

Table of Contents

Introduction.....	4
What is Give 'Em Five?	5
Levels of Compliance and Noncompliance	5
How to Use this Book	6
Attention Seeking Students	7
Jealousy	8
The Class Clown	12
Refusing Teacher's Request.....	16
The Show Off.....	21
Manipulative Students.....	25
Practical Joker	26
The Cheater	29
The Bully	33
Apathetic Students	37
Refusal to Work	38
The Quitter	42
Skipping Class	46
Hostile Students	51
Profanity.....	52
Lunch Mess	56
The Intimidator	59
Playing Too Aggressively in P.E.	63
About the Authors.....	67

The Class Clown



Difficult Student Type:
Attention Seeking

Age Level: Tenth Grade

Class: Social Studies

Possible Foundation: Respect

Scenario: After reading a current event article regarding drunk driving Adrian says that he thinks people drive better after drinking because they are more careful. He then staggers to pencil sharpener as if intoxicated.

**INTENSITY
LEVEL
ONE**

Teacher: The article we just read has a serious meaning behind it and I want you to express your true opinions. (SUPPORT) I'm not sure if you really believe that people drive better under the influence of alcohol, but you may. However, walking to the pencil sharpener and acting as if you are drunk does not help our class have a serious discussion about the topic. (BREAKDOWN)

Adrian: I'm just kidding.

Teacher: I know and sometimes your actions or jokes are really funny. (SUPPORT) I would ask that you try to handle some of these more serious discussions without making shocking comments or actions that take our class off topic. (EXPECTATION) This topic could be personal to some students. Remember that accident last year, where some lives were lost due to a drunk driver. The comment and action you made could be seen as insensitive to students who may have been connected to someone in that accident or any other alcohol related accident. (BENEFIT)

Adrian: I didn't think of that issue. I was just having fun.

Teacher: I don't think you would try to be insensitive, so let's just keep the joking and silly actions out of our discussion on serious topics. One more thing, you may want to consider apologizing to anyone if you find out you may have offended someone. I'll leave that up to you. Fair enough?

Adrian: Yea I may need to go say something to Savannah. I think her cousin was in that accident.

Discussion: Adolescents often have difficulty understanding that although something may be comical to them, it may be offensive to others.

INTENSITY
LEVEL
TWO

Teacher: The article we just read has a serious meaning behind it and I want you to express your true opinions. (SUPPORT) I'm not sure if you really believe that people are better drivers under the influence of alcohol, but you may. However, walking to the pencil sharpener and acting as if you are drunk does not help our class have a serious discussion about the topic. (BREAKDOWN)

Adrian: Come on, I'm just kidding!

Teacher: I know and sometimes your actions or jokes are really funny. (SUPPORT) I would ask that you try to handle some of these more serious discussions without making shocking comments or actions that take our class off topic. (EXPECTATION) This topic could be personal to some students. Remember that accident last year, where some lives were lost due to a drunk driver. Your comments and actions could be seen as insensitive to students who may have been connected to someone in that accident or any other alcohol related accident. (BENEFIT)

Adrian: You seriously need to lighten up a bit. Nobody is offended, most of them were laughing.

Teacher: Adrian, you are right. Many were laughing. Your acting caught all of us off guard and when you staggered into the wall it looked funny. (SUPPORT) With all the issues we have discussed regarding alcohol in our current events, I would prefer we not make a joke of it out of respect for others. Although many laugh, we know the statistics show that alcohol could be affecting families of students in this room in a negative way. (FOUNDATION/EXPECTATION)

Adrian: Not mine.

Teacher: I am glad for that. (SUPPORT) Can I ask you to be sensitive of this issue and treat these topics with more seriousness next time? (EXPECTATION)

Adrian: I guess so.

Teacher: I will count on you for that.

Discussion: When students make comments similar to when Adrian said, "You need to lighten up!" this can prove to be challenging for the teacher to remain calm and avoid feeling offended. Utilizing Give 'Em Five provides you the framework and skills to use at these moments to refrain from reacting out of your natural instincts of anger or frustration. The teacher used a support immediately after this comment. This helped the teacher meet the goal of allowing the student to work through this difficult situation without being able to reflect any blame onto the teacher.

Skipping Class



Difficult Student Type:
Apathetic Student

Age Level: Tenth Grade

Location: Tutoring Lab

Possible Foundation: Responsibility

Scenario: Jamison has not been completing his Algebra work in class and has been assigned extra tutoring during seminar period. He has been given a pass and is expected to report to the math classroom for additional help to complete his assignment. He has not reported and the teacher has called the office and they have called him down to his math classroom.

**INTENSITY
LEVEL
ONE**

Teacher: Jamison, I want you to know that I can understand not wanting to come and work on math right now. It is something I know you do not enjoy and spending extra time on it probably does not sound a bit fun. (SUPPORT)

Jamison: Our seminar group is working on a project and I wanted to be part of it.

Teacher: So not only is math something you don't feel like doing, something fun is going on in your seminar today. That would be tough. (SUPPORT) My goal is that you will not need to come to my room often. If we can use the time in class more effectively, I believe we can accomplish that goal. (BENEFIT)

This requires you giving more effort and asking me when you need help instead of sitting and not working. (EXPECTATION/BREAKDOWN)

Jamison: I know. It is hard to stay focused some days.

Teacher: I want to make sure we are on the same page and that you know what to do in class to eliminate the need for extra support during seminar. (SUPPORT) I want to make sure that you realize that coming down for extra help will be expected if you get behind on work. (EXPECTATION)

Jamison: I do.