BEHAVIOR IMPROVEMENT PACKET #4  DISTURBING CLASS

INSTRUCTIONS

This Learning Packet has two parts: (1) Text and (2) a Response Form.

1. The Text explains causes for what you did, and:

2. Tells two stories about students who broke the same school rule, shows what happens when you break this rule, tells ways to avoid breaking this rule again.

The Response Form asks questions about the text that will help you to avoid getting into trouble in the future.

The Text starts below. Read it carefully. Think about what you are reading and what you did. Then write answers to the questions on the Response Form.

CAUSES OF DISTURBING CLASS

Some students disturb class to get everybody’s attention. Others do it because they don’t care whether or not their classmates learn anything. Still others do it because they don’t have their minds on learning. Whatever the cause, when class is disturbed learning becomes impossible.

Sometimes, people disturb class to avoid doing class work. Others disturb class because they are bored. Still others do it because they don’t like school or are angry at someone in the class. When they become frustrated or bored or angry, they do something to disturb the class. For these people, disturbing class is a way of not having to deal with school.

Now you will read two stories about students who disturbed their classes. See if you recognize yourself in them.

HYPER MOE

Moe was named after his uncle, Moses. He is called Moe for short. But he learned early in life that he had the same name as a famous comedy character
BEHAVIOR IMPROVEMENT PACKET #4  DISTURBING CLASS

who appeared with two other comics named Larry and Curly. Moe always acted like Moe-the-comedian when he wanted to get out of doing something he had been asked to do.

Last week, Moe was asked to help two other students give a report on the Grand Canyon. Moe didn’t want to study geology, so he decided to clown around instead. When George and Lisa were ready to give their report, Moe had not prepared at all. George gave a good report on how the Grand Canyon was formed by rushing water. Lisa showed slides of the Grand Canyon, and talked about the rock formations.

When it came Moe’s turn, he stood between George and Lisa. He made a funny face and said that he was going to act like the rushing water. He made a noise like rushing water, then bopped George and Lisa on their heads. Then he went “Eeep, eep, eep, gna, gna, gna”! George and Lisa didn’t know what to do. The whole class started laughing. Mrs. Tinley did not laugh. It took ten minutes for the class to calm down. Then Mrs. Tinley took Moe to the principal’s office.

MEAN MILLY

Millicent wasn’t always mean. She used to be easy to get along with. But when she started studying math she got mean. Here’s how it happened. Everybody did pretty well when we learned addition, subtraction, and multiplication. But when it came to long division, everybody seemed to have trouble except Milly. She was so good at math, division was easy.

Then we moved on the fractions. I couldn’t understand what was going on, but Milly picked right up on fractions, and was halfway through the chapter while the rest of us were still on the third page. By the time we got to decimals, Milly was asking questions about algebra, whatever that is.

That’s when the trouble started. Milly would do all the problems ten times faster than the rest of us. Then she would get bored. When she got bored, she would make noises, or raise her hand to go to the washroom, or ask for permission to
BEHAVIOR IMPROVEMENT PACKET #4  DISTURRING CLASS

go to the library. When she was told to stay in her seat, she would start nudging someone with her toe, or pinching someone on the arm, or throwing things at the back of people’s heads.

One day, Milly was so bored, she brought an iPad from home. When she turned it on, the earphone line fell out and the music blasted out from the speaker. Everybody jumped. Then they started laughing. Mr. Willis took the iPad away from Milly. She tried to get back. One thing led to another, and Milly wound up in the principal’s office. Now she’s really bored. She just sits in the principal’s office every day during recess and lunch.

RESULTS OF DISTURRING CLASS

The results of disturbing class are always the same. Others are prevented from studying and learning. When a student disturbs class, the ordinary routine of the class stops. Depending on the amount of disturbance, the class may not return to normal for a long time. It’s hard to get a class to calm down after it has been disturbed. For example, let’s say that someone threw a brick through your class window and that it landed on your desk in a shower of glass. Would you be able to ignore the brick and go right back to working on your arithmetic lesson? Not likely.

If there is a pattern of class disturbance—if one or more persons disturb the class every school day—then the effect is even greater. People learn to expect to be disturbed or interrupted. And the students who create the disturbances see the reaction and are even more likely to disturb the class in the future. Learning time is lost because of the selfish actions of a few people.

HOW TO PREVENT DISTURRING CLASS

Now that you’ve looked at some of the reasons that classes are disturbed, it’s time to set some goals to prevent such behavior in the future. Students with similar problems have written such goals as the following:

If I become bored with class because I am ahead of everyone else, I will go to my teacher and ask for something else to work on.
BEHAVIOR IMPROVEMENT PACKET #4  DISTURBING CLASS

When I become bored, I will not disturb others in the class. I will let them work at their own pace, and I will not interrupt them as they try to learn.

If I don’t know why I disturb class, I will ask my teacher to help me learn why so that I will not disturb others.

I’ll keep in mind that other students have a right to learn without being interrupted. I don’t have the right to interrupt them just because I am bored or don’t like the work the class is doing.

On the following pages, you’ll find some questions about the material you just read. These questions will help you to understand the reasons for your behavior, and will help you set goals for changing.
WHAT TO DO

The following questions will help you to avoid misbehaving. Write your answers in the spaces below the questions. If there is not enough room, write on the backs of these sheets. Be neat, spell correctly, and write in complete sentences. If we can’t read what you write, you will have to do the packet again.

Think before you write your answers. Be honest with yourself about what you did and why you did it.

Your answers are not graded. But your teacher, a counselor, the principal, or your parents may read what you have written.

1. What did you do to disturb the class?

2. Why did you disturb the class? What did you hope to accomplish?

3. How were you caught? Did another student complain, or did the teacher see you as you disturbed class?
4. Why did Moe disturb class?

5. If you were Moe’s best friend, what advice would you give him?

6. Milly disturbed class because she was bored. Does being bored give a person a right to disturb others?

7. What are some of the reasons that people disturb class?

8. Write two goals that will help you avoid bothering others in the future.

   Goal Number 1:

   Goal Number 2:
STUDENT RESPONSE PACKET #4.2  DISTURBING CLASS

NAME ___________________________ DATE ___________________________

GRADE __________________________

WHAT TO DO

The following questions will help you to avoid misbehaving. Write your answers in the spaces below the questions. If there is not enough room, write on the backs of these sheets. Be neat, spell correctly, and write in complete sentences. If we can’t read what you write, you will have to do the packet again.

Think before you write your answers. Be honest with yourself about what you did and why you did it.

Your answers are not graded. But your teacher, a counselor, the principal, or your parents may read what you have written.

1. You have been caught disturbing class again. What happened this time?

2. Explain some of the reasons that people disturb class as described in the text of this packet. Do any apply to you? If so, how? If not, explain why you disturbed class this time.

3. Why may a student who disturbs class end up without many friends?
4. Was Moe disturbing the class because he was angry or because he didn’t do the work he was asked to do? Why was what he did silly?

5. Why do you think Milly felt that she had a right to disturb class because she was bored?

6. What should Moe have done instead of disturbing class?

7. What should Milly have done instead of disturbing class?

8. Write two goals that will help you avoid disturbing class. When you have finished writing the two goals, explain why you did not reach the goals you wrote about last time. Use the back of this sheet if you need more room.

   Goal Number 1:

   Goal Number 2: