

INTRODUCTION

Lesson Descriptions

Introduction 1: Culture and Procedures

Students review the course requirements, grading system and classroom procedures, and preview Roads to Success topics for the year.

Introduction 2: Team Building

Students analyze class goals and evaluate ways to demonstrate respect, responsibility and teamwork in the Roads to Success classroom.

PLANNING PYRAMID

GRADE 8, Unit 1, Introduction



Some Students Will:

- Volunteer for classroom jobs.
- Understand connection between past interests and future careers.

Most Students Will:

- Understand how performance will be evaluated and how extra rewards can be earned.
- Describe how the topics to be covered will affect their futures.
- Demonstrate appropriate workplace behavior.

All Students Will:

- Locate the portfolio pages in their student handbooks, and describe their purpose.
- Know when the class meets and identify at least one topic that will be studied.
- Describe three workplace behaviors expected in this class and know the consequences for not observing these rules.
- Know procedures for entering and leaving classroom, distributing and storing materials, and turning in/returning homework.

Culture and Procedures

The **BIG** Idea

- Why am I here and what is expected of me?

AGENDA

Approx. 45 minutes

- I. Warm Up: Name Tents and Welcome (5 minutes)
- II. Are You a Roads to Success Expert? (5 minutes)
- III. Procedures (10 minutes)
- IV. Mapping Our Year! (15 minutes)
- V. Wrap Up: Review With a Surprise! (10 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 1, Are You a Roads to Success Expert?
- Student Handbook page 2, Roads to Success Overview
- Student Handbook page 3, Procedures
- Student Handbook pages 4–5, Roads to Success in the Eighth Grade

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Name Tent Directions
- Facilitator Resource 3, Are You a Roads to Success Expert? Answer Key
- Facilitator Resource 4, Roads to Success in the Eighth Grade (Answer Key)

- Colored 4" x 6" index cards (for name tents)

- Family intro letters (one class set, see **Roads to Success Program Manual**)

OBJECTIVES

During this lesson, student(s) will:

- Recognize the purpose of participation in Roads to Success.
- Understand how their performance will be evaluated.
- Practice the following classroom procedures: entering and exiting the classroom, passing out and putting away binders, turning in and returning work, and taking attendance.

OVERVIEW

In this lesson, students will review Roads to Success culture, course requirements, grading system, and classroom procedures. Students will complete an outline to pique their interest in some of the topics that will be covered during the year.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary word and definition on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 3, Procedures.**
 - **Student Handbook page 4–5, Roads to Success in the Eighth Grade**
- Before classes begin, establish procedures for storing handbooks, entering and exiting the classroom, turning in and returning work, and taking attendance so that you are prepared to provide students with answers to each of the statements.
- In advance of the lesson, decide on an orderly procedure for distributing Roads to Success family intro letters. It will work best to distribute these at the end of class.

BACKGROUND INFORMATION

“Why am I here?” and “What is expected of me?” Over the course of this lesson, and the one that follows, students should be able to answer this question for themselves.

In combination, the first two lessons should pique student interest in the program; establish basic expectations, rules, and procedures; and create opportunities for facilitators and students to learn something about each other.

VOCABULARY

Portfolio: A record of accomplishments and achievements, including samples of best work. In Roads to Success, career and college research and job-hunting tools (like resumes) that will be useful from one year to the next.

IMPLEMENTATION OPTIONS

If you choose to use the DO NOW option for your classes, you will need to explain your expectations for this activity. Here is an example of what you could say:

“We are going to begin every class with a DO NOW. As soon as you walk in you will need to look at the _____. (This could be the board or chart paper or an overhead. Pick the spot that will be the easiest for you to implement). It will be in this spot every class. You will need to write your answers on a _____. (This could be an index card, blank sheet of paper, or student handbook page. If you are providing the paper/index card, you will need to tell your students where it will be in class or if you will be passing it out.) Each class you will have ____ (probably around three) minutes to complete this assignment. I will be collecting it every class. (If you decide to do that.) Are there any questions?”

DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards.)

Questions:

1. What is the purpose of Roads to Success?
2. How do you think this year in Roads to Success will be different from what you did in seventh grade?

[After the students have finished, they can create their name tents and discuss their answers from the DO NOW.]

In **Activity III, Procedures**, If you think your students will remember the procedures listed on **Student Handbook page 3, Procedures** you may allow your students to just listen while you write the answers down on the overhead projector.

In **Activity IV, Mapping Our Year!**, if you think your students will struggle to match the topics to their correct units, you may complete this activity as a whole class. One facilitator made this activity into a game show where students came to the front of class to correctly match a topic to its unit. If they had difficulty, they were able to ask for help from a classmate (“phone a friend.”)

In **Activity IV, Mapping Our Year!**, if you think your students will need a more hands-on component, you can cut the topics listed in **Facilitator Resource 4, Roads to Success in Eighth Grade (Answer Key)** into strips and place them in a plastic bag. Include only the strips with bold-faced type in the bags. Make one set for every pair of students.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. [Meet the students at the door and give each student a 4 X 6-inch index card. Place the instructions for the name tents on the overhead or write them on a large piece of chart paper (see **Facilitator Resource 2, Name Tent Directions**). While students are writing on their cards, you will need to pass out the binders.]
2. [Introduce yourself, give the name of the course and tell them when and how often the class meets. Since these students have already been in the program for a year, ask the students to predict what they think they will be learning this year.

Display the following questions on the board, overhead, or chart paper:

- What is the purpose of Roads to Success?
- How do you think this year in Roads to Success will be different from what you did in seventh grade?

II. Are You a Roads to Success Expert? (5 minutes)

1. **SAY SOMETHING LIKE:** Most of you have already completed one year with Roads to Success, which means that you are already familiar with the program. To see if you are a Roads to Success expert, I'm going to give you a short true/false quiz. You will not receive a grade for this, so don't worry if you don't know all of the answers. This quiz will ask you questions about our mission, how you will be graded, how to use the Portfolio and the rewards you will receive. You will have three minutes to complete it. Are there any questions? [Allow students to respond.] Please turn to **Student Handbook page 1, Are You a Roads to Success Expert?** You may begin.
2. [After three minutes have passed, have students take **Student Handbook page 1, Are You a Roads to Success Expert?** out of their binder/notebook, and then ask them to turn to **Student Handbook page 2, Roads to Success Overview**. Go over the answers as a whole group, having a different student answer each question. If the student gets the wrong answer, read the section aloud from **Student Handbook page 2, Roads to Success Overview** to identify the correct answer. (See **Facilitator Resource 3, Are You a Roads to Success Expert? Answer Key.**)

III. Procedures (10 minutes)

1. **SAY SOMETHING LIKE:** We only have one day a week together. If we're going to accomplish our goals, we have to be completely organized, just like a well-run business. Let's talk about three ways to make this happen.
2. [Have students turn to **Student Handbook page 3, Procedures**. Go over each procedure, instructing the students to complete each statement with you as you write them on the overhead. (See **Implementation Options** for suggestions.)]
3. [To practice these procedures, demonstrate an incorrect behavior for each procedure and have the students observe your behavior. Then call on students to explain how accurately (or inaccurately) you completed the tasks. Ask for volunteers who can model each procedure correctly.]

IV. Mapping Our Year (15 minutes)

1. [Assign pairs. Display **Student Handbook page 4, Roads to Success in the Eighth Grade** on an overhead or recreate it on chart paper. Instruct students to turn to **Student Handbook page 4, Roads to Success in the Eighth Grade**.]
2. **SAY SOMETHING LIKE:** Last year in seventh grade, you learned about different forms of note taking. One of those forms was outlining. Who can describe the outlining form of note taking? Where does the main idea go? Where do the details go? The purpose of this outline is to show you how Roads to Success material is organized and what you will be learning this year.

Each of the numbered items is a main idea, the name of a Roads to Success unit. Who can tell me the name of a unit you will be studying in Roads to Success this year?
[Students respond.]

[Display **Student Handbook page 5** on the overhead projector and instruct students to turn to this page in their handbook.]

On this page you will see a list of topics you will be studying this year in Roads to Success. How many topics are listed here? (14; two topics per unit) These are some of the details of what we'll be studying this year. You and your partner need to work together to match two details to every main idea. Once you have made your decision, write the bolded words from that strip onto the line under the unit name. You need to match at least eight different topics. If you match eight topics before the time is up, go ahead and match the remaining topics. Let's practice one together.

[Write the following topic on chart paper, a white board or an overhead:

“Voice Mail Message: How to leave a businesslike voice mail message.” Have a student read the topic aloud and decide as a class which unit it belongs in. Then have the students write **“Voice Mail Message”** on the first line under Communication and Networking. Model this on your version of **Student Handbook page 4, Roads to Success in the Eighth Grade**. If students are still struggling, pick a different topic and walk them through one more example.]

SAY SOMETHING LIKE: You will have eight minutes to work on this activity. Then we'll come back as a whole class to discuss our answers. I'll be calling on different pairs to share their work, so everyone should be ready to participate!

3. [After 10 minutes bring the group back together and call on different pairs to match the remaining topics. Write the answers on your version of **Student Handbook page 4, Roads to Success in the Eighth Grade**. Instruct the students to correct their answers and fill in any missing information.]

V. Wrap Up (10 minutes)

1. Congratulate the students for their hard work today and emphasize how excited you are for the coming year. Distribute photo release forms and parent letters. Ask for two volunteers to explain what they learned from today's lesson and/or things they are excited to do in this course.
2. Tell them that next week we will be learning about and practicing some of the behaviors necessary for the success in the workplace and the Roads to Success program.

DO NOW

Introduction 1: Culture and Procedures

Directions: You will have three minutes to read the questions below and write your responses.

QUESTIONS:

1. What is the purpose of Roads to Success?

2. How do you think this year in Roads to Success will be different from what you did in seventh grade?

NAME TENT DIRECTIONS:

You will have TWO minutes to complete the tasks below.

- Fold the card you were given at the door in half, length-wise (like a tall book).
- Write your name on one side with the opening at the bottom. Make sure to use **large, dark letters** so that your name can be seen clearly.
- Write your **birthday** on the back of the card.
- On the inside of the tent, write your **favorite thing to do/activity**.
- Then place your card on your desk with the name side facing away from you.

Are You a Roads to Success Expert? (Answer Key)

Directions: Below you will find five statements about the program. In the space provided, write whether you think the statement is true or false. If the question is false, see if you can rewrite the statement to make it true.

TRUE/FALSE

1. **FALSE** In Roads to Success we will be tested on specific facts about careers, workplace skills, and four-year colleges.

Answer found in the Section titled “Your Mission”

Roads to Success is not about mastering facts and figures, or getting the right answers to questions. Roads to Success is about figuring out what you want from life, and how to get it.

2. **TRUE** Your portfolio is a record of your personal accomplishments and work in Roads to Success.

Answer found in Section titled “Your Portfolio”

3. **TRUE** Your portfolio will be saved from year to year. At the end of 12th grade you will receive all of your portfolio pages from seventh to 12th grade.

Answer found in Section titled “Your Portfolio”

4. **FALSE** You can pass Roads to Success as long as you’re present for most classes. Class assignments don’t count towards your grade.

Answer found in Section titled “Your Grade”

Roads to Success will be graded on a pass/fail basis. Your grade will be included in your regular report card. To pass, you must:

- Complete in-class assignments.

5. **TRUE** By participating in Roads to Success, you will learn more about how your own interests can lead to a future job you’ll love.

Answer may be inferred from Section titled “Your Mission”

Roads to Success in the Eighth Grade (Answer Key)

Introduction

Successful Behaviors: Identifying the behaviors that will make us successful in class and in the workplace.

Class Goals: Reviewing the goals for Roads to Success.

High School Planning

Setting Personal Goals: Figuring out the study skills you need to work on to succeed in high school.

Making Decisions: Choosing ninth grade courses.

Communication and Networking

Voice Mail Message: Leaving a businesslike message on the phone.

Shaking Hands: Giving an effective handshake during an interview.

Money Matters

Saving Money: Creating a plan to save enough money to make a big purchase.

Tracking Your Spending: Keeping track of your weekly spending.

Careers

Working Conditions: Examining the overall environment of a workplace (for example: setting, number of people one works with and hours.)

Education Requirements: Finding out the level of education needed for different jobs.

Education After High School

School Selector: Finding colleges that meet your needs.

A College Tour: Taking a look at the personality of a school in your home state.

Community Makeover

Action Plan: Creating a step-by-step plan to carry out a community project.

Project Costs: Creating a detailed materials list to figure out what a community project will cost.

Are You a Roads to Success Expert?

Directions: Below you will find five statements about the Roads to Success program. In the space provided, write whether you think the statement is true or false. If the question is false, see if you can rewrite the statement to make it true.

TRUE/FALSE

1. _____
In Roads to Success we will be tested on specific facts about careers, workplace skills, and four-year colleges.
2. _____
Your portfolio is a record of your personal accomplishments and work in Roads to Success.
3. _____
Your portfolio will be saved from year to year. At the end of 12th grade you will receive all of your portfolio pages from seventh to 12th grade.
4. _____
You can pass Roads to Success as long as you're present for most classes. Class assignments don't count towards your grade.
5. _____
By participating in Roads to Success, you will learn more about how your own interests can lead to a future job you'll love.



Roads to Success Overview

Your Mission

Roads to Success is not about mastering facts and figures, or getting the right answers to questions. There are no textbooks, no quizzes, and no tests. That's the easy part.

Roads to Success is about figuring out what you want from life, and how to get it. It's about investigating what might happen in the future. It's about setting goals for yourself. That's the challenging part.

Your Grade

Roads to Success will be graded on a pass/fail basis. Your grade will be included in your regular report card. To pass, you must:

- Complete in-class assignments.
- Complete homework assignments.

Homework will not be given in most Roads to Success classes. You may be asked to complete work not finished in class at home. There will also be a few special projects that require out-of-class work.

- Abide by Roads to Success procedures and rules.

Your Portfolio

The portfolio section of your student handbook is your personal record of careers you explore, colleges you investigate, and tools you can use to look for jobs or apply to college. Each year, you'll add to this information. You'll also be able to look back on your efforts from the year before. Your completed portfolio is yours to take with you when you graduate from high school.

PROCEDURES

I. ENTERING THE CLASSROOM

- I will enter my Roads to Success classroom and... _____

- _____ will take the attendance

II. BINDERS

- My Roads to Success binder will be stored _____
- I will get my binder by... _____

- My binder will be put back in its place by... _____

III. TURNING IN and RETURNING WORK

- Where and how do I turn in work? _____

- Work will be returned to me.... _____

IV. EXITING THE CLASSROOM

- When it is time to leave my Roads to Success class, I will exit the classroom... _____

Roads to Success in the Eighth Grade

1. Introduction

- _____
- _____

2. Setting Goals

- _____
- _____

3. Careers

- _____
- _____

4. Communication and Networking

- _____
- _____

5. Community Makeover

- _____
- _____

6. Education After High School

- _____
- _____

7. Money Matters

- _____
- _____

Roads to Success in the Eighth Grade

Topics Covered

Saving Money: Creating a plan to save enough money to make a big purchase.

Successful Behaviors: Identifying the behaviors that will make us successful in class and in the workplace.

School Selector: Finding colleges that meet your needs.

Setting Personal Goals: Figuring out the study skills you need to work on to succeed in high school.

Making Decisions: Choosing ninth grade courses.

Working Conditions: Examining the overall environment of a workplace (for example: setting, number of people one works with and hours.)

Shaking Hands: Giving an effective handshake during an interview.

Tracking Your Spending: Keeping track of your weekly spending.

Voice Mail Message: Leaving a businesslike message on the phone.

Education Requirements: Finding out the level of education needed for different jobs.

Class Goals: Reviewing the goals for Roads to Success.

A College Tour: Taking a look at the personality of a school in your home state.

Action Plan: Creating a step-by-step plan to carry out a community project.

Project Costs: Creating a detailed materials list to figure out what a community project will cost.

Team Building

The **BIG** Idea

- What behaviors are required for success in the workplace and how can we practice these behaviors in the classroom?

AGENDA

Approx. 45 minutes

- I. Warm Up: Procedure Review (5 minutes)
- II. The Staff Meeting (15 minutes)
- III. Our Destination (20 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 6, Our Destination
- Student Handbook pages 7-8, The Staff Meeting
- Student Handbook pages 9-10, Analyzing The Staff Meeting

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Our Destination Game

Three plastic bags

Scissors

Index cards (one per student)

White board or chart paper (several sheets per class)

Markers

Timer (optional)

OBJECTIVES

During this lesson, students will:

- Practice the classroom procedures that were introduced last week.
- Explain behaviors of respect, responsibility and teamwork that are necessary in the Roads to Success classroom.

OVERVIEW

In this lesson, students revisit the procedures from last week. Students will read a story in which respect, responsibility, and teamwork are lacking in a workplace setting, and make suggestions for improvement. Lastly, students will analyze the class goals by participating in an interactive partner activity based on the game Pictionary™.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 7-8, The Staff Meeting**
 - **Student Handbook page 6, Our Destination**
 - **Facilitator Resource 2, Our Destination Game**
- You will need to copy the following handouts:
 - **Facilitator Resource 2, Our Destination Game** (one per student)
 - **Student Handbook page 6, Our Destination** (The eight goals need to be cut out into individual strips and placed in a plastic bag. You will need three complete sets: one to model and two for the class teams.)

VOCABULARY

Interpersonal skills: How someone interacts with other people.

IMPLEMENTATION OPTIONS

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead transparency, and have students write only their answer on index cards.)

DO NOW:

Questions:

1. Explain the procedure for how to properly enter class.
2. Where are the binders for this class stored? Who passes out the binders?
3. What do you need to do to properly exit the class? Who picks up your binder?

[Then call on students to read their answers for reviewing class procedures.]

In **Activity II, The Staff Meeting**, you may choose to have your students act out skits that correct the mistakes in the story after completing their reading. To assist struggling readers, you may also choose to read this story as a class.

In **Activity IV, Wrap Up**, if you are running short on time, you may choose to have a few students share aloud one thing they learned from today's lesson instead of writing their responses on index cards.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. [Welcome the students back and let them know how happy you are to be with them again.]
2. [Review and practice procedures learned last week, reminding students where to find these procedures in their student binders. If necessary, have students re-enter the classroom and distribute the binders, take attendance, etc.]

II. The Staff Meeting (15 minutes)

1. **SAY SOMETHING LIKE:** While you are in school, and later on when you have a job, there are three skills that will be very important to your success: respect, responsibility, and teamwork. We will be working on these skills throughout the year, in part, to prepare you for your first job. Why are these skills important to our class? [Allow students to respond.]
2. [Assign pairs. Instruct students to turn to **Student Handbook pages 7-8, The Staff Meeting**. In their pairs, students will read through the story, underlining any example where the teachers did not act respectfully, responsibly, or demonstrate teamwork. Instruct students to turn to **Student Handbook pages 9-10, Analyzing The Staff Meeting** and have a student read the directions aloud.]
3. **SAY SOMETHING LIKE:** While you're reading the story you'll see that one teacher rolls her eyes at the meeting, which is a negative behavior. What should you do in a meeting to show you're paying attention? [Students respond, *make eye contact, nod, etc.*] Great. That is a good example of how to change a negative behavior into a positive example.
4. [Give the students 10 minutes to read the story and complete **Student Handbook pages 9-10, Analyzing the Staff Meeting**. Then bring the class back together and call on a few pairs to share one negative behavior and how they turned it into a positive behavior.]

III. Our Destination (20 minutes)

1. [Display **Student Handbook page 6, Our Destination** using an overhead or chart paper and instruct students to turn to **Student Handbook page 6, Our Destination**.]

2. **SAY SOMETHING LIKE:** Raise your hand if you recognize this student handbook page. Who can explain to the class what these statements represent? [Allow students to answer.] That's right. These represent our goals for this class. We will accomplish some of these goals this year and some, like high school graduation, will take a few years to reach.
3. [Divide the class into two teams.]
4. **SAY SOMETHING LIKE:** Today, you are going to play a game that will allow you to think critically about our class goals. Has anyone here ever played the game Pictionary™? [Allow students to respond and ask them to explain what they know about the game.] You have all been assigned to one of two competing teams.
5. [Put **Facilitator Resource 2, Our Destination Game** on an overhead, or rewrite onto chart paper. Review the needed materials and have a different student read each of the rules aloud. After each rule has been introduced, ask students to explain the rules back to you. Inform them that they will play this game as a class for 15 minutes, but before they start you will model an example.]
6. [Have a volunteer pull out a goal from one of the plastic bags and hand it to you. Using chart paper or an overhead, draw a picture that represents the selected goal. Allow students to guess what goal you are trying to represent. Set a one-minute time limit for this guessing. Explain that each team will get three chances to guess.]

IV. Wrap Up (5 minutes)

[Display **Facilitator Resource 3, Our Destination Reflection** on the board, overhead projector, or chart paper. Have a student read the two questions aloud while you pass out an index card to each student. After three minutes have passed, call on volunteers to share their answer. Then explain to the students that they have finished their introduction unit. Next week they will be setting goals. In this upcoming unit, they will be able to examine concrete goals they want to achieve this year and strategies for reaching them.]

DO NOW

Introduction 2: Team Building

Directions: You will have three minutes to read the questions and write your answers.

QUESTIONS:

1. Explain the procedure for how to properly enter class.

2. Where are the binders for this class stored? Who passes out the binders?

3. What do you need to do to properly exit the class? Who picks up your binder?

Our Destination Game

EQUIPMENT:

- Two plastic bags with eight goal-setting strips (one for each team)
- Timer
- Whiteboard or chart paper
- Markers

DIRECTIONS:

- One member of the team comes to the front of class and selects a strip (one of the eight goals) from their plastic bag.
- Using a whiteboard or chart paper, this team member will draw a picture that represents the class goal he or she selected.
- The team will then have ONE MINUTE to correctly guess what goal was selected.
- The team member who is drawing may not talk to any of their team members during this minute. All clues must be drawn. No gestures allowed. (The second team may not participate during this round.)
- Once time is up, the teams will switch. We will repeat this process for 10 minutes.

Our Destination

1. We will figure out what we like and are good at. We will use this information to give us ideas about future jobs.
2. We will explore careers and find potential matches for every person in the class.
3. We will practice the kind of behavior that's desirable in the workplace.
4. We will set goals and make clear plans for reaching them.
5. We will make a step-by-step, year-by-year plan starting in middle school and ending two years after high school.
6. We will learn how to find and keep a job.
7. We will learn strategies for managing our own money.
8. We will all graduate from high school.

Directions:

This story is full of examples where the interpersonal skills of respect, responsibility and teamwork were not demonstrated. Your mission is to:

1. Read this story and underline any example where one of those skills was not demonstrated.
2. Then, turn to **Student Handbook pages 9-10, Analyzing The Staff Meeting**, and write one negative example from the story for each skill (respect, responsibility, and teamwork).
3. For each negative behavior describe an appropriate behavior that would demonstrate a positive example of respect, responsibility, or teamwork.

THE STAFF MEETING

DATE: Oct 27, 2011

TIME: 3:30 PM

PLACE: Bailey Middle School, Portsmouth, Ohio

Mr. Grumpet, the school principal, calls the teachers' meeting to order. He tries to limit his staff meetings to 45 minutes, and is eager to begin. Unfortunately, only 15 of his 20 teachers are present. **Ms. Markworth** and **Mr. Benedict** arrive five minutes late, giggling and helping themselves to the fruit platter the principal has provided. Ten minutes later, **Mr. Moller** runs in and throws his grade book on a nearby desk. Papers scatter everywhere. "You'll never guess what just happened to me!" he announces in a booming voice. **Mr. Grumpet** glances at his watch. Fifteen minutes have passed, and he has no idea where his remaining two staff members are.

"We have three agenda items to cover this afternoon," says **Mr. Grumpet**, and writes this on the board:

1. Basketball fund-raiser
2. Grade 7 team meetings
3. Purchase of Grade 8 science materials

Ms. Smith rolls her eyes and puts her head down on the table. She mutters “boring” under her breath.

“The basketball fund-raiser will be held on the first Saturday of December,” says **Mr. Grumpet**. “Our best students will play against a team of parents and faculty members. The money we make will be used for spring field trips. We’ll need volunteers to play basketball, take tickets, and run the snack bar.”

“I can’t do it,” says **Mr. Diamond**. “My kid has soccer practice on Saturdays.”

“My kids this. My kids that,” says **Mr. Frank**. “Whenever there’s work to be done, you disappear.”

“Why don’t you just shut up?” says **Mr. Diamond**.

It takes **Mr. Grumpet** more than five minutes to get the discussion back on track. He looks out the window just in time to see the two missing teachers headed for their cars.

The discussion moves on to seventh grade team meetings. **Mr. Benedict** throws a grape at **Ms. Markworth**. **Mr. Frank** complains that he can’t work with the teachers in his group and asks to be assigned to a different team in seventh grade.

Mr. Grumpet asks for **Ms. Beverly** to report on her progress in ordering the materials for the eighth grade science lab. **Ms. Beverly** says, “Was that due today? I’m so sorry... I meant to do it last night, but there was this great show on TV.”

Ms. Smith raises her head from the desk. “Meeting over,” she says. **Mr. Moller** bolts for the door, which bangs closed behind him.

ANALYZING THE STAFF MEETING

Respect

Negative behavior from the story:

Appropriate behavior:

Responsibility

Negative behavior from the story:

Appropriate behavior:

Teamwork

Negative behavior from the story:

Appropriate behavior:
