

A decorative border surrounds the central text, composed of various geometric shapes in red, blue, and grey. The shapes include semi-circles, quarter-circles, and rectangular blocks, arranged in a pattern that frames the text.

DAY 2

THINK OF A GOOD THING IN YOUR HEAD.

**IT CAN BE BIG
OR SMALL.**

I SCORED A POINT IN
MY GAME.

I GOT A NEW PHO

MY FRIEND SHARED THEIR TA
WITH ME WITH MORNING.

I AM GOING TO AUSTIN WITH
MY SISTER.

I PASSED M

MY MOM MADE MY FAVORITE
FOOD LAST NIGHT.

HAD BABIES.

THINK OF A GOOD THING IN YOUR HEAD.

**I NEED 3 VOLUNTEERS
TO SHARE OUT!**

I SCORED A POINT IN
MY GAME.

I GOT A NEW PHO

MY FRIEND SHARED THEIR TA
WITH ME WITH MORNING.

I AM GOING TO AUSTIN WITH
MY SISTER.

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FOOD LAST NIGHT.

HAD BABIES.

I PASSED M

Explore

I will read out a few more cards from
yesterday.

Point to the person you think shared
each particular brand of awesome.





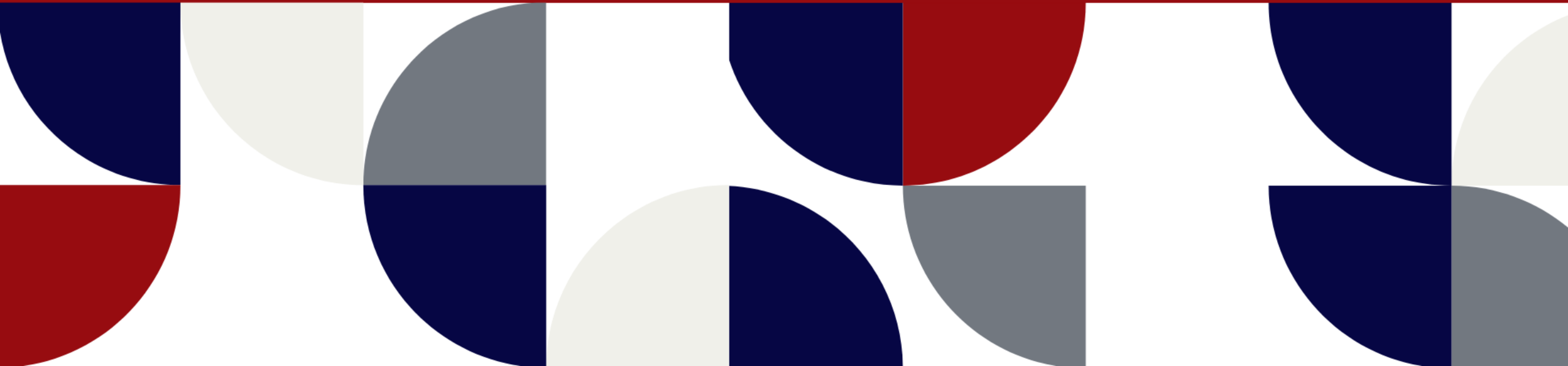
SOCIAL CONTRACTS

The social contract is an agreement about how we will treat each other.





We answered 4 questions to create it.

- How do you want to be treated by me?
- How do you want to treat each other?
- How do you think I want to be treated by you?
- How do we want to treat each other when there is conflict?



Reflect

Yesterday we talked about respect. Today, listen as I read our whole social contract out to you.

- How do you feel our class is doing with our social contract?
- Are there any areas we are really excelling? 
- Are there any areas we could improve? 

Take 3 minutes to record your reflections on your notecard.

Reflect

Listen as I read your peers' reflections.




- Are there any common themes?
- What could we add to our social contract to improve in the areas we have identified?
- Are there any words/phrases we need to clarify?



Roles

Let's review our Social Contract Roles.

Do we need to reassign any of these roles?

- **Ambassador** - If a new person comes into the classroom, they explain the social contract to that person and have them sign it! 
- **Rater** - Rates how well we are abiding by the social contract on a 1 to 5 scale! 
- **Scout** (NEW!) - Watches for classmates who follow the social contract and reports good news back to me! 

Let's review our Hand Signs.

Time out



Signal I (the teacher) use to get your attention.

You should pause any discussion/ movement and look at me (the teacher).

Check



Signal you (the students) use with each other to remind each other of the social contract.

Point to where the social contract is posted in the classroom.

Foul



Signal anyone can make to express that the social contract has been violated.

The person who violated the contract gives 2 affirmations to the signaler.

Scenario Time

In your groups, read your scenario and discuss:

- Is the social contract being followed?
- If not, which specific element is being violated and how?
- What needs to change in order for the social contract to be followed?
- What could you do as a student in this situation?
- What would happen if you did nothing?

Scenario 1

In your groups, read your scenario and discuss:

Derek is early to class every day, but since he comes there from lunch, he needs to go to the bathroom during class time. He asks to go to the bathroom about 20 minutes into class pretty much every day. As a result, he misses a lot of instructional time because he is gone for 10 to 15 minutes each time.

Scenario 2

In your groups, read your scenario and discuss:

One day, the teacher is asking the class some review questions to help them process a lesson. Amy raises her hand and when the teacher calls on her she answers with a silly, off-topic answer that makes the whole class laugh.

Scenario 3

In your groups, read your scenario and discuss:

Emilio often looks bored in class, and today, like many days, he lays his head down on his desk and closes his eyes.

When the teacher tries to wake him, Emilio briefly raises his head. However, he drops it back down the minute the teacher walks away.

Scenario 4

In your groups, read your scenario and discuss:

While you are in stations, you notice Lily make comments to James, joking about his appearance and the way that he speaks. She implies that he is not very smart. James laughs it off and tries to focus on his work, but Lily keeps making comments.

Scenario 5

In your groups, read your scenario and discuss:

As you are working in groups, Roderick begins using profanity to address other members of the group. Not long after, Jenna joins in using coarse language.

Remember

We have **all** agreed to treat each other according to the social contract. We can **all** hold each other accountable.

And the best part is, if you **help each other**, and I don't have to get involved, there will be no consequences.



LAUNCH



- **What did we do and discuss today?**
- **How is it relevant to you?**
- **How are you going to use it before our next class?**
- **What will result if you don't use these skills?**
- **What will result if you do use these skills?**



LAUNCH



"I can't change the direction of the wind, but I can adjust my sails to always reach my destination." - Jimmy Dean

LAUNCH



On your post-it note, write one thing YOU CAN do better or differently to make our social contract successful in this class.

I can _____.



LAUNCH

Go stick your post-it on the social contract as you re-commit to treating each other according to the values we agreed upon.