



MEETING ONE

Introducing Responsible Independence



PARTICIPANT INSTRUCTIONS

Chapter One introduces the goal of responsible independence for adolescents. This means that students manage themselves with self-control, good judgment, reasoning, and focus. The chapter illustrates how teachers can guide students toward this goal by meeting their adolescent needs for relationship, autonomy, competence, and fun.

Keep in mind

The bicycle graphic that appears throughout *Classroom Discipline* illustrates the way that *Developmental Designs* practices, connected to the needs of adolescents and powered by a mindful teacher, can move a student toward responsible independence.

Discussion format at a glance: Swap Meet

Each group member pairs with a colleague; they greet each other and spend four to five minutes sharing (swapping) ideas from the chapter. This process repeats with new partners and continues for as many rounds as time permits.

Reading Assignment

Read Chapter One: Introducing Responsible Independence, pages 7-17.

Interact with the text: Squares, Circles, and a Triangle

Read pages 7-17. As you read each paragraph or section of information, make notes in the square or circle to indicate how the information you are reading fits with your experience. If an idea squares with your belief, record the idea in or near the square. Record questions circling in your mind in or near the circle. At the end of the reading, record three points to remember about “responsible independence,” one at each point of the triangle.





LEADER INSTRUCTIONS

Meeting Preparation

Familiarize yourself with the Swap Meet and greeting formats.

Materials: Materials for the welcome chart

Welcome chart

Prepare and post the welcome chart: Direct participants to read the chart as they enter the room.

Welcome, all!

Today is the first *session* of our Classroom Discipline study group. Think about a goal that you have for participating in our group. After we discuss our goals and set up some ground rules, we'll talk about how our students can meet their needs constructively, so they can be both independent and responsible.

Your study group leader,

[sign]

Meeting

Gather in a circle

Introduce topic

The title of our book, Classroom Discipline: Guiding Adolescents to Responsible Independence, reminds us that our long-range goal is to teach our students self-management. The more social skills they have (cooperation, assertion, resilience, empathy, and self-control), the more responsibly independent they can become. The tools offered in the book will help us help our students launch into the world as responsible people. In this meeting we'll be using a Swap Meet format to discuss and exchange our thoughts from our square, circle, triangle reflections.

Guide greeting, goal setting, guidelines formation, and Swap Meet discussion format

Greet: Basic Greeting (1 minute)

In each session, greet each other using the basic greeting: *Good afternoon (or morning), _____*. The leader begins. She greets the person next to her in the circle, *Good afternoon, _____*; he responds, *Good afternoon, _____*, turns to the person next to him and greets him, and the process is repeated around the circle. The audience's job is to watch each greeting attentively and silently.

Create goals (5-10 minutes)

Before beginning to delve into the book, allow time for each participant to set a goal for the book study. Examples include: *I want to learn about how to respond to rule breaking in my classroom. I hope we can have thoughtful conversations about the book.* Goals can be posted and/or written in the Notes space on page 15. Have each person share his or her goal with the group (this can be done in partners or triads if the group is large).

Create guidelines (5-10 minutes)

Create a list of guidelines that the group agrees to follow throughout the book study. Participants can review a suggested list, amend as necessary, and approve the guidelines, preferably by consensus. See list of suggested guidelines on page 7 in this *Study Guide*. Post the group's guidelines for each meeting.

Swap Meet (10-15 minutes)

- Leader pairs up each person with someone sitting next to him or her. The leader then invites all group members to stand (with book in hand), greet, and spend four to five minutes sharing (swapping) some of their squares, circles, and triangle responses to the ideas presented in Chapter One.
- After several minutes, the leader directs everyone to repeat this process with a new partner, with whom they greet and share. You may do a total of two or three rounds, depending on time.

Reflect: Pairs and whole group (10 minutes)

Pairs are invited to share out some of their partners' triangle points. Leader or volunteer lists the point on a large triangle on a chart. You will end up with an image of some important points to remember.

Prepare for next meeting

Announce the next meeting date. Direct participants to Meeting Two's introduction and reading assignment, pages 16-17, to prepare for the next meeting.

Follow-up

Post the triangle chart of important points to remember about responsible independence. Choose a place where participants can see it during the day, such as in the lounge, hallway, or a meeting room. Participants can add other important points to the chart after it is posted, thus extending the discussion into the week.

NOTES