

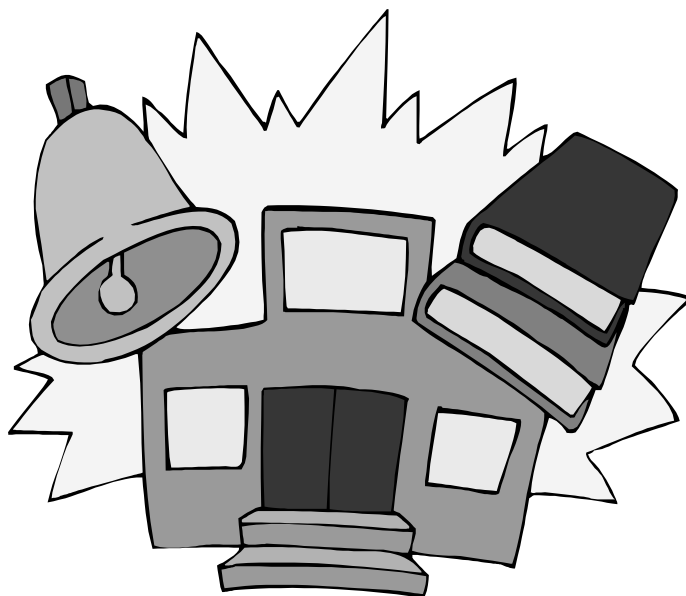


# SELF-DISCIPLINE

## Classroom Activities

Grade K - 6

1. Design a "Being Self-Disciplined" poster illustrating four (4) appropriate behaviors. Put it up on your classroom wall.
2. Have a discussion about class self-discipline. What are the kids' responsibilities, and what are the teacher's responsibilities? Make a chart of these responsibilities on the board. What are the consequences of being undisciplined? What are the rewards of being disciplined?
3. How self-disciplined are you? List 5 behaviors. Rate yourself on a scale of one to five (1=awful, and 5=terrific). For each of these behaviors give an example of how you are either responsible or irresponsible, and what you could do to improve.
4. Write about a time when you did something that took a lot of self-discipline to complete. Describe it. What was the outcome? How did it make you feel about yourself?
5. Write about the differences between adult self-discipline and a child's self-discipline. What does self-discipline have to do with growing up?



# SELF-DISCIPLINE

## Classroom Activities

### Grades 7 - 12

1. Brainstorm ways in which you can all become more disciplined in school. Discuss the problems students face, such as procrastinating and cutting classes. Make a list of the skills and attitudes needed for students to take more responsibility for their own learning, and to reach their goals.
2. Select someone in your community who exemplifies the quality of discipline. Invite this person to speak to your class about his/her own background, any obstacles overcome, and the factors that led to his/her success.
3. Break up into small groups, and conduct a survey in your school, asking questions like these: Where do you want to be in five years, in ten years? What are you now doing to get to where you want to be? What are the most serious obstacles that prevent people from accomplishing their goals? Share what you have learned from this process with the entire class.
4. Write about an event in your life in which you succeeded at something which was very challenging. How much did any of the above listed behaviors contribute to your success? What did you learn from that?
4. Make a chart of the things in your studies that are easy for you and those things that seem difficult. Now write out a plan for what you can do to overcome your difficulties.



# **SELF-DISCIPLINE**

## **Quotes for Character Education Skills**

These quotes related to our AISD Touchstone of character skills can be used in a variety of ways by the entire campus and in classrooms. The quotes are designed to be used as practical, applicable, and easily modified enhancements to your Character Education plan. They can be used to help you plan a variety of activities that reinforce the character skills in many ways. Remember, effective character education is not a program or an initiative, but rather the continuous and deliberate process and practice of teaching, modeling, and reinforcing these skills to enable each of our students to reach their full potential by putting forth their maximum effort to succeed.

Here are some specific suggestions for using these quotes:

- Read or have students read a quote each day as part of the announcements for the skill you are teaching.
- For our younger students, paraphrase the quotes so they can understand the meaning.
- Make bulletin boards featuring the character skill of the month.
- Use the quotes as banners, posters, coloring sheets, bumper stickers, and/or computer screensavers.
- Print quotes in the newsletters and in communications to parents.
- Post the quotes on the school web site and on the school marquee.
- Have students compose their own character quotes, songs, raps, bumper stickers, poems, etc.
- Use character quotes for student writing prompts and/or journal writings.
- Use the quotes for classroom discussion.
- Have students create their own classroom/campus character pledge.
- Create a Character Quote mural or collage by having students do drawings or bring pictures from magazines that illustrate the quotes.
- Have students create a character message or story using several of the quotes.
- Have students do a report on the people quoted in the character quotes and explain what character skills these people demonstrated in their lives.
- Ask students to bring in songs that are related to the specific character skills in the quotes and play the songs along with the quote.

**Remember, "People of character are the conscience of society." Ralph Waldo Emerson**

# SELF-DISCIPLINE

2006 -2007

February – March

- "Patience is the hardest victory." *Aristotle*
- "The highest stage in moral culture is when we recognize that we ought to control our thoughts." *Charles Darwin*
- "Patience is the blending of moral courage with physical timidity." *Thomas Harding*
- "Patience is full power and command of myself." *Raleais*
- "Patience is wisdom's root." *Robert Burns*
- "He that would govern others, first must master himself." *Philip Massinger*
- "Patience is often bitter, but its fruit is sweet." *Anonymous*
- "Patience is a reality of the heart that can be greatly enhanced with different practices." *Richard Carlson*
- "Self-control is the presence of mind in untried emergencies." *James Russell Lowell*
- "True patience means waiting without worrying." *Anonymous*
- "Patience is the best remedy for every trouble." *Plautus*
- "Patience is the greatest of all life's shock absorbers." *Anonymous*
- "Be patient with the faults of others; they may have to be patient with yours." *Anonymous*
- "Patience helps one to keep things in perspective." *Richard Carlson*
- "Patience is the ability to count down before blasting off." *Anonymous*
- "Be patient. You get the chicken but hatching the egg – not by smashing it open." *Anonymous*
- "To enjoy freedom we have to control ourselves." *Virginia Woolf*
- "Have patience in all things, but mainly have patience in yourself." *St. Frances de Sales*
- "He is a fool who cannot get angry, but he is wise man who will not." *Anonymous*
- "Patience adds a dimension of ease and acceptance to one's life. It is essentially inner peace." *Richard Carlson*
- "It is always a good idea to be selfish with your temper." *Anonymous*
- "The life of patience and self-control helps to clear the mind, strengthen judgment and elevate one's character." *Benjamin Jowell*
- "Be strong enough to control your anger instead of letting it control you." *Anonymous*
- "He who reins within himself and rules passions, desires, and fears is more than a king." *John Milton*
- "Our patience will achieve more than our force." *Edmund Burke*
- "A handful of patience is worth more than a bushel of brains." *Dutch Proverb*
- "Patience is genius." *Conte de Buffon*
- "Rome was not built in a day." *Proverb*
- "In any contest between power and patience, bet on patience." *W.B. Prescott*
- "If we want to exercise self-control, we must first learn how to demonstrate self-respect and practice self-talk." *Duane Hodgkin*
- "Patience can help one to avoid problems and create possibilities." *Duane Hodgkin*
- "Crises and conflicts may reveal one's character while self-control strengthens it." *Duane Hodgkin*

## SELF-DISCIPLINE

Inappropriate Behaviors Related to Specific Character Skills in the AISD Touchstone

- Complaining
- Daydreaming
- Excessive questions
- Excessive talking
- Failure to pay attention
- Out of seat
- Self-control issues
- Tantrums
- Whining/pouting



# SELF-DISCIPLINE

## Classroom Management Strategies

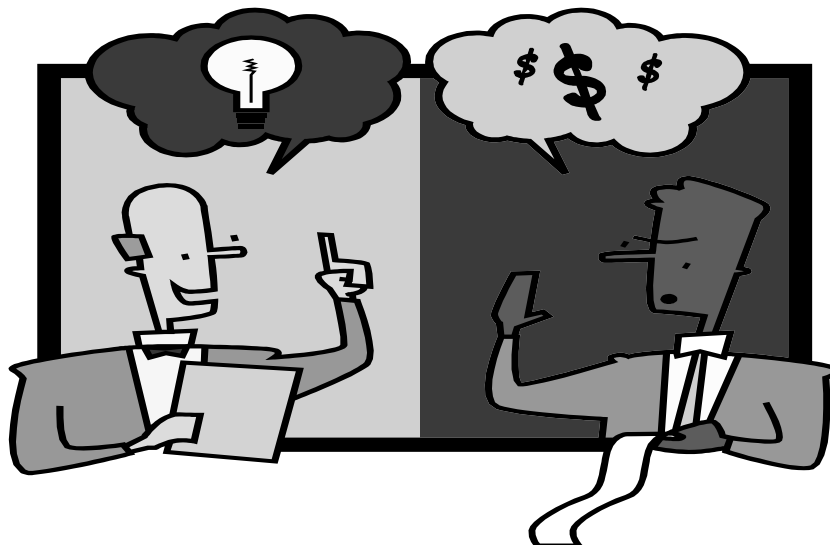
- Increase positive interactions (greet students as they enter the room, talk quietly with one or two students as they walk in the hallway, discuss work with students individually during independent work time, engage students in tasks like putting up bulletin boards before or after school or during lunch or recess).
- Teacher organizes the daily schedule to reflect consistency and variety with academic lessons that are clearly focused and relevant to students.
- Teacher establishes smooth, efficient classroom routines and procedures.
- Teachers interact with all students in a positive, caring manner.
- Teachers provide incentives/recognition/rewards to promote excellence.
- Teachers set clear expectations/standards for classroom behavior and apply them fairly and consistently.
- Teacher engages students in helping solve classroom problems.
- Teacher moves around room for increased proximity to students.
- Teacher visually scans the room for opportunities to acknowledge responsible behavior.
- Teacher makes eye contact with students and smiles.
- Teacher acknowledges responsible behavior verbally or with tangible rewards (like a written note from the teacher). Teacher sends a written note to parents about the responsible behavior.
- Teacher establishes a positive attitude about the potential for success for every student.
- Teacher models and reinforces the expected behaviors.
- Teacher provides opportunities for positive practice of expected behaviors.



# SELF- DISCIPLINE

## Classroom Level Interventions

- Teacher places hand on student's shoulder to remind and show support.
- Teacher gives a verbal reminder to redirect behavior.
- Teacher corrects behavior errors in a manner that provides instruction.
- Teacher makes accommodations in areas such as daily schedule, class structure, physical arrangement of classroom to increase the student's chance of success.
- Teacher develops lessons to help students manage situations that cause difficulties. Some examples are: transitions between lessons and activities, how the rules relate to various activities in the classroom, conflict resolution strategies, and study strategies.
- Student is given quiet time to think about behavior.
- Student and teacher discuss better choices.
- Student is given time-out in the room.
- Teacher and student develop a signal to help the student realize when he/she is engaging in inappropriate behavior.
- Teacher uses a pre-correction to help a student avoid an inappropriate behavior when there seems to be a good chance of the inappropriate behavior occurring based on prior history.
- Teacher Ignores behavior to deprive student of desired attention.
- Teacher contacts parent.
- Teacher consistently praises expected behavior and/or gives consequences for inappropriate behavior (such as loss of recess time, loss of other privileges, etc.).
- Teacher follows through on problem behavior with predetermined consequences.
- Teacher changes student's seat in the room or physical arrangement of the room to enable teacher to respond consistently to minor misbehavior, to prevent misbehavior from escalating, and to engage more frequently in positive interactions with students.
- Have student fill out a Behavior Improvement Form.



# **SELF-DISCIPLINE**

## **Service Learning Projects**

"To develop character, students need opportunities for moral action." Thomas Lickona

We want our students not only to learn about 10 character skills in our touchstone but also to have the opportunity to internalize them by practicing them through community service and/or service learning. In the purest design for service learning, students should be given the opportunity to reflect on their service, identify what they have learned from the service, and to celebrate their contributions to the community. It is best to allow students to identify a campus or community need or issue that focuses on a particular character skill and plan a project to address that need or issue. The more ownership we give our students in these projects, the stronger their leadership will become. Below are some suggestions for service learning opportunities for each of the character skills to help you in getting started:

- Have students develop an anti-violence campaign for the school and community. They should generate positive, nonviolent ways to handle conflict. They might teach conflict resolution skills to other students and members of the wider community. They can develop a pledge for stakeholders to sign stating their commitment to resolving conflict in nonviolent ways.
- Develop an awareness campaign about eating disorders, drug or alcohol use, working too hard, gambling, excessive spending, or other ways people lose self-discipline. Educate the student body and the community about the problem and some possible solutions.
- Create a collage of pictures and photos that emphasize self-discipline and display it in a common area.
- Create student-made PSAs on self-discipline to be shown on Channel 1 and/or a local TV station.
- Have students create a display of a tree bearing the fruits of self-discipline, which is displayed, in a common area.