

ESTIMATED TIME

4 class periods plus out of class time

PREREQUISITES

■ Identify and make preparations to take students to three different sites to practice appropriate behavior:

- an open, free space near school with little public contact, such as the school sports field

- an open free space that includes the public, such as a public park or campground

- * a space with social engagement, such as a public library or museum

■ Arrange for transportation and permission slips. Transportation for these trips can be difficult to arrange and costly, therefore, as much as possible, have the students walk to the trip locations. The walk can often be as powerful a lesson as the activities while at the site! While walking, students are exercising, socializing, and given an opportunity to demonstrate appropriate behaviors.

■ If walking, be sure to have appropriate communications established with the school, enough chaperones, and be sure that the route has sidewalks for students to stay off the road.

RESOURCES AVAILABLE

- *Public Versus Private Rubric*
- *Public Versus Private Scenarios*
- *Public Versus Private Scenario Guide Sheet*
- *Double Sided Reflection*

ACROSS THE CURRICULUM

Behavioral expectations translate into any classroom. All teachers should be able to find connections from their class to this lesson.

COMMUNICATION PROCESSES

LESSON GOAL

Demonstrate and understand appropriate behavior, language, and dress in role play and three trips away from school.

Essential Question

How can you tell the difference between public and private communications?

Student Expectations

1. Participate in in-class scenarios.
2. Participate in discussions.
3. Participate in three different social experiences outside of school.
4. Complete a description reflection after each experience.

LESSON OBJECTIVES

1. Behave appropriately in a variety of social and public places.
2. Clearly articulate behavioral expectations.
3. Recognize differences in behavioral norms in different situations.

RATIONALE

This lesson is designed to prepare students for internship sites. The primary objective of this lesson is to compel students to consider their public versus private persona through a series of field trips that require certain behaviors and expectations from the students. Each field trip is scaffolded in such a way that the expectations at each site take the student one step closer to the requirements of site behavior.



Public Versus Private Rubric



Public Versus Private Scenarios



Public Versus Private Scenario Guide Sheet

PROCEDURES: WHAT TO DO

1. SMALL GROUP To begin this lesson, have students participate in a role-playing game. Have groups of three or four select a scenario from the *Public Versus Private – Scenarios*. Have students follow along with the *Public Versus Private – Scenario Guide Sheet*. Each scenario is meant to teach a hint/tip about behavioral expectations among various locations. Have students describe which behavioral expectation the scenario is meant to emphasize, and how they might act if they found themselves in the scenario. Follow up each scenario discussing the scenario’s relevance and importance.

ASSESSMENT

Scenarios Actively participate in the scenario activity.

2. WHOLE GROUP Prepare students for the next portion of the lesson, which consists of three trips outside of the building. Each trip scaffolds in such a way that trust, responsibility, and behavior increases in importance from trip to trip. Hand out the *Public Versus Private Rubric* to explain how students will be evaluated. Then discuss the following:

- where you are going
- how you are going to get there
- when you will be going
- how long you will be gone
- expectations for appropriate behavior, dress, and language

3. WHOLE GROUP Take students on a trip outside of the building. A good starting trip is to a location outside of the school’s campus that is free, has plenty of green space for students to use, and is within walking distance. Have students play games during this trip. This simple activity, combined with the novel environment, will force students out of their comfort zone (i.e. within the school walls), and engage them in activities which will encourage socialization. Recommended activities include team building initiatives, games (i.e. Ultimate Frisbee, tag, basketball, soccer, etc.), and nature activities (i.e. hiking, bird watching, etc.)

ASSESSMENT

Behavior Demonstrate appropriate behavior while on the trips.

Participation Actively participate in all trip activities.

Language Use appropriate language while on trips.

Dress Dress appropriately for the trip.



Double-Sided Reflection



Student Pages

- 4. SMALL GROUP** Break students into teams and have the teams reflect on the activities, record conversations they had, and begin discussing what behaviors were appropriate for these activities. Have students record their observations as reflections on the *Double-sided Reflection Sheet*. Have them use the *Sakai Assignments Tool* to submit their reflections.

 **ASSIGNMENT 1**

ASSESSMENT

Reflection Reflect on the difference between public and private behavior, language, and dress.

- 5. WHOLE GROUP** Have students share their thoughts within the small team and then discuss as a class which behavioral expectations are appropriate and which are inappropriate for this particular site. Collect students' thoughts and reflections and return to school.
- 6. WHOLE GROUP** Within a week or two of the first activity, take students out to another site, this time further away from the building where the behavioral norms are different. Recommended locations for this trip are areas that are free, have a larger space in which to roam and play, and where more of the public visits. Plan activities such as a nature walk, field games, or a scavenger hunt and ask students to think about what behaviors are appropriate for the activity. This trip takes the lessons of the previous trip a step further through a higher degree of appropriate behavior due to the number of people present and the larger area of the space.

ASSESSMENT

Behavior Demonstrate appropriate behavior while on the trips.
Participation Actively participate in all trip activities.
Language Uses appropriate language while on trips.
Dress Dress appropriately for the trip.

- 7. WHOLE GROUP** After the trip, pass out the previous reflections and have students add more observations, reflections, and depth to their prior experiences.
- 8. SMALL GROUP** Discuss the activities and students' writing in small teams and then the group at large. Have them use the *Sakai Assignments Tool* to submit their additional reflections.

 **ASSIGNMENT 2**

ASSESSMENT

Reflection Reflect on the difference between public and private behavior, language, and dress.
Class Discussion Articulate the need for appropriate behavior.

- 9. WHOLE GROUP** The third and final trip is to a different space where there is much more social engagement, and the behavioral expectations have increased. The recommended trip for this session is to a public library or museum.

If possible, combine a library trip with a research lesson, such as Lesson 32, in which students are given an authentic task that will focus their time and produce an artifact. In Lesson 32, students are asked to perform research related to their internship and develop an annotated bibliography of three to five documented sources. This would prepare them for another aspect of their work, while allowing them to demonstrate appropriate/inappropriate behavior for this setting.

ASSESSMENT

Behavior Demonstrate appropriate behavior while on the trips.

Participation Actively participate in all trip activities.

Language Use appropriate language while on trips.

Dress Dress appropriately for the trip.

- 10. INDIVIDUAL** At the end of the trip, have students record observations, reflections, and conversations they had while on the trip.
- 11. WHOLE GROUP** Find a spot to share these writings within the teams and the class as a whole. Then wrap up the visit and return to school.
- 12. WHOLE GROUP** Discuss various appropriate and inappropriate behaviors to demonstrate while representing the school at an internship site, job, or on field trips. Display two large sheets of paper (or newsprint) and write “Appropriate” and “Inappropriate” at the top. Then have students work together to fill in behaviors that fall into the two categories.
- 13. WHOLE GROUP** Review the lists and discuss the differences between appropriate and inappropriate behavior, dress, and language in different places.

REFLECTION

Have students respond to the following prompt in writing.

Then have them use *Sakai* Assignments Tool to submit it for evaluation.

Throughout the three trips, you have had many conversations, experiences, and learning opportunities. Choose one that you feel would be an example of good behavior for your internship site. This could be as simple as someone holding the door open for another, or someone going out of their way to make someone else’s life easier.

1. Describe this experience in detail.
2. Why would this be a good situation to replicate at your internship site?
3. How do you think you could replicate this situation at your internship site?



ASSIGNMENT 3



Netiquette: Establishing a Community

ASSESSMENT

Reflection Reflect on the difference between public and private behavior, language, and dress.

ASSESSMENT

Use the *Public Versus Private Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results. In addition to the rubric, there will be many teachable moments in the midst of the activities that will not be able to be assessed. Look for these moments and use them to help the students' understanding of appropriate behaviors.

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule

EVALUATE/REVIEW

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

Grade 9 Social Studies: Citizenship Rights and Responsibilities

Participation 2. Describe and compare opportunities for citizen participation under different systems of government.

Grade 9 English Language Arts Communication: Oral and Visual

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.
2. Identify types of arguments used by the speaker, such as authority and appeals to emotion.
4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and explain how they contribute to meaning.
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
7. Vary language choices as appropriate to the context of the speech.

46 Public Versus Private

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

This lesson should be accessible to students of all abilities. For those who are on an IEP and finding aspects of the lesson difficult, consider assessing them on only a few items of the **Public Versus Private Rubric**. Check with the student's IEP coordinator or your school's IEP specialist for assistance.

GIFTED AND TALENTED

Gifted students have enjoyed the freedom that this lesson offers, but some students who know how to behave appropriately in public have struggled with what they considered to be the immaturity of their classmates. To combat this, consider offering special opportunities for those students while out on the field trips, or ask them to mentor a student who is having difficulty. Consider the student before making recommendations, however.

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

Appropriate Dress

- **About.com Human Resources** Use this site to find links to human resources guidelines for appropriate work attire. humanresources.about.com/od/dresscodesforwork/Dress_Codes_for_Work.htm

Proper Behavior, Manners, and Etiquette

- **Miss Manners Column Index** Use this link for tips on proper behavior, manners, and etiquette in public and private. lifestyle.msn.com/Relationships/Article.aspx?cp-documentid=27876
- **wikiHow** Use this link to answer questions about proper behavior, manners, and etiquette www.wikihow.com/Have-Good-Manners.
- **Manners and Etiquette Resource** Use this link to find lessons and activities for teachers to use to reinforce manners and etiquette in public and private. Featuring Activities on Manners by Cyndee Harrison of www.Manners4Kids.com. www.teacherplanet.com/resource/manners.php

BOOK RESOURCES

Use these books to learn more about activities for developing appropriate behavior, dress and language.

- Boys Town Press. *Basic Social Skills for Youth: A Handbook from Boys Town*. Boys Town Press, 1997.
- Goldstein, Arnold P. *The Prepare Curriculum: Teaching Prosocial Competencies*. Research Press, 1999.
- Goldstein, Dr. Arnold P., and Dr. Ellen McGinnis. *Skillstreaming the Adolescent: New Strategies and Perspectives for Teaching Prosocial Skills*. Research Press, 1997.
- Rohnke, Karl E. *Cowstails and Cobras II: A Guide to Games, Initiatives, Ropes Courses and Adventure Curriculum*. Boca Raton, FL: Kendall Hunt, 1989.
- *Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities*. Boca Raton, FL: Kendall/Hunt Publishing, 1984.