

Another FREE SAMPLE RESOURCE from TOPS LEARNING SYSTEMS!

This **TOPS Idea** is taken from an original series of black-and-white line masters, adapted to stand alone as an independent mini-lesson. Please purchase our original book to get the whole in-depth program.

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consequences

...adapted by TOPS Learning Systems
from **PEACEFUL PROCEDURES #63**



What is a <i>peacemaker</i> ? Tell how you have been a peacemaker.	List 3 ways to handle a disagreement without getting into a fight.
Look up <i>cooperation</i> in the dictionary. How do you live the meaning of this?	If you were a teacher, how would you handle a student who didn't obey the rules?
If your friend is mean to you, is it better to get even or to forgive? Tell why.	Name 3 <i>talents</i> you have developed. How did you use one of these talents today?
Think of a time you helped a friend. Tell what you did and how it felt.	List 3 things you like about yourself. What do you like best?
Look up the word <i>honesty</i> in the dictionary. Write 3 sentences about a time you told the truth.	Look up the word <i>friend</i> in a dictionary. Write 3 ways you are a friend to others.
Who is your <i>best friend</i> ? What do you like about this person? What does this person like about you?	What is a big problem facing our Earth? Write 2 sentences about how you can help solve this problem.
List 3 ways poor behavior can cut us off from people we love.	Write three things you like about your <i>family</i> . What do you like best?
List 3 ways to be a <i>good listener</i> . Write 2 sentences about a time you listened well.	Give an example of how you followed the <i>Golden Rule</i> : treat others as you want them to treat you.

- 01 PENDULUMS (gr 8-12)
- 02 MEASURING LENGTH (gr 6-10)
- 03 GRAPHING (gr 6-10)
- 04 BALANCING (gr 6-11)
- 05 WEIGHING (gr 5-10)
- 06 METRIC MEASURE (gr 8-12)
- 07 MATH LAB (gr 7-12)
- 08 PROBABILITY (gr 6-10)
- 09 FLOATING/SINKING (gr 7-12)
- 10 ANALYSIS (gr 5-10)
- 11 OXIDATION (gr 6-10)
- 12 SOLUTIONS (gr 6-10)
- 13 COHESION/ADHESION (gr 6-10)
- 14 KINETIC MODEL (gr 7-12)
- 15 HEAT (gr 8-12)
- 16 PRESSURE (gr 7-12)
- 17 LIGHT (gr 6-11)
- 18 SOUND (gr 7-12)
- 19 ELECTRICITY (gr 8-12)
- 20 MAGNETISM (gr 8-12)
- 21 MOTION (gr 7-12)
- 22 MACHINES (gr 7-12)
- 23 ROCKS/MINERALS (gr 6-12)
- 31 PERFECT BALANCE (gr K-12)
- 32 ELECTRICITY (gr 3-8)
- 33 MAGNETISM (gr 3-8)
- 34 PENDULUMS (gr 4-9)
- 35 METRIC MEASURING (gr 5-9)
- 36 MORE METRICS (gr 6-10)
- 37 ANIMAL SURVIVAL (gr 3-8)
- 38 RADISHES (gr 3-8)
- 39 CORN & BEANS (gr 4-12)
- 40 EARTH, MOON & SUN (gr 7-12)
- 41 PLANETS & STARS (gr 7-12)
- 42 FOCUS POCUS (gr 5-10)
- 43 FAR OUT MATH (gr 9-12)
- 44 SCALE THE UNIVERSE (gr 5-12)
- 45 PI IN THE SKY (gr 5-12)
- 61 A SUMMER START (gr 1-8)
- 62 Intermed. ABC SOUP (gr 4-8)
- 63 PEACEFUL PROCEDURES (gr 1-8)
- 64 Primary ABC SOUP (gr 1-3)
- 71 Primary LENTIL SCI, (gr K-3)
- 72 Intermediate LENTIL SCI, (gr 3-6)
- 73 GET A GRIP Wkstation (gr K-6)
- 91 GLOBAL TOPS (gr 3-10)
- 100 TRIPLE MAGNIFIER (gr 3-12)
- 200 CARTESIAN DIVER (adapts K-12)

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OBJECTIVE

To make discipline a positive learning experience. To enforce class rules. To reduce teacher stress.

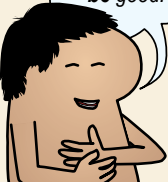
NOTES

Make an enlarged copy of the consequences above. Cut apart on dashed lines and tape each one onto an index card.

Number the consequence cards, and write others of your own invention (and buy our book for more!). Place in a box in a handy spot in your classroom.

When a student breaks a class rule, ask her to respond to the consequence at the front of the box. When she's done, meet quietly for a two minute conference. Open with a positive remark about what she wrote. Then affirm that you expect good behavior, and are confident the student is able to meet your expectations.

It feels good to be good.



Record all conferences on a summary card. Store this card, plus the consequence just completed, at the back of the box.

STUDENT	Conseq. #	MISBEHAVIOR	DATE
Josie	14	Shoving in hall	9/12
Dan	5	Not on task	9/12

Seems complicated? It really isn't. When negative behavior occurs, you can acknowledge it calmly, and assign the consequence. Then, in a spirit of peace and positive reinforcement, you and the student can discuss the behavior calmly and objectively. The consequence box encourages students to reflect on positive behavior patterns, and frees you from lecturing while the student tunes out.

MATERIALS

- Small index cards and a file box.
- Scissors and packaging tape. (Glue also works.)

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