
No Arguing

If students arguing with you has become problematic in your class, consider teaching them a “no arguing” procedure. Below are three sample lesson plans on teaching “no arguing” policies at different grade levels.

SAMPLE LESSON PLAN #1: No Arguing

Teacher: Claudia V

Grade Level: High School

Lesson: No Arguing Policy

Introduction

Students will be told that arguing has become too common and they are going to learn how I will be responding to arguing from this day forward. They will be shown my sign for “Arguing by Appointment Only.” They will be told that when they start to argue with me, I will simply point to the sign and say “I argue by appointment only. If you’d like to make an appointment, write your name on a post it note and place it on the appointment board. For now, do what I asked.”

Practice

Several volunteers will be chosen to be model arguers. I will give each one a small piece of paper with their role (how they should respond) when I ask them to do something.

1. I ask the student to stop talking. The student argues. I will say: “I argue by appointment only...” Student stops talking and gets back to work.
2. I ask the student to stop talking. The student argues. I will say: “I argue by appointment only...” Student stops talking, writes name on post-it note, places it on board, goes back to desk and continues working. I call student up and we discuss the issue.
3. I ask the student to stop talking. The student argues. I will say: “I argue by appointment only...” Student continues to argue. I say: “you have a choice. You can stop arguing, get back to work, and if you want you can also make an appointment to talk with me about this later. Or you can step outside to calm down and see me after class. What do you want to do?” Student stops talking and gets back to work.
4. I ask the student to stop talking. The student argues. I will say: “I argue by appointment only...” Student continues to argue. I say: “you have a choice. You can stop arguing, get back to work, and if you want you can also make an appointment to talk with me about this later. Or you can step outside to calm down and see me after class. What do you want to do?” Student continues to argue. I say: “step outside for a moment.”

De-Brief

Students will turn to a partner and together they will have 1 minute to write down three things that teachers say to them or their friends or their classmates that often leads to a student arguing or debating with the teacher. In the practice I used “stop talking,” for example. They will share their lists with me and we will discuss as a class what they should do if I say any of those things to them. Then students will be asked to write down a 1-3 sentence summary of my no arguing policy as they understand it. And then they will write 3 thoughts or questions they have about it. For example, do they think it is fair and reasonable? Does it make sense? What questions or concerns do they have about it? What else do they want me to know or think about related to it?



SAMPLE LESSON PLAN #2: No Arguing

Teacher: Trisha E.

Grade Level: Middle School

Lesson and Image: No arguing with Teacher

Pre-Lesson:

I plan on introducing it by choosing two students who regularly debate with me. With them I'm planning on teaching and practicing the lesson and setting up scenarios for them to practice in a small group setting. Then I'm going to introduce it to the class, and let them act as student helpers to other students.

Lesson Plan:

"Today, I'm implementing a new procedure in class. Most of the time I would say that class runs pretty smoothly. I also know that there have been times that some of you have had to be reminded of the classroom rules and procedures. And again, most of the time, you stop what you're doing and go back to doing what I've asked, even if you don't like what I have to say. But sometimes, students feel like they need to question my rules or the fairness of them. And I am happy that when something doesn't feel right you stand up for it. However, what I'm finding and other students have also observed is that this takes away from the lesson, which takes away from other student's learning.

So, (hold up sign- see below) what do you see in this picture? When is this used in court? Our new procedure in class is that there will be no arguing with me during class. I will give you one warning, which is to point at the gavel.

So say you don't agree with my rule or consequence, or you have something important to discuss with me. If you want to discuss consequences or a concern you have there will be time for that. See this poster? (hold up conference time poster- below) Beside it you'll find this pocket with conference cards. If you look on them, I've listed times that I have available for discussions. So here's what you do. Circle the time that you want to use to discuss your concerns, and place it on my computer. We will use that time to discuss your concerns. My only rule for this discussion time is that it must be a calm, adult conversation.

Questions?

Consequences

First warning- point to gavel

Second warning- stay two minutes after the bell to review procedure with teacher

Third warning- stay two minutes after the bell, review procedure, phone call home

Final warning- talk to the principal

Questions?

Practice time

Use my student helpers to demonstrate the following scenarios.
"Student, please put it away, and turn your book to page 7."

1. Student needs just one warning
2. Student needs just one warning, takes a conference card, and sits back down
3. Student had to be warned 3 times, stays after class to practice and gets a phone call home

Questions?

Assessment

I will give students a quiz with several different arguing scenarios on it and they will write down what the consequence would be for each, based on the new policy guidelines.



SAMPLE LESSON PLAN #3: No Arguing

Teacher: Dawn Campi

Grade Level: Elementary School

Lesson Plan: Using T symbol instead of arguing

Introduction of Procedure: I will remind students about our no arguing policy and that when they are asked to do something (change their seat) or change a behavior (stop talking or get back on task) that they should comply with what is being asked of them without arguing. If they feel they need to give an explanation, they will learn a non verbal hand gesture to indicate that they would like to be heard at a later time in private. I will introduce the students to the non verbal hand gesture (a “T”) that the students will learn to use when they want to have a private conversation with me. They will be taught that this gesture should be used whenever they feel they need to explain themselves (argue a point) while class is in session. They will be told that this is a way for them to get their point across (their voice to be heard), but in a respectable way in private with the teacher, as to not interrupt instructional time. I will also show them a picture of a student doing the hand gesture (“T”).

Model: After showing the picture of a student doing the hand gesture (“T”), I will then have my co teacher play the role of a student and model some “misbehaviors”. Then we will both proceed to model what it looks like when a student is asked to move. We will model if they argue/refuse during the lesson, and explain that there will be a consequence for refusing to move and an additional consequence for arguing. We will then model a student complying by moving, but using the “T” to request a conference with the teacher at a later time. I will then model a “thumbs up” to acknowledge that I will meet with the student at a later time. We will tell students that this scenario can earn them a reward for doing the right thing and for not arguing.

Practice: I will now ask a student to come up and model each scenario (complying using the “T” sign and not complying) for the class. I will ask the class questions about each scenario. (Which is better? Why? What makes it better?) The students will generate some answers/ideas and we can write them down on chart paper. (We will have many times for practice/reminders as real life situations arise each day. I can give reminders as to how they should respond to these situations by consistently referring to the visual picture of the “T” sign as the way they should respond when they feel the need to be heard/argue.)

Check for Understanding: Students can make individual charts for themselves as reminders to what each scenario would look like and what kind of rewards and consequences they would receive. I would give them paper to fold in half. One side would represent compliance and the other non compliance. They can draw a picture for each and then describe in words what each would look like. Then, they could also list the rewards or consequences they would receive. This would help me know if they fully understand what

they have to do and what rewards and consequences they would receive. It would also serve two other purposes. First, it would be a personal reminder that each kid could refer to before they decide to comply or not comply. Second, it would alleviate another argument when I impose a consequence because they are aware there will be a consequence and the consequences have already been decided on ahead of time.

Consequences/Incentives: For incentives, students can earn PBIS (Positive Behavior Intervention System) stamps which is school wide and it allows students to “buy” prizes with their stamps once every other week. Whole class rewards: They can also “buy” (earn) snow cone/or ice cream parties, pizza parties and field trips!! For consequences, students would miss Gym, Art, Dance, Lunch Recess, receive no stamps, and/or not be permitted to the in class “treasure box” or on a class trip.

Visual Aids: The picture will reflect the “T” sign that a student should use if they comply with the teacher’s request, but then also want to meet with the teacher later to discuss the situation, instead of arguing with the teacher during class time. The picture will be in the front of the room, so that students can refer to it as reminder as needed. The class made chart will be hanging in the front of the room for future reference too. (They will also have the charts they made themselves in their desks that they can also refer to.)

