fourth and fifth graders. Many of the lessons developed for second grade student were not appropriate for this age group, but with minor tailoring, some were still applicable. The group of fourth and fifth grade students were bright students looking for a challenge. I knew I had to rise to the occasion.

I will refer to my two cooperating teachers as Vivian and Kelly. Vivian was fairly new to the School for the Deaf; she had only been teaching there for four years, but had 14 years experience teaching at another School for the Deaf. Kelly was a 14-year veteran at the school, and was hired right after she graduated from college. Both teachers taught different grades in elementary, but at the time were teaching the upper middle school students.

Since I was teaching in two different classrooms with two different schedules, my day was hectic, and it took some time to become acclimated to that pace. I spent the morning with the honors fourth grade students in Viviana classroom and then went next door to Kelly's room and spent the rest of the day with the fifth grade class, teaching Language Arts. In addition, there were two other teachers, Mike who taught science and social studies, and Carly who taught math. There was also an aide for the whole fourth and fifth grade who provided clerical and behavioral support.

In the morning there were four students in the honors language arts block. I will refer to them as Nick, Jason, Eva, and Adam. Eva was not supposed to be in the honors English class but there was a mix-up and mom wanted her to stay. An interesting dynamic arose, since the students commented on Eva's placement several times. I asked my cooperating teacher how they knew and she said they had no idea and it was purely a reaction from the student's interaction. A was a third grader who came to Vivian's class for reading only. She was not part of the whole class. Instead there was a reading specialist who worked one-on-one with her for most of the time, and then she would join us for the last half of class when we worked on writing and vocabulary. There was also a literature circle every Friday where all members of the class participated. It was my engaging part of the class, and insightful to share novels with students and be able to teach purely through literature.

In the mid-morning, I worked with the Wolves (the name given to this particular group of students) for Language Arts until 12:30. These students struggled with their reading and writing. I noticed they were reading at second or third grade level. In addition to the reading material being below at grade level, my cooperating teacher told me a few of the students had learning disabilities. Josh and Sam, for example, both have hearing families and read at a second grade level, and Andy, Chris and Ellen read at a third grade level. Andy and Chris both have deaf families. However, both were reported to me as having some learning disabilities that had yet to be diagnosed. I was aware of this situation because on the second day of class, there was a meeting for Chris. The child study team was discussing his evaluation and determining the next step in his services. In addition to his learning issues, he also had a history of family abuse and spent much of

his time with the behavior specialist. During the first week of school, Andy grabbed my arm and told me not to even think about touching him. This comment was in response to asking him to move from the table because he was argumentative and disruptive to the other students. Of course, I had no plans of touching him, simply wanted him to move from the table. He was very angry and often lashed out inappropriately. This altercation resulted in an in-school suspension for him for one week. Yet after this altercation, Andy and I became close; he no longer challenged me in an aggressive manner. His behavior did not improve within the group however; he had made some inappropriate sexual comments to some other students and again was suspended for another week. It was unfortunate to not have him in the classroom more often.

None of the students had issues in basic communication; their language was comparable to hearing fourth or fifth grader students. Being able to communicate in ASL the whole time I was at the deaf school was very comfortable and felt at ease in my daily interactions.

The Roadrunners (another group) arrived at 1:30 in the afternoon and stayed until 3 p.m. Three of the Roadrunners did not come to Kelly's class; rather they had Vivian's as their Honors Language Arts teacher. Athena and Kathryn came from deaf families but while Athena's parents were hearing, she had a deaf brother in the first grade and was enrolled in preschool. Again, sign language was not an issue for any of the students in this group. They communicated freely and with ease.

There were three African American students, one Latino, and the rest were Caucasian. Many students had siblings and parents who were deaf; the minorities were from hearing families, which is not the pattern we tend to see among Deaf students in

most schools. Four of the students were hard of hearing and used their voices quite often with each other.

When the morning group of students arrived promptly at 8 a.m., they went directly to the “reading chairs” and immersed themselves in the available reading material. They would stay in this area until the teacher was ready. She would get their attention by flashing the lights and the students would reluctantly gather around the U-shaped table and begin the day. The plan was to introduce or review existing vocabulary (derived from their novels in the literature circles) write, read, or make entries in their journals. Since it was the end of the year, the students had a well-established routine. They generally worked well independently and only needed instructions at the beginning of a lesson. After the allotted hours, the students left and resumed their place with the fourth graders.

At 9:30 I would quickly pack up my things and run over to KK’s classroom and begin teaching the fifth grader students. This group was much more challenging because their levels were so varied. This language arts group did not have the solid two-hour block rather it was a block broken up by Art, Recess, P.E. and S2 (a group activity run by the counselors). Since these students only had 30 minutes of direct instruction, it made working with them more challenging. Unable to really get a flow going we often tried to just get as much finished in the allotted time as possible.

Kelly's students were divided into four groups, two for spelling and two for reading. The first 30 minutes was used to review spelling words that were chosen from a spelling text that matched their ability. There was a general discussion about the particular words and then they were given the spelling homework for the night. They

were expected to learn the words and take a test on Friday. Then the students would leave for Art and continue on to lunch/recess for almost two hours, after which they returned to language arts for a half hour, a time devoted to reading and writing. There were also grammar lessons along with writing projects.

The last group of the day arrived in Kelly's class with the exception of three students who went to Vivian's class for honors language arts. This group was, on average, slightly above the last group. They read at a fourth grade level. This group also had the full ninety-minute block. They arrived at 1:30 and stayed until the end of school. The schedule for this group remained the same: spelling, reading, and writing. Since it was the end of the year, the schedule was very inconsistent, and there were many days of field trips, fun, and of course the state and national testing.

I was placed in two different classrooms: the morning was spent with Vivian and the afternoon with Kelly. Each classroom was set up physically for deaf students and conducive to communication at all times. The desks were arranged in a U-shape, facing the front of the room, allowing students to see each other at all times as well as the teacher (who stood in the middle of the U-shape). Both classrooms had a large number of windows that faced a huge grassy area, however the teachers kept their shades pulled down most of the time and depended on the florescent lights. The walls were covered with posters and student work all relating to Language Arts. There was a word wall, parts of speech posters, and other materials related to language arts.

Vivian's classroom was set up a little differently. There were no traditional desks in the classroom, only tables. The students moved freely and were allowed to find the most comfortable place to work on their projects. There was also a computer in the room,

along with Vivian's laptop that was used by the students. However, there were similarities to Kelly's classroom as well. Both were equipped with smart boards and overhead projectors.

The language environment at the School for the Deaf was primarily ASL, with some spoken English to the Hard-of-Hearing students. Initially when I arrived, I realized that as a hearing teacher, I was in the minority. Everyone used American Sign Language and communicated with each other solely using visual language. There were only two hearing teachers in the elementary school. One was a CODA, a child of a deaf adult and the other was a 30-year veteran of the deaf and hard of hearing classroom. Upon my arrival, it was difficult to identify the hearing from the deaf. Many teachers and staff thought I was deaf and waited for several weeks to ask if I was hearing.

Not only was the environment very deaf, many of the students, teachers, and staff were from generations of deaf family members who worked at the school. ASL was the dominant way of communicating and everyone was fluent. And many of the staff and students had learned ASL as their first language.

There were a few students who were hard of hearing and used their voices to communicate with each other. Specifically, two students had to be separated due to their constant desire to use their voices and talk, and not use their sign language. One student had arrived last year and was home-schooled without any signed language, but the other student was raised with ASL. Some staff would use their voice to get the attention of the two students. I was initially apprehensive about this practice, since I was always taught to use your sign instead of your voice, but as time went on, I found myself listening to their conversations and using my voice when I wanted their attention. The aide in the

classroom was also hard of hearing and used her voice more than anyone else in the classroom.

Activities:

I first needed to adapt my curriculum to meet the needs of fourth and fifth grade students. Some of the original lessons with modification could be implemented. Then I needed to re-evaluate how I was to assess the students. The older class functioned at a higher level, and were therefore more capable of evaluating themselves.

Initially, I observed the classes during each period and began to notice and document the trends. First, the students were grouped by ability, which immediately established a hierarchy. It was obvious that the more popular kids were in the higher-level classes and often controlled many of the situations. And it was also very obvious they were aware of their grouping. If there was a problem such as rudeness or graffiti with fourth and fifth grade they, the higher group blamed the lowest ability group, before any other group. The irony was the fourth grade would generally not be part of these incidents, rather the fourth grader students were the ones who tended to always get into trouble. They were chatty, and when asked not to socialize so much, they often talked back to the staff. But the lowest group (lower than the fourth grade students) were labeled as "troublemakers" not by the staff but by other students. Furthermore, the fourth and fifth grader students would have problems on the playground after lunch. There was always unnecessary roughness and constant fighting between students, pushing, shoving, and a general lack of disregard for personal space. It also got to the point where the students were not allowed to sit together at lunch. They had to sit according to the random numbers chosen by the staff. Trying to change their behavior at the end of the

year was going to be a difficult task. It was then that I shifted the focus of my curriculum from problem solving to positive social interaction. Since students were not respecting one another, arguing with staff, and generally not respectful of adults, improving this situation was critical. Respectfully listening to each other and not interrupting while others were signing became the goal of my curriculum.

When I began to discuss the plan with my cooperating teachers, I was concerned about time. The school had two weeks of testing, and the weeks prior to the testing were devoted to enabling students to pass the state and national test. Teachers were concerned about devoting instructional time to my curriculum before testing. In addition to these three weeks, the last two weeks of school were devoted to free time and activities that were not conducive to structured learning, leaving only one full week to implement my curriculum. Furthermore, if students did not pass the tests, they would be pulled from the classroom for intense tutoring to try and pass it the next time (required in order to be able to advance to the next grade). That kind of potential interruption to their participation in my curriculum was another concern. It would have taken too much time to implement this plan of respectful listening in every class. The teachers were already nervous about testing and I did not want to make them more apprehensive about giving up their time. Given all these factors, I incorporated the activities of my curriculum into the daily lessons and used a writing assignment, thereby addressing teachers' concerns.

Next, I had to choose which group on which to focus. The morning group only had four students and one student was often taken out of the class at variable times. The second group had very little time allowed for direct instruction. Since I first took over the

Morning group and had the most experience with them, I found this group to be the best choice.

My cooperating teacher felt the students needed direct instruction using the texts, and other state-required materials, which conflicted with my curriculum. I wanted to be an asset to the class and school, so I thought I would use the recess time to initiate the curriculum using all the students, including the students I did not work with directly. This time initially seemed the best, a full uninterrupted half-hour. However, after that 30-minute block was finished, the students would return to their classroom teachers and the ability to enforce a follow-up was difficult, especially since time was so valuable and testing was near. This would become my time for piloting activities, trying our group building on a trial-and-error error basis.

The students were having a difficult time getting along, and my first thought was to have structured activities during recess instead of just free play. The problems among the group were physical aggression and ignoring one another. This situation allowed me to test some cooperative activities with the whole group and not interfere with any instructional time.

I also wanted to incorporate a Language Arts standard, since my cooperating teacher stressed the importance of keeping with the standards. My cooperating teacher also felt the students needed more practice in writing. Having students write a persuasive essay seemed like both a relevant and productive choice for my curriculum. I knew I would therefore have to have some direct instructional time with a specific group. I would have them choose a topic and then present their essay to the group, using the skill taught in my curriculum. I also wanted to incorporate their favorite animal, because the

students expressed interested in the class pets: two gerbils, a hamster, and a snake. Every morning, the students would run into the classroom, pull the pets from the cage and play with them until it was time to start class. They loved their animals, and I thought incorporating that interest into a writing assignment would be perfect.

The persuasive essay assignment would give the students the opportunity to write and present to each other, and also practice respectful listening. After observing and watching the students and their behavior, I realized that the most important aspect was listening. They did not listen to each other or respect one another while they were presenting or even when they told stories. While standing in the line waiting to go for recess, one student asked another to tell him what he had missed in lunch. She participated in half of the conversation and then turned around to continue another conversation. Students would also put their heads down, organize their binders, or just plainly ignore each other when they were talking.

These situations led me to the focus for my curriculum, teaching students how to respectfully listen to each other and have positive social interactions. After ruling out the other groups, I decided the afternoon group would become the focal group. I wanted this group since they were the highest level, the most popular, and had the most influence on the whole class. I decided to have lessons where they focused on themselves and then shared with the group. I wanted it to be personal, so when others ignored them, they wouldn't feel like, "oh well just another reading assignment." Rather, it would pertain to them personally, they would be invested in sharing.

First I had the students establish the norms of the class. We had a class discussion on what respect looks like and how we show someone respect. I needed to establish a

foundation for the students, and be clear on what was expected of them. Since it was the primary focus of my curriculum, it was imperative that this lesson went well and students understood the expectations. So we proceeded with lesson one in the unit four of the modified curriculum called, “Sharing: A Social Curriculum” (see Appendix A, p. 75).

I asked the students several questions to begin the conversation. What does it look like in a classroom to show respect for someone? Since there was a previous incident that morning, where a student insulted another student, it was an easy way to begin. We discussed how the student felt and what the others should do, instead of what they had done. Some of the problems I wanted to focus on were keeping eye contact and not interrupting, as well as listening. Since there was a little problem brainstorming this idea I and I noticed the students had been taught some of the framework back in the fall, it was easy to get the students to participate in this lesson. The students immediately brought up maintaining eye contact and allowing other students to talk, exactly as I had hoped with a little scaffolding in this situation. In this activity we reviewed how to best show respect. After listening to the students, I began to look at my original lessons and find the ones that could be adapted.

The first group activity was called Spider Web and was modified from the Tribe’s (2001) curriculum (see appendix A, p. 76) This activity had two goals, the first was listening to each other and the second was to build a positive environment. I thought it would be a positive way to have students interact with each other, and would serve as an initial icebreaker, getting students to be more receptive to my teaching style. It was the first test to see how the students dealt with working together.

The game is played by throwing a ball of yarn opposite from them and complimenting each other, thus creating what looks like a spider web. The students were instructed to hold one end of the yarn while throwing the other end. I noticed some of the students had difficulty complimenting each other; they would often just say they were nice, friendly or happy. This area should have been better scaffold, doing a mini-lesson on adjectives, and how we complement each other, giving them the tools to use more descriptive language. I could see the students becoming repetitive and using words others had used before. Some of the students forgot to compliment or held the yarn too long, and quickly the other students would correct the mistakes. Even if the yarn was tossed incorrectly, someone was there to fix it immediately. The process of creating the web went well, and after everyone had a turn and the web was made, we then had the task of rolling it back up. The students had to remember whom they tossed the yarn to and if the yarn went under or over, so the required level of patience was high. Having them think of a new compliment when they threw it back could be a future modification.

The students seemed very attached to the idea of who went first and last, meaning their importance was incorporated into their placement. Some of the students complained that since they were initially last, now they were first. I mostly just told the students to help each other remember and help get the yarn rolled correctly. After they re-rolled the yarn, Ng and NS as well as two other students tried to foil the others when they were throwing the yarn. They would stick their hands up and try to catch the yarn. Immediately I changed the instruction, telling the students when they were finished that they needed to sit. Of course, they found a loophole and sat underneath the web, and started to stick their heads through. Again they were redirected, but the students wanted to then sit underneath

the yarn. It was a whole new game, sitting under the web. I asked the teachers when they returned with their class to have the students write a brief summary of how they felt while playing the game. Unfortunately, I was only able to collect a few written samples on how the students felt (see Appendix C, p. 97-99), showing me that I was unable to truly use this time adequately. Additionally, the other teachers began to pull students out of recess and use this time to serve punishment. I needed to rethink the allotted time, reconsidering this idea. I need the data to come from the curriculum and be in a controlled environment. However, the students were respectful and watched the yarn closely and I knew they were definitely listening to each other because they copied the same adjectives.

The second lesson I implemented was called Survivor (see Appendix A, p. 78), a much more difficult activity, requiring students to work in groups, listen respectfully, and problem-solve. I wanted the students from different ability groups to come and exchange ideas and come to a conclusion about who to save on the planet. It was the perfect day, raining outside so the students would be in the classroom and I would have the ability to do a follow-up without the staff involved. I divided the groups by numbering students off and gave them the assignment. It became a perfect example of the social problems with the class. There were so many problems initially, that it was difficult to even implement the activity. First, specific students did not want to work together and since some became upset about this, they shut down. Other students forgot their numbers and got confused, but when I just placed them with another group, many were upset and did not want to work with those particular students.

There were other problems as well. Shannon refused to participate while Andy was rude and just tried to make fun of people while they decided. Along with those two

students, there were also some problems with Nick and Zane who ignored the voting process. They decided they did not need to participate in the activity collectively. They all had opinions about each other. One student said, "He never works! He plays! Not fun!" I tried to get all the students working together, but was not successful. Some students still refused to participate by not getting involved and just sitting there. Nick and Zane both decided they disagreed with the group's answers so they made their own answers, without problem-solving or even listening to one another. They both decided to not work as a group. Some members of Nick's group were therefore unhappy, but for the most part they were just allowed to do what they wanted. However, Nick's group was upset and got my attention to explain the rebellion. The students tended to act this way, just ignoring the others and proceeding however they wanted. I wanted to teach them instead that we must listen to each other and try to understand each other's point of view. I wanted the students to come up with a rationale for keeping each person. Before I let them discuss why that would be important, we discussed how to talk to one another and listen to one another. I asked them what would be the best way to eliminate or keep something. What could they do to decide on an item? The first response from Kathryn was vote. Yes, voting is a good way to listen and use everyone's input.

This lesson was the last one I implemented to the whole group. Testing was over and I was now able to use the Language arts block for my curriculum. I was now able to focus on the smaller group and incorporate language arts.

Most of the students were unable to actually come to a conclusion about who to save in this activity (see Appendix C, p. 96). Many had different opinions and were unable to develop a rationale for saving anyone. After I asked the students who they

wanted and why, they still continued to argue in the group. There was not a clear consensus in any group of who to save. The higher level students all had reasons and a rationale for each of their choices, while the lower level students sat quietly. Whether that difference is the result of learned or conditioned behavior, it was very obvious whose opinions seemed to matter.

After watching the students try and negotiate this activity, I decided to introduce yet another activity to the whole group. I wanted this activity to be fun and enjoyable, yet still reinforce the ideas of showing respect and listening to one another. Teamwork was also an area I wanted to stress. I played the game “Who’s the leader?” This activity was adapted from Tribes, but I have played it in summer camp, and saw this game implemented at the Explorer School in La Jolla while doing some observations. We played this game several times, the kids loved it, and it was the perfect inside game for those rainy days. The students made sure I knew who went and who needed to be picked the next time. It was great to see them play and try to figure out who the leader was and how not to get caught.

I was excited to implement the core lesson for the Positive Social Interaction Lesson in my curriculum: “Persuasive Essay” (see Appendix A. p. 80). The lesson was set up so when the students arrived from math class, they would see a PowerPoint slide on the smart board. Many of them seemed surprised. One student said, “You teach hard!”, but what she likely meant was that I taught in a way that was different from their cooperating teacher. I was using technology outside of their everyday experience. I showed the students a PowerPoint about a persuasive essay, and while they all ignored the Power Point at first, they asked if they too would create one. “We make PowerPoint?”

was the question asked over and over again. I responded with no, you will write an essay to persuade someone to believe in your opinion. Given more time, I would have assigned the students the task of creating a PowerPoint, since they were so motivated by technology. Everyone participated and maintained a positive dialog about the assignment. After going through the powerpoint, we discussed the assignment and I gave them a list of resources and a rubric (see Appendix B, p. 87) that outlined the expectations of the persuasive essay. I asked the students to write an essay about an endangered animal. This turned out to be not as good a prompt as some others might have been. Using a prompt on the powerpoint inspired the students to participate in the class and I would use this to introduce topics such as too much homework, or extending the school year. Something more important to the fifth grader students would have been more interesting to them. Transitioning to a topic much more complex drew the attention away from the act of writing a persuasive essay to a research project about their favorite animal.

I came to this conclusion after I read the results of the first essay (see Appendix C, p. 127). What I received was a research project that provided the reader with detailed facts on a particular animal. While the reports were enjoyable to read, they were not what the assignment called for. The students used this time to research their favorite animal rather than gather evidence and support the idea of persuading. I do think they learned about their animals, and the idea of endangerment, however the goal of the persuasive essay was not achieved.

While watching the student's research and attempt to write an essay, I noticed a few things. They were unable to see another person's perspective, and again, the listening

to one another was difficult. Their social skills in sharing and listening were lacking. The next few lessons focused on these two aspects.

At this point I realized that I needed to work backwards. I originally thought the task of writing a persuasive essay would be easy, but I needed to tap into their L1 before transferring to their L2. Instead of creating this complex task, I would begin more simply, using their native language. The tasks began with a topic and then students would share their ideas and perspective. I needed to implement lessons that they could relate to on a more basic level. Many students enjoyed animals but the task of writing a persuasive essay about saving animals was much too complex without the proper time and scaffolding. I decided to implement lessons on a more basic level and started with a lesson from Tribes (2001) (see Appendix A, p.81).

The first lesson, was called “In My Shoes” which was adapted from Tribes (2001) (see Appendix A, p.81). In this lesson, the student personifies a pair of shoes and tells a story from the shoe’s perspective. The students enjoyed performing and sharing with each other, and it was wonderful to see them so animated in becoming a pair of shoes. I wanted this lesson to build on the idea that not everyone saw the same thing, we all have different perspectives, we see the world differently. This activity served as the initial building block to the final task of writing the essay.

I began the lesson by describing the life of my shoes. I talked about how my shoes were from California and were visiting here in Austin. I gave examples of how they struggled with the new stairs in the dorms and the heat on the pavement bothered them. I wondered if the students understood what I asked of them. I knew the only way to find out was to ask and have them practice. I had the students think about what they wanted

to say and perform for the group. I had them partner with one another and share their ideas before performing. The first student, Collin, stood on the box and began to tell us that he bought his shoes at Kohl's, and that they were made in China. I giggled, but realized something was missing. Perhaps I did not make it clear what I wanted from the students. I let another student get up on the box, and he too began to say in ASL, "New shoes, bought yesterday, wanted long time, happy have. I like Crocs." In addition to making these comments, the students started to complain about his signing being too small; they couldn't see him and also there was a side conversation between Eva and Kathryn, who completely ignored the student. In addition to ignoring Kathryn, Eva got on the box and physically pushed him off, wanted it to be her turn. Again it was common for students to just get up, interrupt, and try to steal the spotlight away from the others. There was a general lack of respect for the person who presented, by ignoring and talking to others.

I had the students review the previously brainstormed ideas of how to listen to one another and show respect. Then I had them sit down and I explained the task again. I used a different story and explained that I wanted them to pretend to be their shoes. I hoped the students would understand this time. Again, there was a lot of side chatter, arguing whose turn it was, but Zane, who understood the task, wanted to give it a try so he got up on the box. When he did, there was discussion about his clothes, shoes, and hair among the other students. Also, two students wanted to correct him, and just started to interrupt his story. I stopped the class and asked them why they thought I was asking for their attention. They all knew immediately what had happened. Zane went on to present and did a wonderful job, with no one interrupting. The students finally seemed to understand

the task. One student even stopped himself from interrupting, his respectful listening evident as he went to say something and then stopped mid-sign, acknowledging what he was about to do. I felt like this task was a success. I noticed that reviewing the rules before the activity made the students feel more accountable and more likely to cooperate.

Despite feeling comfortable with this activity, I wanted to give the students more practice with listening since that was the focus of my curriculum. The next activity goal was again to improve both listening skills and sharing skills, and understanding other's perspective. The next activity was "T-shirt Outline" (see Appendix A, p. 82), adapted from Tribes (2001). The class was asked questions about who they are as people: what they like, wishes, dreams (see Appendix C, p. 96). I had them share their response to each of the questions with each other. I made a copy of the outlined t-shirt from the Tribes curriculum and made one myself as an example to show the students.

There were several different areas on the t-shirt that were labeled. I explained each section of the t-shirt paper and specified exactly what I wanted from them. In the first area, students wrote their name and an adjective that described them. We brainstormed adjectives that matched their names. I used the example of Klumsey Karla, since they always saw me tripping over my own feet. Then I went around the room and had them brainstorm an adjective for each of their names. The students enjoyed talking about their traits and bouncing ideas off each other. One student's name began with a Zane, so the others tried really hard to find an adjective that best described him.

After they finished brainstorming for each of the areas, I wanted them to share with the class their ideas and thoughts. I had them stand in the front of the room with

their t-shirts. We reviewed the rules of listening to each other, making eye contact, not interrupting, etc.

The first student to take the stage was Kathryn, who was excited to share and quickly began signing. Standing on the box that was in the front of the room, she tried to command the attention of the class. She even flashed the lights several times, but no one was paying attention and she was upset. She looked at me and then flashed the lights again. I wanted to see what happened so I did not intervene. Two of the students focused their attention and the others followed. They were respecting each other and starting to listen; they knew it was important to give all their attention to each other. Kathryn waited and then began to share her t-shirt explanation.

The most difficult part of the t-shirt was explaining how they wanted to be seen by other people. That kind of perspective was a difficult concept for the students. They seemed unable to see beyond the physical. Many of the students commented on their physical appearances rather than how others viewed their character. For example, Jimmy stated that people want to see him as handsome, and thought that was the most important. The concept could certainly have been taught in a bit more depth, and could easily be a whole mini-lesson on other's people perspective, and how we all think differently.

Still wanting the students to share and practice their listening skills, I added another lesson before starting the persuasive essay. This activity, "What's in a name?" was also adapted from the Tribes (2001). The focal point was listening skills and how to respectfully pay attention. Before the start of the activity, I asked the students to review the expectations, and everyone quickly signed the rules. They were ready to share, *creating a more positive environment* by reviewing and respecting each other and the

rules. All the students shot their hands up, wanting to go first, ready to share and to express their thoughts on the topic. It was clear they felt better about their peers, and their ability to listen. Also, it showed they loved having the spotlight. Unfortunately, after Collon shared, we had to go practice for graduation, so we were unable to finish this lesson; only one student shared. It was disappointed but knew I had to be flexible since it was the last day of school. I also hoped to revisit the persuasive essay assignment later the next day and would devote any time that remained to this writing activity.

I was able to squeeze in the final assignment during the last week of school. I wanted the students to understand the original task of a persuasive essay (see Appendix A p. 80). Since the sixth grade would be focusing on this task next year, I wanted the students to be prepared. I showed the PowerPoint again (see Appendix B, p. 88-94), and gave the prompt. I told them they had to present one side of the argument and convince the reader of their point of view. The prompt on the board was, “Girls are the only ones who can eat cake at graduation.”

First, I had the students work in pairs, to discuss the issue in ASL. Then I instructed them to write their responses. I had them fill out a worksheet together after they discussed the issue (see Appendix C, p.118-126). What happened next was insightful. They were supposed to work in pairs but it became a group discussion.

VIII. Evidence:

My goal of *listening to each other respectfully and increased positive engagement* was evident when the students did not argue. The results can be seen by the table listed below. After the lesson were taught, and re-taught they respectfully took turns and shared. I watched as students who did not get along in the past, cooperate and support each other.

Table 1: The table shows 6 student evaluations.

Student Response	In My Shoes Rubric	In My Shoes #2 Rubric	T- Shirt Outline Questionnaire
Always Listened	2	5	6
Sometimes	4	1	0
Total	6	6	6

The “In my shoes” was the first and you can see the students did not focus and listen to each other. I felt I was able to achieve better results, so I re-taught the lesson. While I still felt there was room for improvement the students scored themselves better than before. For the last lesson, the students were able to be respectful and listen to one

another. This is shown on how they scored themselves. This also matches my notes and shows they were much better at listening and being respectful.

The next lesson that *increased positive engagement* in the classroom was a discussion and writing prompt, entitled, Girls are the only ones who can eat cake at graduation. My initial expectation was to see a world war occur in the classroom, however this was not what happened. One girl initially said “Yes wonderful. Girls better. Boys gross”, but after she watched the response of the room, she said, “tease” (see Appendix C, p. 118). However, most of the students wanted to keep the peace, by making statements in their papers saying, “I do not want make them hate me.” The students were clearly creating an *increased positive engagement in the classroom*. They had a sense of compassion and empathy for the other students’ feelings.

Initially, from previous observations, I thought the students would have enjoyed being segregated or that one gender would receive preferential treatment, however this was not the evidence. The results indicated that students did not want that kind of environment. They wanted a positive classroom with support from one another. Another student said, “I not want to unpopular and ugly very ugly!!! That my reason and I begin know feel about boy, many boy in my class, so all boys said, 'Not fair.'" Comments such as this one provide evidence that the student understood the perspective of the boys, and said that she would feel badly, having listened to the boys and realized their perspective. Of course, all the boys thought it was unfair and explained why we should all eat cake. However, the results from the girls were noteworthy. I was impressed with their ability to see both sides and maintain a positive environment in the classroom.

The writing element of the goal, *to improve reading and writing skills*, was not entirely met. Most of my lessons included a writing portion. We would first discuss the topic and I would write the prompt on the white board. This activity needed a lot of scaffolding, and time. I realized this would be a focus within my curriculum when I wrote a specific prompt on the board. I asked the students to write three sentences about the activity. I received three completely different writing samples. The first student copied the statement and then wrote the answer to it after the sentence. “Did you like the game?” The student wrote this statement and then the answer “yes”. They also drew a picture of what the activity looked like. (Appendix C, p. 94) The other sample was a student who just copied the statement directly. This was a some students were able to produce the end results, while some students just listed the points (see Appendix C, p. 118-127) This lesson taught me to scaffold more within the writing segments. I wanted the students to produce more, so I knew I would have to provide more support. I do believe if I had more time I could have taught the lesson again and students would have produced better essays, because I learned so much about how to teach writing. The other major writing assignment was to research your favorite animal. One student did produce an essay that was so relatively complete. But needed more work and the class in general needed to focus on writing. While I was happy with the outcomes I wish I had more time to implement the curriculum of Sharing: A Social Curriculum and worked more on their writing skills.

IX. Conclusion

It was an amazing experience writing my curriculum. The ability to incorporate theories, teaching practices, and books into one curriculum designed for deaf children was truly an event. After the completion of my curriculum, and my arrival at the deaf school, I was in for some life-changing moments. When I arrived at the school for the deaf, I was placed with two amazing cooperating teachers. They were both incredibly supportive and full of wisdom and knowledge.

I originally planned on interning in a second grade class and wrote my curriculum for younger children. Despite this issue, I learned that much of what I wrote could be modified to meet the needs of the older students. I did not use any of the lesson plans entirely, but continued to stay with some of my original plan of focusing on respect and listening.

This curriculum, I believe, can be modified to meet the needs of many different children since the ideas are so important. Unfortunately I was unable to implement my curriculum for the full six weeks, however I still learned so much from this process. I learned to focus on the subtle details of learning and not expect huge results immediately. I also learned the importance of flexibility and what it truly meant.

After spending the first year of the program in classes learning theories and practices, it was rewarding to put these ideas into practice. In addition to the actual writing of the curriculum, the experience of arriving at the deaf school and being placed unexpectedly into a fourth and fifth grade class taught me about flexibility and adaptation. The lessons can, of course, be adapted to meet the needs of diverse students in any classroom.

I had some minor setbacks, but began to think about ways I could still achieve my goals and implement lessons. During the two weeks when I was able to implement my curriculum, students did show some growth, and met two of my goals. The other goal, of increasing their writing skills, was not achieved. However, I believe the curriculum would be beneficial to any grade level, especially if implemented from the beginning of the school year. I look forward to using a modified version of this curriculum in my own future classroom.

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APPENDIX A: Curriculum Lessons, Problem Solving for a Second Grade, Respectful Listening for a Fourth and Fifth Grade

Unit One

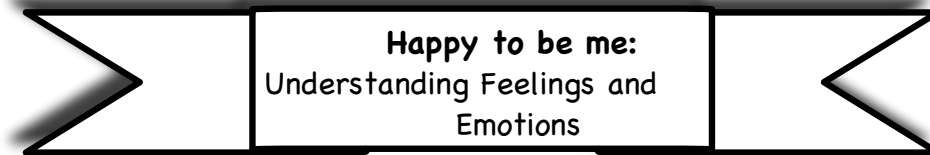
**California State Standards: Listening and Speaking strategies 1.0-2.0

**Texas State Standard: English Language Arts and Reading §110.4(3)

Listening/speaking/audience/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to (B) use verbal and non verbal communication in effective ways such as making announcements, giving directions, or making introductions

Unit One Goal: To facilitate Morning and Afternoon meeting while getting the students acquainted with procedures. In addition build students self-esteem and greater understanding of themselves.

Lesson 1:



Objective:
To express and understand one's own feelings and emotions and develop students ability to understand others' perspective.

Materials:

1. Chart Paper
2. Meeting Area
3. Markers
4. Crayons
5. Paper for students
6. Emotion Cards

Procedure:

1. Have students sit in a circle on the floor and sit in the front of the circle. Teacher will read the text related to the lesson. Ask to have a sentence strip board already made with feeling words on display.

2. Teacher will ask students to express how they are feeling today. Not to share but to think about hold inside. Then teacher will go through all the listed adjectives of emotions. Students will then share with the teacher one by one how they feel.

3. After students share and explain how they feel the teacher will show an example of what they expect. I will have a big red heart and tell them I am feeling very loving that day*. Then they will then break off and get a piece of paper and crayons. They are only allowed to use one color that expresses how they feel. Tell students to draw and express in picture form what it looks like.
4. Give students 5-10 minutes and then re-group in the circle with the pictures. Tell students they will again do this activity at the end of the day and to think about how they are feeling.
5. Collect the pictures.
6. Tell students their job is to think about how they are feeling and why. To think about the events that transpires throughout the day and then tells them to be ready for the afternoon to draw and express them again.

Afternoon:

1. Have students gather again in the group and have the emotions words on display again. Ask students to think about what happened today and how their emotions have changed or stayed the same.
2. Give students crayon and paper again. Have students do a quick draw of how they are feeling. Give them no more than 5 minutes.
3. Now have students turn their picture over and not show anyone. Students will act out how they feel without using a sign. The student will get in the middle of the circle and mime out their feelings. Then after the other students guess they will show there picture and see how it matches what they expressed. Have each one of the students do this or as time permits.

Discuss the events of the day and how well they all got along used their problem solving skills.

Assessment:

Teacher will observe how the students share and create their pictures. Measured by their ability to share and create their pictures.

Adapted from Tribes by Jeanne Gibbs.

Lesson 2

**California State Standards: Listening and speaking strategies 1.0-2.0

**Texas State Standard: English Language Arts and Reading §110.4(3)

Listening/speaking/audience/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions The student is expected to (B) use verbal and non verbal communication in effective ways such as making announcements, giving directions, or making introductions

**Favorite:
People. Places. Things.**

Objective:
To build community
by encouraging students to
share what they like and
dislike and also reinforce
their knowledge of shapes.

Materials:

1. Chart Paper
2. Meeting Area
3. Markers
4. Crayons
5. Copies of Triad-Paper
for students

Procedure:

1. Ask Student what is their favorite color? Why do they like that color and how does it make them feel? Have them go around the circle to share their answers.
2. Then tell the students they will share with a partner what their favorite animal, food and toy are and to take turns telling each other why. Then have the pairs come back together and tell the group what their partners likes are.
3. Have students pair up again with someone different and repeat the exercise with what the dislike. Explain they will have to share with the group their partners dislikes so pay attention and ask a lot of questions why they chose to give you those answers.
4. Regroup again and have the students share the answers of their partners.
5. Then pass out the photocopied paper of the triangle and have the students drawn each of their favorite things and in the middle have them draw their favorite person.

6. After they are finished drawing collect the drawing and tell the students in the afternoon they will share one of the parts of the triangles.

Afternoon:

1. Have each student share one aspect of the triangle and then ask the students several questions about the activity.

- a. What did you learn about the other student?
- b. Did you listen to the other person and give them enough time to share?
- c. Did you like sharing with the other student or just with the group? Who did you like sharing with more?

If time permits:

2. Have students fill in the following statement about their partners.

“I liked it when you shared...”

Assessment:

Have students reflect in the group by asking a few questions such as:

What did you learn about your classmates?

How well did you take turns?

How did you feel sharing with others?

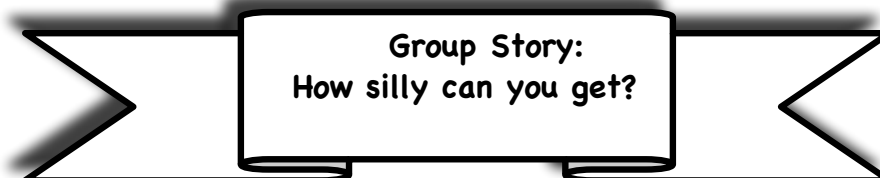
Adapted from Tribes, by Jeanne Gibbs

Lesson 3

**California State Standards: Listening and Speaking strategies 1.0-2.0

**Texas State Standard: English Language Arts and Reading §110.4(3)

Listening/speaking/audience/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to (B) use verbal and non verbal communication in effective ways such as making announcements, giving directions, or making introductions.

**Objective:**

To encourage listening skills and cooperation among students and expression through fantasy.

Materials:

1. Chart Paper
2. Meeting Area
3. Markers
4. Crayons

Procedure:

1. Tell the students that today we are going to put on their creative hats on and will be making up stories today.
2. Outline rules for the game, like you must maintain eye contact and pay attention to each other, because the group will create the story together. Explain they have the right to pass but can only use it once.
3. Assign a leader to start the story and begin with three sentences.
4. The next person will continue with the story and continue with the story until students decide they are finished and think the story is ready to end.
5. Encourage the students to be creative to use one another's names and be silly and to listen to another. Using group dynamics to make the story interesting and funny.

6. After students are finished with the story have them recap the story. On a piece of butcher paper write what the students say and summarize the story. Tell the students in the afternoon they will begin to draw a picture together of the story.

Afternoon:

1. Recap the story, have students tell you what the story was about and the main details. Tell them they have to work together to recreate the story on a big piece of butcher paper that will be hung on the wall.

2. Emphasize that they all need to work together to draw the picture, so each person has an individual role. They need to work together and figure out who has what and how it will be divided.

3. Tell them that everyone needs to take part in the process, so each person has a role.

Assessment:

Students will summaries and retell the story thru manual expression and visual re-telling

Adapted from Tribes, Jeanne Gibbs

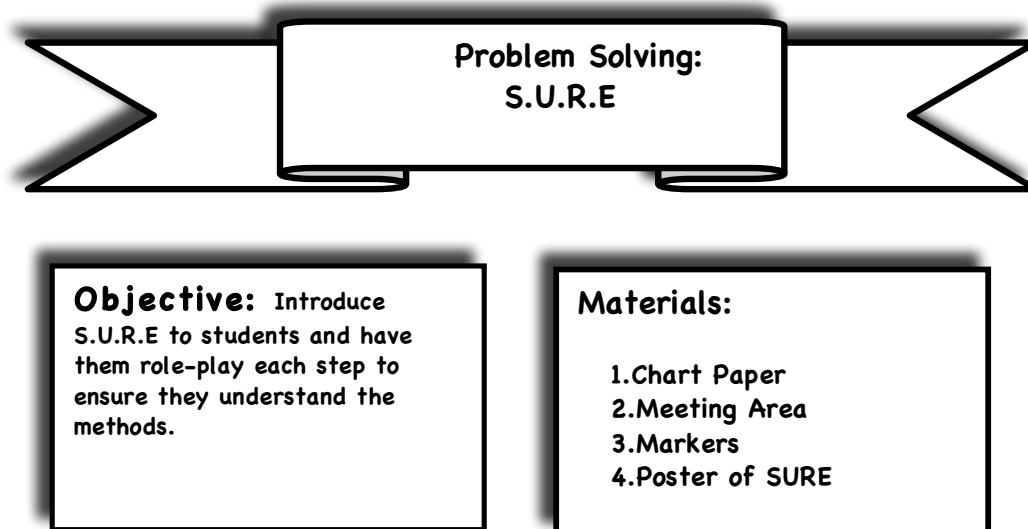
Unit Two: Problem Solving

Unit Two Goal:

Given the outline of the unit students will identify, gather information, and consider options when solving social problems.

Texas State Standards: 113.4. Social Studies, Grade 2 (19) Social Studies Skills. The student uses problem –solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

- (A) Use a problem solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution and
- (B) Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.



Intro:

1. Gather students in the meeting area and ask them if they have ever had a problem with each other. Then ask what do you do when there is a conflict in the classroom? Brainstorm these ideas on white paper or chalkboard. Follow the lead of the children and have them discuss their problems without naming other student or specific situation, rather general issues.

Procedure:

1. Tell the students you have a special way of remembering how to solve problems themselves. It's called S.U.R.E and it will help them solve some issues in the classroom.
 - S= Stop and take a breath
 - U= Use your signs to explain the problem
 - R= Resolve the issue by helping each other

E= Exchange smiles

2. Ask a student to come to the front of the circle and model a problem, like you both want the purple crayon. Specifically show the students how to do the first step: to stop and think about the problem.
3. Model this behavior step by step. Then model with the students to express the issue at hand and using their signs to solve the problem and figure out a solution.
4. R= Resolve the problem find a solution. Have the students sit and decide on a resolution for the problem.
5. E= Exchange smiles with each other and continue working.
6. When the modeling and role-playing are finished have the student's partner up and role-play each of these steps. Use the conflicts they brainstormed earlier.
7. While students are in their groups and role-playing their problems walk around the room and watch each group as they work on their problems.

Assessment:

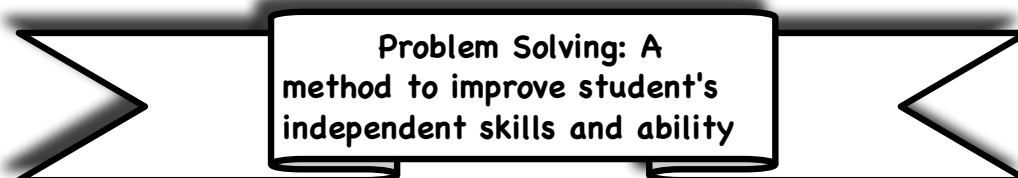
Students will successfully role-play the situations and practice solving problems with the established methods.

Journal Activity: Have students write in their journal about problems they witnessed that could've been solved differently.

Lesson 2

Texas State Standards: 113.4. Social Studies, Grade 2 (19) Social Studies Skills. The student uses problem –solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

- (C) Use a problem solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution and
- (D) Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.



Objective: Given the steps students will apply the knowledge uses them to solve a problem with a few simple steps to that enable and empower the student. And rely less on the adults and more on their confidence and self-esteem.

Materials:

1. Chart Paper
2. Meeting Area
3. Markers
4. Crayons

Procedure:

1. Ask the students if there was a problem yesterday? DO NOT have them give you examples of what students did or encourage tattling. Just tell them to think of a time when they were upset and went to the teacher for help.
2. Next then tell students you will give them a way to help themselves without needing the teacher. Emphasizes that if a student is getting hurt or it's an emergency they need to get the teacher. Explain for minor problems like sharing and other examples that are specific to the classroom that with this special way of solving the problem they will be able to help themselves.
3. First perhaps brainstorm some problems, like someone not sharing or someone not being fair. Then ask the student what is the problem? After they tell you write it on the

white board. Tell them they are so smart because they just told you the first step. That is to understand what the problem is. Write this on the butcher paper as step number one.

4. Next have students think of ways they could solve the problems. Brainstorm these ideas together and write them on the white board. Tell them wow I don't think you need me, cause you are all skilled in the art of solving problems. Wow! This is the next step; think about how to solve the problem. Write this as step number two on the butcher paper.

5. Now ask the students are these solutions

1. Safe?
2. Fair?
3. Workable?

Some solutions aren't always going to work so have the students come up with several different ways to look at the problem.

6. Pick one. See if it will work. Will this situation be solved if this "answer" is applied?

7. Think about after you use that "answer" see if the problem is fixed. What was the outcome did it work and was it effective? Assess the problem and solution. Have the students do this together and record it on the butcher paper.

8. Choose another "answer" if this one doesn't work.

9. Re-visit this entire step over the next week and use situations that you observe to plug into the steps.

On the butcher paper you should have

1. Identify the problem
2. Develop solutions to the problem
3. Question about the solutions.
4. Choose a solution
5. Evaluate the effectiveness of the solution

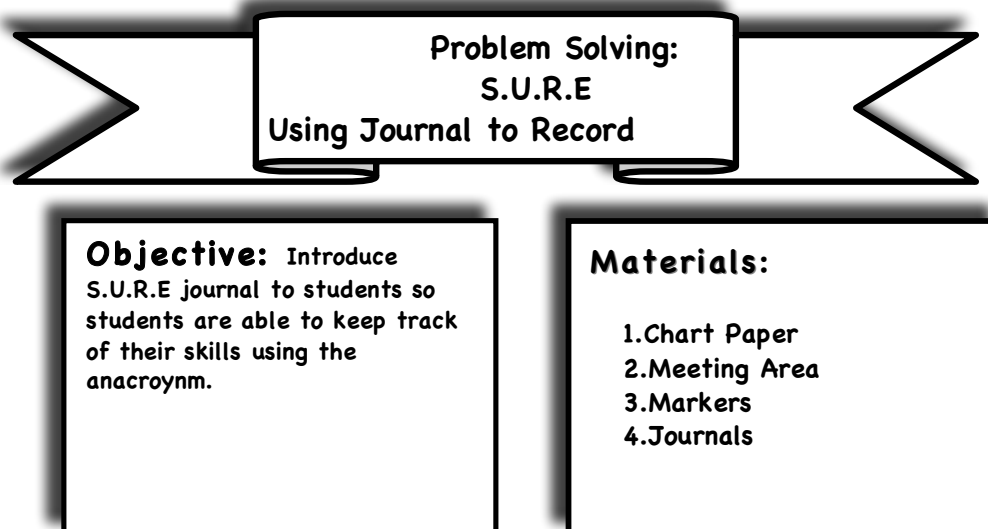
Assessment:

Teacher will observe how the students share and create their pictures. IF the students understand the task and what is expected of them they.

Lesson 3

Texas State Standards: 113.4. Social Studies, Grade 2 (19) Social Studies Skills. The student uses problem –solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

- (E) Use a problem solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution and
- (F) Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.



Intro:

1. Practice the S.U.R.E anachronism with students again and ask if anyone has used it since they learned it yesterday. Have two students come to the front of the room and role-play again their problem.
2. Tell students that if they want to be in a comfy place or a place where they can work out their problems to use a table in the back or a special place. Not in a place where all eyes are watching.
3. Then tell them they also will have this journal. Show the students an already made journal.
4. Tell students they are to use this journal when they have solved a conflict. They can draw or write about it whatever they want. Show an already made example in the journals. They could also use this notebook to write letters to friends and tell them if they wanted to talk about a problem.

5. Tell the students you want them to decorate and make the journals special.
6. Pass out the journals and have students decorate and color them.
7. Give them plenty of time to do this.
8. After students finish with this in the afternoon you can have them work on their journals for 15 minutes to solve a problem they worked on today and if there isn't a problem then they are able to draw or just take some time to reflect and read.

Assessment:

Teacher observations, and Students ability to use the acronym.

Unit Three: Practice in Problem Solving

**California State Standards: Listening and Speaking strategies 1.0-2.0

**Texas State Standard: English Language Arts and Reading §110.4(3)

Listening/speaking/audience/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to (B) use verbal and non verbal communication in effective ways such as making announcements, giving directions, or making introductions.

Unit Three Goal:

For students to resolve their own problems peacefully and respectfully without the aid of an adult.

Quick: Draw that picture!

Objective:
Given the crayon have students work on cooperation and joint decision-making.

Materials:

1. Chart Paper
2. Meeting Area
3. Markers
4. Pictures (any kind)
5. Construction Paper
6. Problem solving Journals

Intro:

1. Tell students it's time to play a game. Have them gather in the circle.
2. The students will work with a partner, so who ever is on their left is their partner.
3. Explain that you will show the group a picture. Then the pair will have to draw, copy the picture. **NO COMMUNICATING!** NO gestures or anything. They have to read each other's body language and try and feel where they are going.
4. Show the group another picture but this time they are to Not Copy but draw whatever comes to their minds. **TOGETHER** using one crayon. Pairs are able to trade in their crayons if they so please.

5. After they are finished have each pair explain what their drawing represents. Ask how did they figure that out? How did they communicate with their partner without signing? How did they know what their partner was going to do?
6. Ask how did this activity feel? Have students record their response in the journals.
7. After students finish with this in the afternoon you can have them work on their journals for 15 minutes to solve a problem they worked on today and if there isn't a problem then they are able to draw or just take some time to reflect and read.


Adapted from Tribes by Jeanne Gibbs

Lesson 2:

**California State Standards: Listening and Speaking strategies 1.0-2.0

**Texas State Standard: English Language Arts and Reading §110.4(3)

Listening/speaking/audience/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to (B) use verbal and non verbal communication in effective ways such as making announcements, giving directions, or making introductions.



**Look at Me!
Creating Silhouettes**

Objective:
Given the task students will work together to create a silhouette of each other. This will create positive interaction, building self-esteem and promote cooperation.

Materials:

1. White Paper
2. Meeting Area
3. Pencils
4. Crayons
5. Construction Paper
6. Problem solving Journals
7. Overheads

Morning Meeting Greeting:**Intro:**

1. Gather students in the morning meeting. Have them turn to the right and that will be their partner.
2. Each student will pair up and trace silhouette of each other.
3. Show students an already made example before you let them loose in the classroom.
4. Ask a student to come and model the whole task.
5. Then give student the supplies and have them start on their task.
6. After each group is finished have students cut out their faces and mount them on a piece of colored paper.

7. Give students crayons to color in their faces and create something represents themselves.
8. Explain that might be something like what they like or their family, house favorite things. That when someone looks at their silhouette they will know whom that student is without looking on the back.
9. Allow plenty of time for students to finish the task, but divide it into morning and afternoon.

Assessment:

Teacher observations and students final work

Adapted from Tribes by Jeanne Gibbs

Lesson 3:

**California State Standards: Listening and Speaking strategies 1.0-2.0

**Texas State Standard: English Language Arts and Reading §110.4(3)

Listening/speaking/audience/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to (B) use verbal and non verbal communication in effective ways such as making announcements, giving directions, or making introductions.

**My TIME LINE:
Me in Pictures**

Objective:
Given the task students create a time line that represents their age from birth till present, with an added picture at the end of what they want to be in the future.

Materials:

1. White Paper
2. Meeting Area
3. Pencils
4. Crayons
5. Construction Paper

Morning Meeting Greeting:**Intro:**

1. Gather students in the circle and tell them that you want to see a time line of their life.
2. Ask students, who knows what I looked like as a baby? Respond with see, I don't know what you all looked like as a baby. That's why I want you all to create time-lines of your life.
3. Show students an already made time line of you and map out each 2 years or each year of school, depending on students lead.
4. Then add a future picture on the time line, like when the student grows up. Is it a picture of a teacher, lawyer, and fireman? Anything they want to be.
5. Have students work on this for a good 20 minutes and then collect them and reconvene in the afternoon.

Assessment: Students final project and teacher observations.

Unit 4

Lesson 1

**California State Standards: Listening and Speaking strategies 1.0-2.0

**Texas State Standard: English Language Arts and Reading §110.4(3)

Listening/speaking/audience/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to use verbal and non-verbal communication in effective ways such as making announcements, giving directions, or making introductions.

Respectful Listening

Objective: Brainstorm ideas on how to actively respect each other while listening. To practice listening	Materials: 1. Butcher Paper 2. Markers
--	---

Unit Four Goal:

To facilitate a respectful listening environment.

Procedure:

1. Ask students what does listening look like. Ask student to give you some ideas. Write these ideas on the board and have student's role play each idea they give you.
2. For example, if the students say that eye contact is important then they should model good eye contact.
3. Copy the agreements on the butcher paper and hang in a place visible to students.
4. Keep these agreements listed on the wall for future reference.

Assessment:

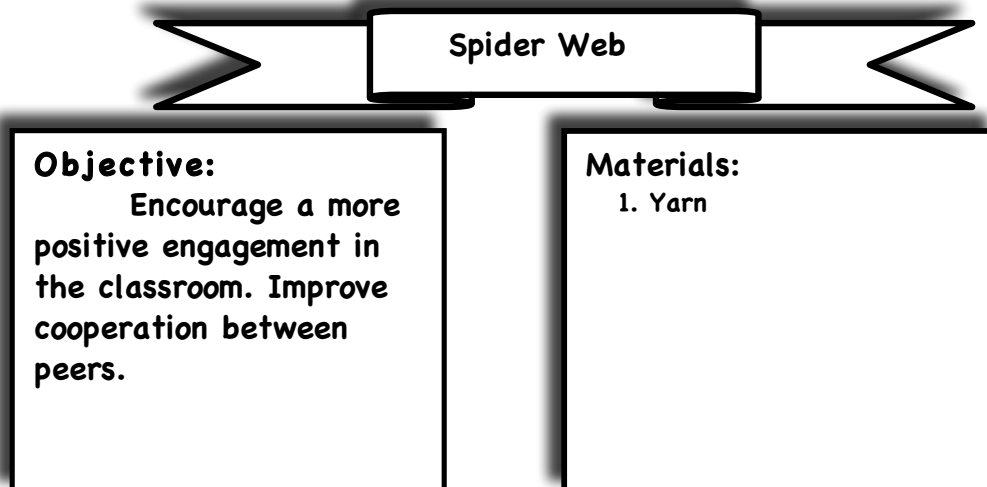
Have students participate and agree on the agreements. Make sure students maintain eye contact and are involved with the conversation.

Lesson 2

**California State Standards: Listening and Speaking strategies 1.0-2.0

**Texas State Standard: English Language Arts and Reading §110.4(3)

Listening/speaking/audience/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to use verbal and non-verbal communication in effective ways such as making announcements, giving directions, or making introductions.

**Procedure:**

1. Ask the students to gather into a circle.
2. Have the students focus on you and explain that we are going to make a spider web out of this yarn.
3. Explain they have to toss the yarn to someone across from them and give them a complement. Explain that students must say something nice to each to the person who is across from them.
4. Think of some compliments and then brainstorm. If there is a white board write some compliments on the board.
5. Model the activity with another student or adult, and explain that the students have to hold on to one end while throwing the yarn.
6. Begin the game and have students all take a turn.

7. After the students have completed and the yarn resembles a spider web, play with the web. Lift it up, make waves, or just get creative.

8. Then have students re-roll the web. After they are finished with the yarn, have them sit. This will alleviate some problems when re-rolling the yarn.

Assessment:

Ask students to evaluate their participation in the game and teacher observations

Adapted from Tribes by Jeanne Gibbs

Lesson 3

**California State Standards: Listening and Speaking strategies 1.0-2.0

**Texas State Standard: English Language Arts and Reading §110.4(3)

Listening/speaking/audience/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to use verbal and non-verbal communication in effective ways such as making announcements, giving directions, or making introductions.

Survival--Aliens

Objective:

Encourage a more positive engagement in the classroom. Improve cooperation between peers.

Materials:

1. Worksheet See appendix C pp.96)
2. Whiteboard

Procedure:

1. Hand out a paper with a list of people on the page.

(See table page 92)

Scientist

Priest

Married Couple

A single pregnant woman with a 5 yr. old girl

An army officer who is little bit crazy

An older woman

A disabled person

A lawyer

A doctor

2. Divide the students into groups; number them off so they can't sit with their friends.

3. Have the students decided, which are the most valuable to keep for the propagation of the species.

4. Have the groups present to the others why it is important for these specific members to be saved.

5. Tally the results and then have the students discuss the majority and minority votes.

Assessment:

Teacher observations, and group participation

Adapted from an online source of games.

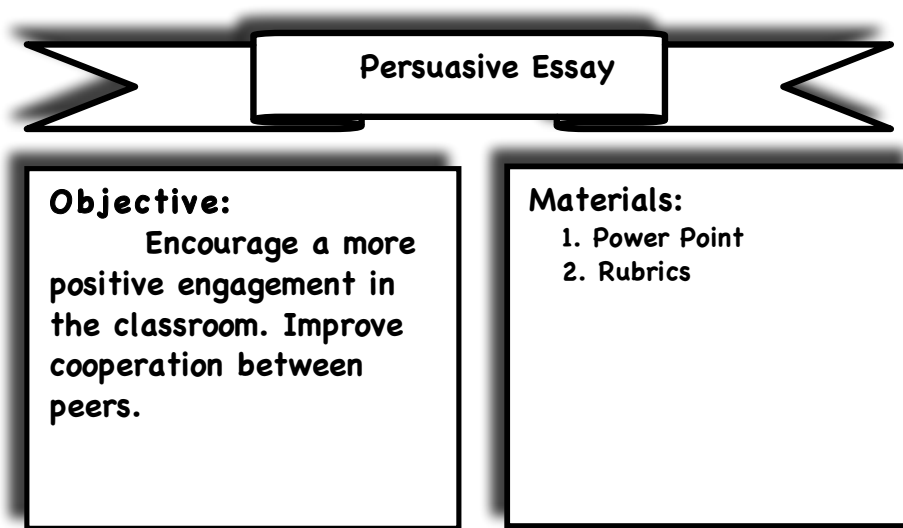
http://www.indianchild.com/outdoor_games.htm

Lesson 4

**California State Standards: Listening and Speaking strategies 1.0-2.0

**Texas State Standard: English Language Arts and Reading §110.4(3)

Listening/speaking/audience/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to use verbal and non-verbal communication in effective ways such as making announcements, giving directions, or making introductions.

**Procedure:**

1. Show the students a Power Point that explains what persuading another person is. For this particular lesson I created a Power Point that focused on homework.
2. As soon as the students walk in the room have the Power Point displayed on the whiteboard. Students will have four hours of Homework every night.
3. Allow the students to discuss among them, what is posted and watch their conversation. Do not be in the front of the room, sit in the back and pretend to be doing something, so you can watch their discussion.
4. After they have settled down and are able to focus within the group. Explain the goals for writing a persuasive essay.
5. Hand out the rubric that scores the essay.
6. Explain to the students this is what will be expected of them

Assessment: Evaluate the final paper, judging the understanding of the assignment.

Lesson 5

**California State Standards: Listening and Speaking strategies 1.0-2.0

**Texas State Standard: English Language Arts and Reading §110.4(3)

Listening/speaking/audience/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to use verbal and non-verbal communication in effective ways such as making announcements, giving directions, or making introductions.

In My Shoes

<p>Objective: Encourage a more positive engagement in the classroom. Improve cooperation between peers. Listening and Perspective</p>	<p>Materials: 1. Pair of Shoes 2. Rubric (see Appendix c 103)</p>
--	--

Procedure:

1. In my shoes students will tell a story about their shoes.
 - How these shoes help me to do things that I like to do
 - Sharing from a point of view of the shoe (what it's like being the shoe that belongs to the person)
 - Sharing from the point of view of the shoe. (How I'd like to be taken care of if I had it my way)

2. First I will model the activity by sharing about my shoes. Before that we will talk about what is expected of them. Review the agreements brainstormed earlier how will they show they are listening and supportive and they will expect to ask questions at the end? 😊 Then the activity will be modeled.

This is the example presented to the students.

Phew I am tired, I have been very very busy. Let me just tell you where I have been. First I started out in a box, and my life was simple, then I wound on the feet my owner. She decided that we needed to travel. Now I don't mind traveling a good walk now and then is fine, but we have been all over the place. We started out in the nice perfect temperature of California, sunny warm and perfect, but then it got really cold and we wound up in the snow, I hate being cold and wet, yuck. Then we arrived in some place

that had a lot of mud...and I mean heavy sticky mud. Then it dried to my sole and made me look dirty. . So I just can't wait to get back to the sun.

This won't be written. I want the students to stand in front of the class and sign it. I want them to focus on each other and ask questions. They will be handed a rubric when the activity is completed.

The focus of the lesson is listening.

What do your shoes tell about you?

Assessment:

Hand out student rubric. Ask the students to assess themselves how they did on the assignment. See appendix

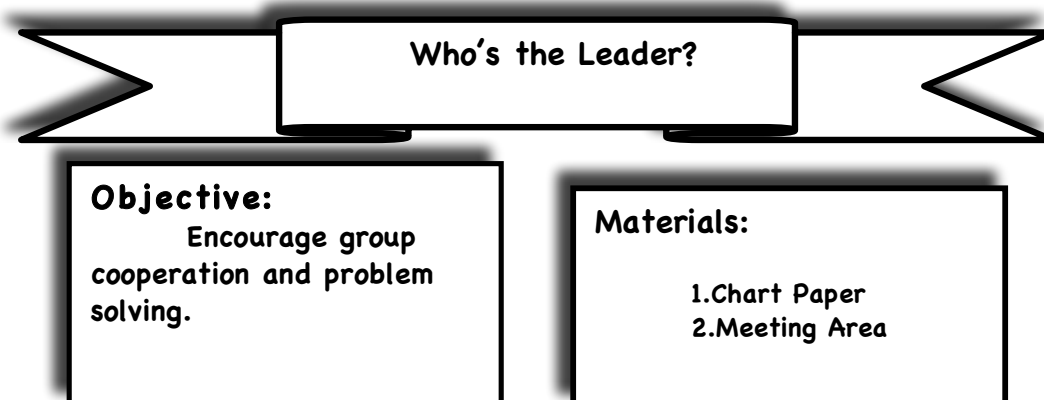
Adapted from Tribes, Jeanne Gibbs

Lesson 6

**California State Standards: Listening and Speaking strategies 1.0-2.0

**Texas State Standard: English Language Arts and Reading §110.4(3)

Listening/speaking/audience/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to use verbal and non-verbal communication in effective ways such as making announcements, giving directions, or making introductions.



Unit Four Goal:

To facilitate Morning and Afternoon meeting while getting the students acquainted with procedures. In addition build students self-esteem and greater understanding of themselves and build community and respect.

Procedure:

1. Have the students sit in a circle. Tell them they will play a guessing game where all sit in a circle and someone will be chosen as a leader. They will initiate the hand or body movements that everyone will copy. Then have a guesser, ask for volunteers or assign a person who will guess, and have them leave the room. Have the leader start the movements and bring the guesser back into the room.
2. The guesser will guess and if they are right will trade places and pick a leader while the other person leaves the room.
3. Play the game a few times until students become bored and then have a discussion. Ask students how did you identify the leader, what gave it away? Which role did you like the best?

Assessment:

Have students discuss the strategies to be successful at the game.

Adapted from Tribes by Jeanne Gibbs

Names:	Was attentive and maintained eye contact	Does not interrupt	Had a positive attitude	Participated without the need of an adult	Completed the assignment
1= no evidence	2=emerging	3=meets expectations	4=exceeds Expectations.		

Table 2: Students evaluation rubric

Teacher Evaluation

This can be used for each individual activity or for the end of a unit.

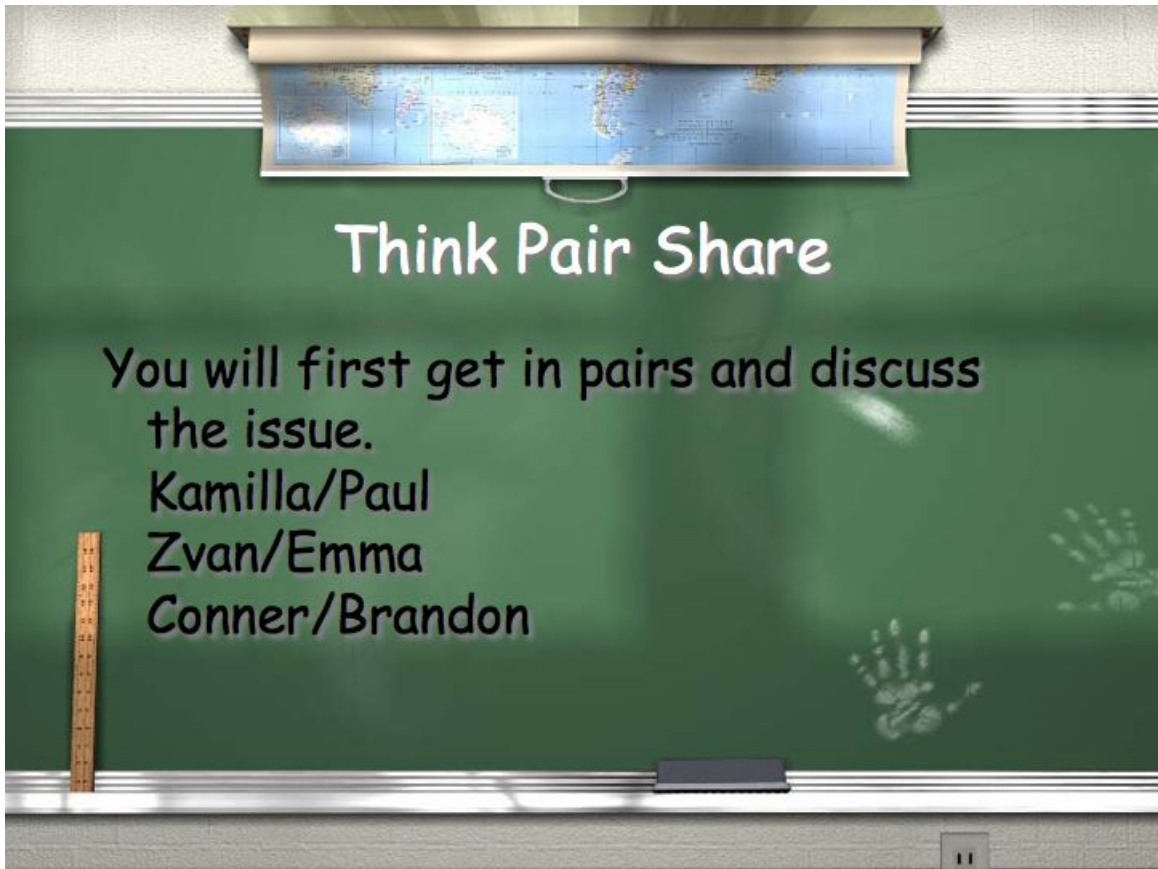
Table 3: Rubric used to explain the Persuasive writing assignment

Category	4- Above Standard	3--Meets Standards	2--Approaching Standard	1-Does not meet Standard	Score
Attention Grabber	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience	The intro paragraph has a hook or attention grabber bit is weak, rambling or not appropriate for its audience	The writer has an interesting introductory paragraph but the connection to the topic is not clear	The intro paragraph is not interesting and is not connected to the topic	
Position Statement	The statement provides a clear, strong statement of the author's position on the topic	The position statement provides a clear statement of the author's position on the topic	A position statement is present but does not make the author's position clear.	There is no position statement	
Support for Position	Includes 3 or more pieces of evidence (facts, statistics, and examples, real-life experiences that support the position statement. Pictures are included.	Includes 3 or more pieces of evidence (facts, statistics, examples and real life experience that support the position statement.	Includes 2 pieces of evidence that supports the position statement.	Includes 1 or fewer pieces of evidence.	
Sequencing	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonable easy to follow the author's train of thought.	A few of the supporting details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the supporting details or arguments not in an expected logical order. Making the essay seem confusing and hard to read	
Grammar and Spelling	No errors in grammar or spelling	1-2 errors in grammar or spelling	3-4 errors	More than 4 errors	

Persuasive Essay Rubric

Persuasive Essay Rubric 4/15/07





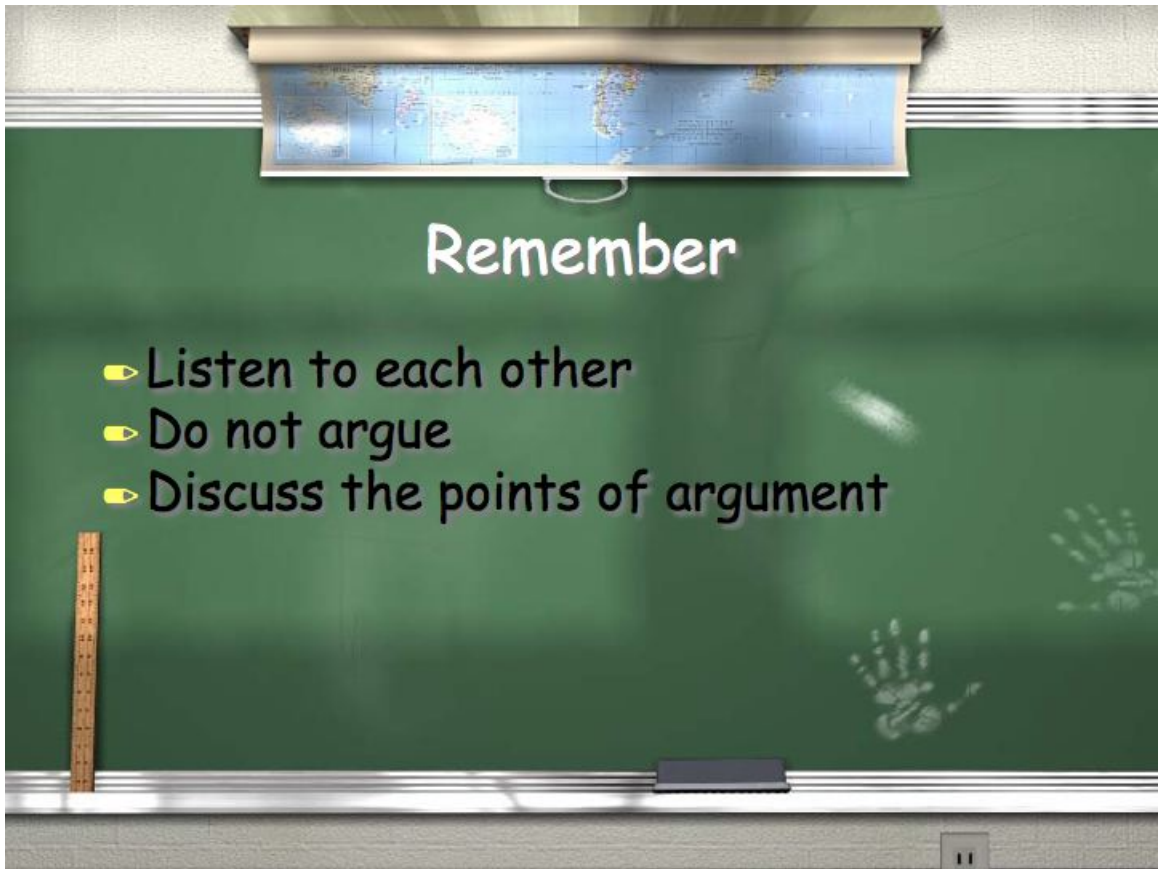
Think Pair Share

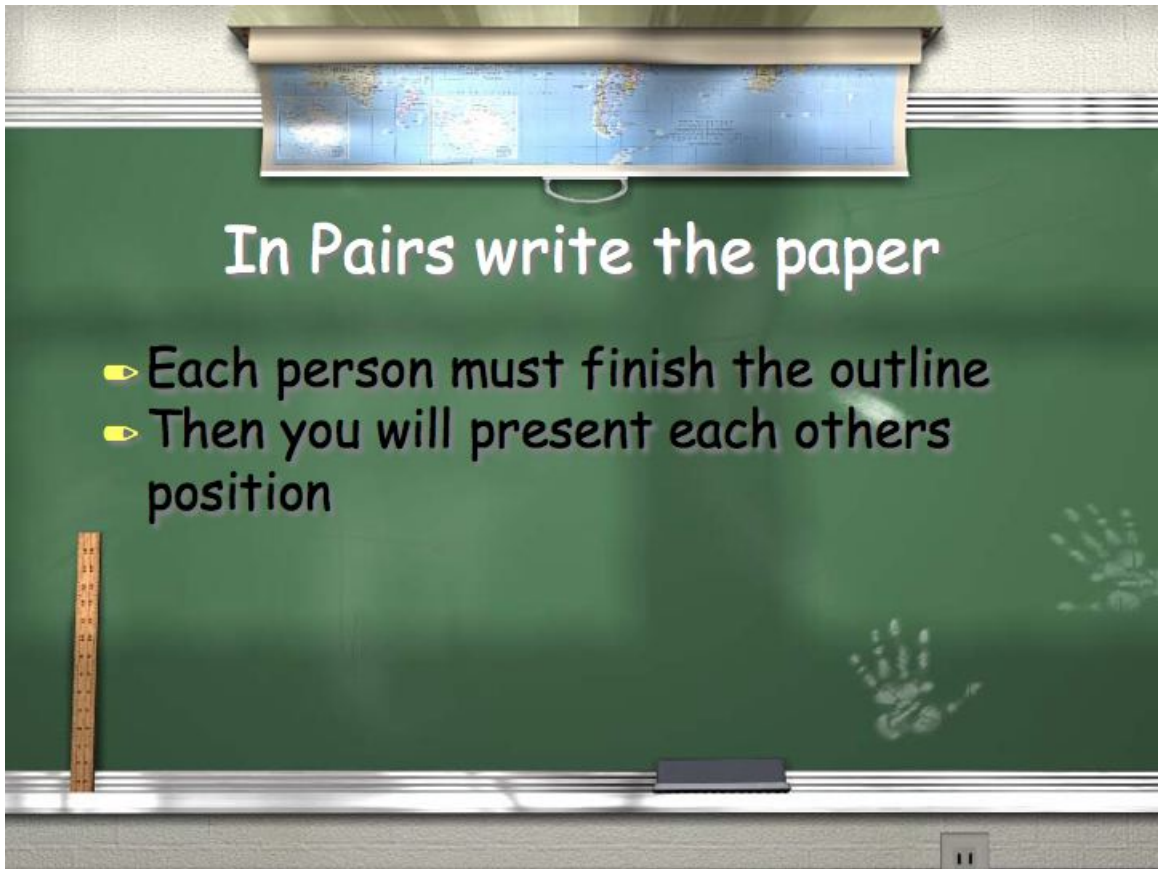
You will first get in pairs and discuss the issue.

Kamilla/Paul

Zvan/Emma

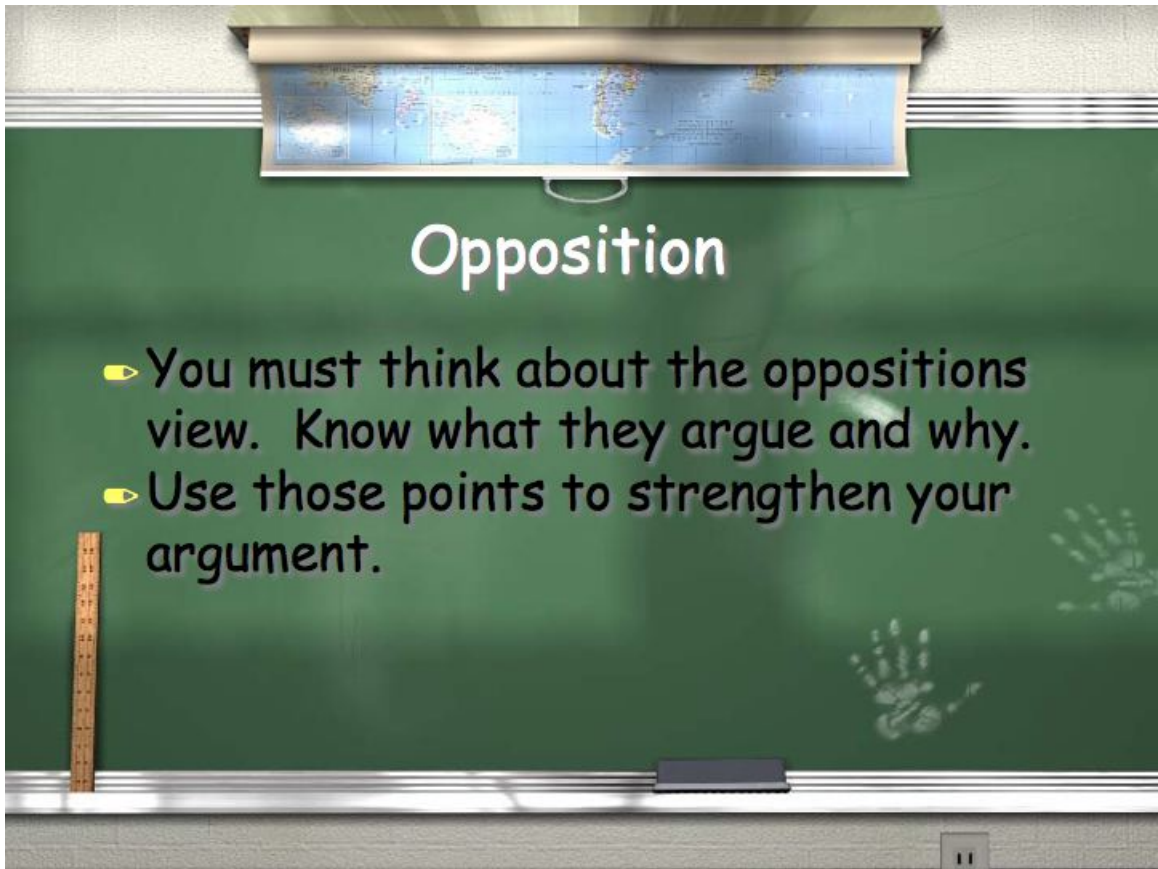
Conner/Brandon

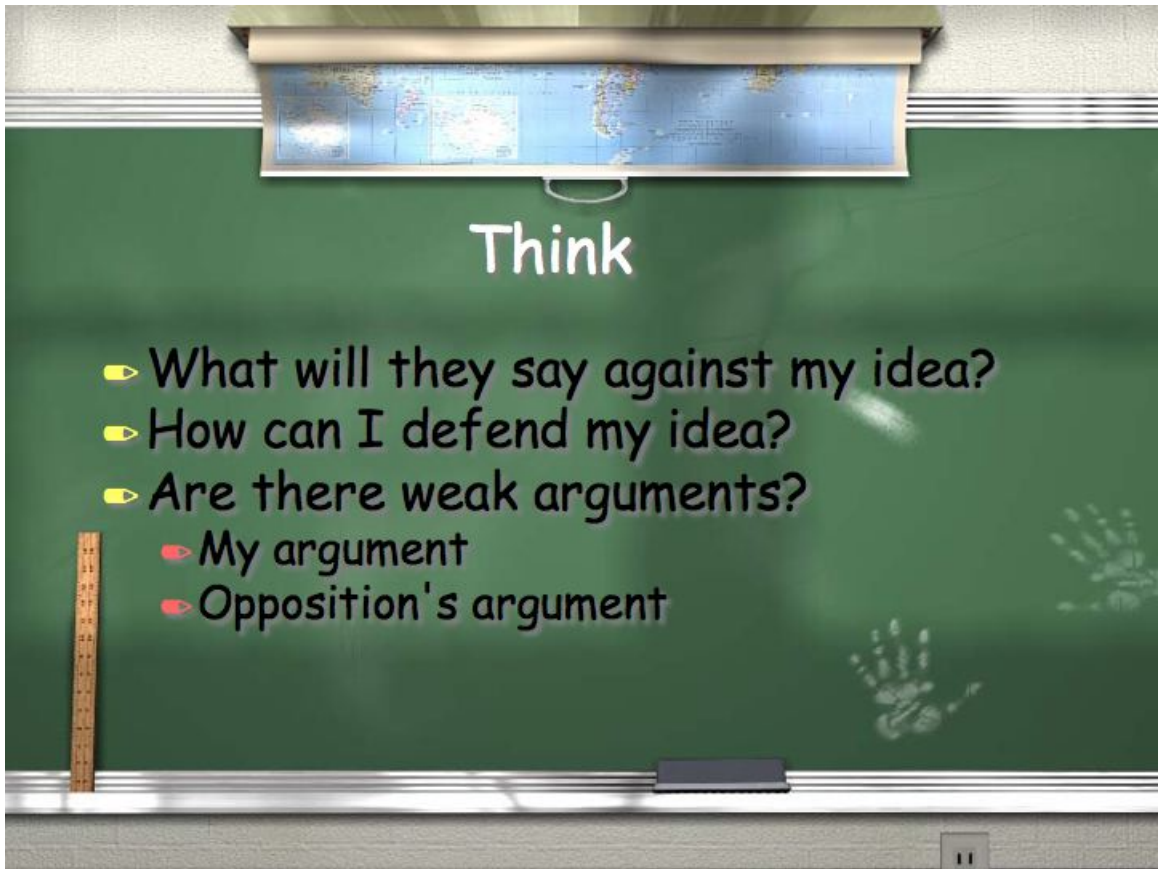




In Pairs write the paper

- ▶ Each person must finish the outline
- ▶ Then you will present each others position





Writing Activity

About you

Why? Your thoughts

- Why do you want to argue in favor of _____?
- (what makes your opinions important?)

APPENDIX C: Evidence of Implementation

Aliens have come to destroy planet earth. You and nine other people get away and are left on earth. You manage to make it to an underground bunker. The group soon realizes that there are only enough supplies for three people to live a long time. If you all stay then you will all live only for a maximum of 2 years.

You all need to decide who will stay and who will be sent away to die.

- ~~1. Scientist~~
- ~~2. Priest~~
3. Married couple
- ~~4. A single pregnant woman with a 5-year-old girl~~
5. An army officer who is a little bit crazy but is useful
- ~~6. An old woman~~
- ~~7. A disabled person~~
- ~~8. A lawyer~~
9. A doctor

Character	Reasons to keep alive	Reasons to send them away from the bunker
-----------	-----------------------	---

Doctor	if we are sick, or hurt, doctor knows what to do	
Scientist		scientist will just do its work and how can we help us?
Priest		we don't need praying person because we can do ourselves
Married couple	can make babies to make group large to grow	
Single Woman Pregnant with a child		low to care and no things
An army officer who is crazy	can hurt animals or protect us, even have special equipment	
An old woman		will die and can't replicate and no
A disabled person		low bring and suffer life
A lawyer		why should bring lawyer, she or he will do nothing and just we die big to do ourselves

4/1/06

Did you like the
game?
I like game
Spider.



~~Web
Spider
Game~~

Spider Web

Evin

I like play a spider web because fun. First person say to other person say. I like you because you always play with me, good person, and good girls. Then first person thorw to girls or boys then boys or girls say. If last person will back to yard. That's fun.

Name _____

What's In My Name?

Instructions:

Answer the following questions about your name. Interview your parents if you do not know all the answers.

1. Why did your parents choose your name?

because she wanted to
enjoy a name.

2. If you were named after someone, who was it?

no body

3. What nicknames do you have, and how did you get them?

Ike when I was young like about
7 yrs old from being hired.

4. Do you like your name? Why, or why not?

yes because it looks cool.

5. If you could choose another name, would you, and what would it be?

NO I wont choose another name

Name SR4607

What's In My Name?

Instructions:

Answer the following questions about your name. Interview your parents if you do not know all the answers.

1. Why did your parents choose your name?

I don't know
I think parent like that way.

2. If you were named after someone, who was it?

name | kitten is Maiala

3. What nicknames do you have, and how did you get them?

Cj powers! because I got it how?
"I always think I want powers", and
I show up so my name is CJ and I

4. Do you like your name? Why, or why not?

No because person
think my name is corner!
and i hate that.

5. If you could choose another name, would you, and what would it be?

Bob

Name KF

What's In My Name?

Instructions:

Answer the following questions about your name. Interview your parents if you do not know all the answers.

1. Why did your parents choose your name?

My Parent Pick Camilla then both say too same name then dad say pick Kamilla. so

2. If you were named after someone, who was it?

3. What nicknames do you have, and how did you get them?

4. Do you like your name? Why, or why not?

Yes it cool name

5. If you could choose another name, would you, and what would it be?

Abella or Cinderella

Respect Rubric

May 13th

What would your shoes say?

Name: CJ

	Yes—the whole time	Sometimes	No—not this time
Did I keep eye contact with the speaker?	<input checked="" type="checkbox"/>		
Was I respectful and not talk while the person was presenting?			<input checked="" type="checkbox"/>
Did I listen and not daydream?	<input checked="" type="checkbox"/>		
How did you feel while sharing? Do you feel the others listened to you?			
<p>I feel like Hello! I am talk. and I feel like I not like it</p> <p>Fines is ok at cafe</p>			

Respect Rubric

May 7th

What would your shoes say?

Name: _____

	Yes—the whole time	Sometimes	Nope—not this time
Did I use kind words?		✓ Yes	
Did I help when other's needed it?			✓
Did I listen to others?		✓	
Were my facial expressions encouraging?		✓	
Did I ask questions?	✓		

Comments:

	Yes—the whole time	Sometimes	Nope—not this time
Did I use kind words?	●		
Did I help when other's needed it?	●		
Did I listen to others?		●	
Were my facial expressions encouraging?		●	
Did I ask questions?	●		

Respect Rubric

May 7th

What would your shoes say?

Name _____

✓ / ✗	Yes—the whole time	Sometimes	Nope—not this time
		✓	
		✓	
	✓		
		✓	
		✓	

Comments:

Respect Rubric

May 7th

What would your shoes say?

Name: Sam!

	Yes—the whole time	Sometimes	Nope—not this time
Did I use kind words?	Respect	✓	
Did I help when other's needed it?	Share	✓	
Did I listen to others?	✓		
Were my facial expressions encouraging?		✓	
Did I ask questions?		✓	

Comments:

Name: _____

T- Shirt outline WorkSheet

May 14, 2007

1. What did you learn about your classmates?

about their things,
want, wish,

2. How well did you listen to each other?

find and ok but I
think they funny

3. What was the best/hardest thing for you about this activity?

Adjective, ...

4. What did you learn about yourself?

wish places enjoy people said to you.
and be nice

Nam. Kamilik
T- Small Group Worksheet
May 14, 2007

1. What did you learn about your classmates?

I learn that Brandon
want to be Paul's brother

2. How well did you listen to each other?

good I listen to other
people.

3. What was the best/hardest thing for you about this activity?

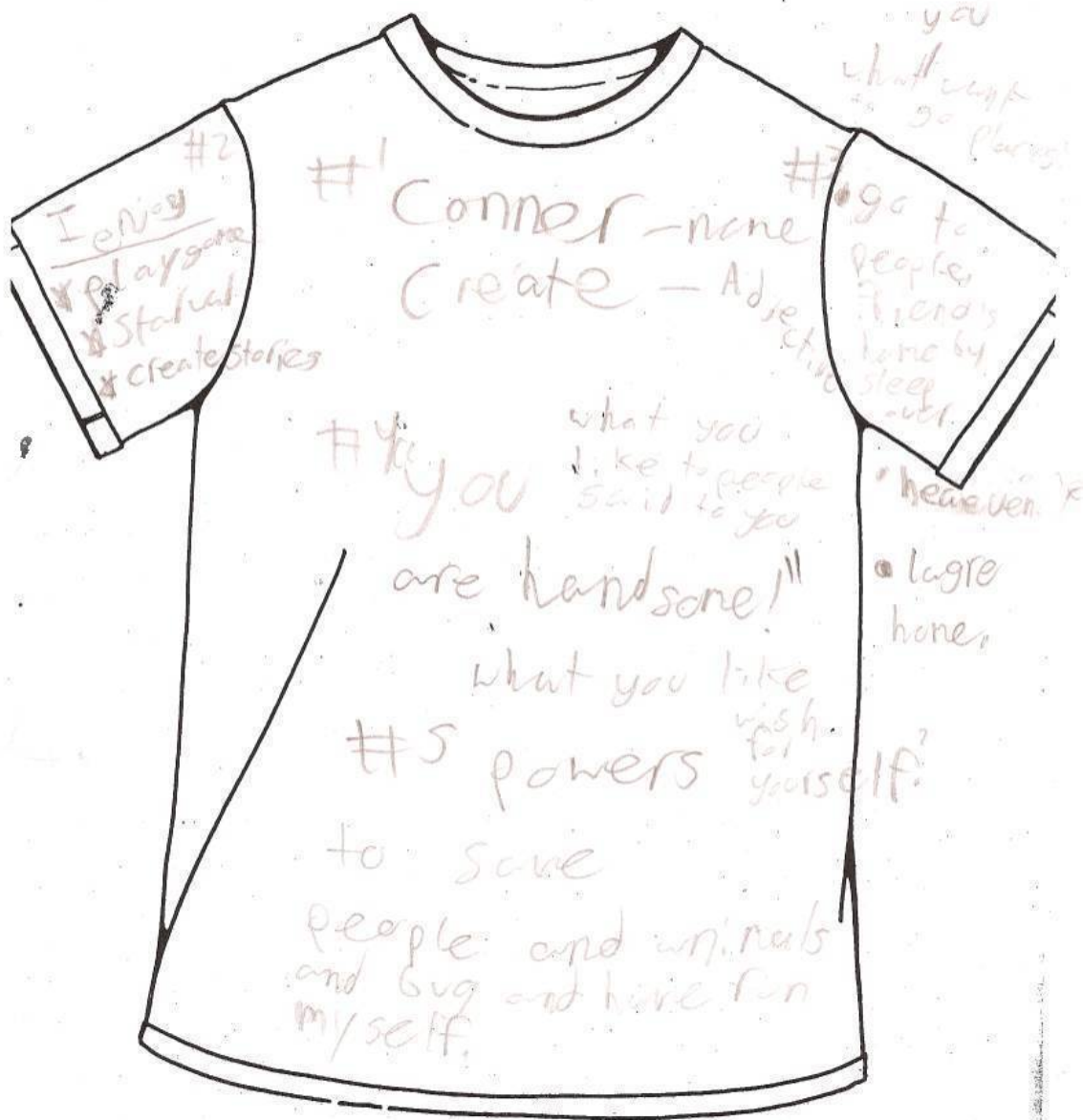
Its so easy about this
activity!

4. What did you learn about yourself?

I become funny girl

CJ

T-Shirt Outline



Hand-drawn by CJ

5/2/87

~~Disagree because its not fair
to girl not like not boy because
I not want get a~~

Disagree Because I not want
get Diabetic. I want have
clean and health body!

Agree Because I want make them
jealous. I love see boy get
mad its fun to see.

Disagree I not want become fat.
It make me more hungry to eat
cake.

Agree I not want cake
out! I not want cake get small
pieces. I want get large pieces!

Disagree All boys will mad or
ingore us or hate us!

Disagree I not want make them
hate me. While I eat cake.

5/21/09

I think disagree because girls always
Lazy. Boy should deserve it because boys
work so hard in school. Girl always make
fun of boy. Not fair must equal! I
think boy is tougher than girl that mean boy
can eat cookie not girls! Boys can make girl
honor boy then result is. Boys eat cookie
girl eat cake. I know Boy and girl always
disagree other.

5/21/07

Girls are only ones
who eat cake at graduation.

I think I disagree because
boys have to eat! Girls

I have 100% disagree because
It is not fair, girls can't have
every thing you know, and also
everybody need to share. If
girls only can eat cake at the
graduation they might
tease us boys. Some girls
will feel bad about boys can't
eat cake. Some girls might
hate the kind of flavor of the
cake. A lot of kids love cake
so much they might eat a lot.
Some boys like to eat a lot of
cake to make them sick
so they can get a lot of cake. Some
girls have allergies to dairy. I
love cake and no girl is going
to stop me from eating cake!
Also some girls don't want to
eat cake to keep them
self clean.

allergy

- write a paragraph

May 21, 07

I little Agree and disagree beause
 I am agree it's cool and fair for
 girl. why I am disagree beause ~~Maybe~~
 I eat cake then fat, I ~~not~~ want to.
 why cool and fair? beause that cake
 very sweet. fair? Boy always carzy!
 girl is sweet and nice, that fair! why
 I ~~not~~ want to be ~~come~~ fat? beause
 I ~~not~~ want to unpoplar and vgly "ugly"
 ugly!!!! That my Beson and I begin
 know feel about boy, many boy in
 my class, so all boy said "not fair!"

*Girl can't eat the cake
only boy can!*

Graphic Organizer for Persuasive Paragraph

Topic Sentence (state your opinion)

*Girl can't eat the cake
only boy can!*

Reasons to Support Your Opinion

- *Because girl always get what she want*
- *Boy work so hard not girl not fa*
- *Girl always LAZY Girl not deserve i*
- *Boy should deserve it!*
- *Girl always fun of boys.*

Closing Sentence (restate your opinion)

W i ... + MMA crafter! (with a smiley face)

Graphic Organizer for Persuasive Paragraph

Topic Sentence (state your opinion)
 Girls are only allowed to eat
 cake at graduation

- Reasons to Support Your Opinion
- might I disagree because maybe girl can become
 - Disagree is ^{fat} I not want to ^{emma crawford} ~~the cake~~ ~~not~~ ~~emma~~ ~~emma~~
 - argue girl can eat the cake "only" !!
 - Disagree is Boys alway talk so much than girls... shh!!
 -

Closing Sentence (restate your opinion)

Girls are the only ones
 who ~~eat~~ ~~eat~~ eat cake at
 graduation.

Reason - Do you agree or disagree why?

I Disagree because is it not
 fair and girl only eat cake and
 what about boys? and that I not
 think so. 2 years ago in summer-
 school by last day of summer school
 and what girl got ice cream and
 boy got nut cookies and no else.
 And few girl say ha ha ha!
 And if boys eat cake only
 and girl rather ~~to~~ I still
 disagree because I don't want
 girl's sad face. And be share.
 And be fair!

5/2/07

~~Carver~~

no star...

~~Carver~~

Graphic Organizer for Persuasive Paragraph

Topic Sentence (state your opinion)

Must girl eat
cake, not boys.

Reasons to Support Your Opinion

- better girl and boy eat cake
- be fair and be nice
- boys hungry and not fair
- not fair because boys hungry and girl full and happy and boy don't and be fair

Closing Sentence (restate your opinion)

~~Carver~~



<http://www.scholastic.com>

~~Carver~~

PRE-ASSESSMENT AND POST ASSESSMENT

The goal of the pre and post assessment is to make sure the curriculum is tailor to the students. Therefore the focus becomes what is transpiring in the classroom, rather than a general social curriculum. If the goal of the social curriculum is to have students manage themselves socially, become cooperative and collaborative participants in the classroom, and then the curriculum should be modified for each individual class. In order to achieve this the teacher must assess the behaviors in the room prior to implementing the lessons. Here is one way to chart and evaluate the culture of the class. There are two extra blank boxes to fill in areas of observation.

Two weeks - General Classroom setting

date	Name	interrupted	Rude and Insulted students	Ignored others and maintained side conversation	Talked back disrespectful to staff	Physically hurt each other	Was helpful	Polite & respectful to each other
4/9-4/13	Ex. Sally	did not interrupt				tripping very common	✓	
4/10	B	✓✓✓	✓✓	✓✓	✓	✓		
4/11	D	✓✓✓	✓✓	✓✓	✓	✓		
4/12	ZS	✓✓✓	✓✓	✓✓	✓	4/12		
4/13	KF	✓✓✓	✓✓	✓✓			✓	
4/14	EC	✓✓✓	✓✓	✓✓				
4/15	C)	✓✓✓		✓		✓		
4/16	NO							
	B	✓✓✓	✓✓	✓✓	✓	✓		✓
	D	✓✓✓	✓✓	✓✓	✓	✓		
	ZS	✓✓✓	✓✓	✓✓		✓		
	KF	✓✓✓	✓✓	✓✓				
	EC	✓✓✓	✓✓	✓✓				
	C)	✓✓✓		✓		✓		

** Insulted me several times about being hearing.
4/12 incident in hallway*

*Why should we save the bears?
 This isn't a persuasive essay
 rather an essay that gives facts. Tell me why its important*

How to save Grizzly Bears

Brown bears can live up to 30 year in the wild, though 20-25 is normal.

The Endangered Species Act and Appendix 2 of the Convention on International Trade in Endangered Species of wild fauna and Flora (CITES), an international treaty with more than 144 member countries. Appendix I listed species cannot be traded commercially. Appendix 2 listed species can be traded commercially only if it does not harm their survival.

In the lower 48 states there are 800-1,020 brown bears surviving. Of these, about 350 live in northwestern Montana, 350-400 live in Yellowstone National Park, about 30 in the Selkirk Mountains in northern Idaho, northeast Washington, about 30 live in the Cabinet-Yaak ecosystem in northern Idaho, western Montana and perhaps 20 live in the North Cascades of upper Washington State. In Alaska, there are about 30,000.

Brown Bears found in North America, eastern and western Europe, northern Asia and in Japan. In North America, brown bears are found in western Canada, Alaska, and in the state of Wyoming, Montana, Idaho,