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| **Value: RESPECT** | **Context: CLASSROOM** |
| **Expectation: I allow others to work without interruptions** |
| **Introduction:** Discuss: What does ‘interruption’ mean? Elicit from students what things interrupt other people? (speaking, tapping, fiddling, touching, bumping, taking property, etc)How does it affect someone if they are interrupted when they are doing something? Can interruptions sometimes be accidental? Are they always verbal?How do you feel if you are trying to do something and someone interrupts you? Does it affect your concentration? How do you react when this happens? Why? Does it affect your relationship with someone when they interrupt you?Are there times when it is okay to interrupt people? When? Why? How do you do it? What do you say to them if you need to interrupt them? What does working uninterrupted look like? Sound like? |
| **Teacher Model/Peer Demonstration:** Chosen students demonstrate positive examples of interrupting someone.eg A teacher is speaking and you think you are going to throw up.A teacher is explaining something in maths, and you don’t understand what they mean?Your friend is explaining an activity to their partner, but telling them the wrong way to do it.A classmate if working on the computer, but they are going on the wrong activity or program.You need help with a task and the person beside you is already doing the same task and seems to understand what they need to do.Your desk-partner is involved in sustained, silent reading but you need help to complete an activity.You accidentally bump into your partner’s desk and knock some of her/his stuff to the floor. |
| **Role Play scenarios** – All students model focussing on a written task at their desk. A student role plays finding an excellent game on the computer, but not interrupting their friends to share it. Instead, when they tell the teacher what an excellent activity it is, and the teacher shares it with the class at an appropriate time.During Sustained Silent Reading (or DEAR), you find a really funny section in your book, but you put a bookmark in it to share it with your friend later, so you don’t interrupt him/her. You find a section in your book that is about the exact topic you have been studying in Science or HSIE so you show the teacher, who may choose to share it with the whole class. |
| **Role play** You need help, so you interrupt your friend. They then don’t complete their classwork and have to stay in at lunchtime.You bring a new pencil case to school that you were given on the weekend, full of glitter pens and special textas. You interrupt your friend who is working to show them, and they forget where they were up to so they have to go back over what they were doing again.Negative: Teacher is speaking, someone constantly tapped a pencil on the desk. |
| **Review:**Why is it important not to interrupt other people when they are working?When is it okay to interrupt? How do you do it respectfully? Yr2/3 make a chart that shows 3 or 4 guidelines regarding interrupting for display in the school. |
| **Practise throughout the week:**Students practise not interrupting people who are working. Teachers reinforce positive behaviours. |
| **Resources:** Cardboard, textas and publishing paper. |
| **Evaluation:** Monitor positive behaviour and reward positive responses. |