

Repeat Offender

Success Seed: Wisdom: the ability to listen to and follow wise advice.

Outcomes

Students will learn: All actions have consequences and repercussions.
Knowledge of the value of applying **WISDOM**.

Restorative Justice: making whole, that which was made “un-whole”.

Positive Affirmations

Daily Practice (repeat together) Teacher and Student

1. *I choose to enter quietly and sit where I am assigned, listen to and follow wise advice.*
2. *I choose to raise my hand, not speak until I am called upon and ask intelligent thoughtful questions.*
3. *I choose to not engage in negative behavior (gangs, drugs, crime, and violence).*
4. *I will make right, what I made wrong.*

Teacher’s Lesson Plan to Discuss with Students Overview

Students Will Develop Strategies For:

Learning Literary Concepts
Vocabulary Building
Reading for Comprehension
Writing for Proficiency
Critical Thinking

Standards (in bold)

1. **Appreciate** poems (**Literary Analysis**)
2. Identify and examine **tone** (**Literary Analysis**)
3. Understand the use of **punctuation** (**Written English**)
4. **(ELD) – Speaking and Listening; Writing and Reading**

Remember that the end of a line may or may not signal the end of a complete thought. Look for periods, question marks, and exclamation points. These marks may tell you that you have come to the end of a complete thought. Commas help you separate the different parts of a complete idea

Focus Your Reading

Literary Analysis: Tone is the attitude a writer takes toward his or her subject. A writer can communicate tone through diction (**word choice**) and choice of details. The emotions conveyed in your voice should provide you with clues that hint at the tone.

Dictionary Work: Words to know (Define before reading the poem.)

- offender, despair

REPEAT OFFENDER (OFENSOR REPETIR)

Strategies for Reading

Just by looking at my schoolwork
from the time of grade first,
most my teachers think.
they know my true worth.

Starts so early for some of us.
The stereotyping begins soon.
Walls continue to close in...
Can't breathe – there's no room.
To grow – to expand my mind,
to dream.
Where I go to school.
To me is more like
a nightmare than a dream.

It's an everyday reminder
of my unhappiness.
It's there written in graffiti...
In the lines of cement.
From the instability of my family moving a lot.
To the grade school danger signs
pointing at me that I need more help.

Parents in despair, frustrated.
Give up and neglect me.
Wipe their hands – shake their heads.
Wait for the school to correct me.

Visualize: The person's home environment.

So, these are some of the reasons
for the class disruptions I commit.
I'm labeled "Most likely to fail."
My mug shot fits.

I am a 'repeat offender.'

'Cause the way my school treats me offends me.
The principal's nightmare...
That they don't want to see.

They say that I'm the family's 'black sheep.'
Destined to fall down.
But my anger...
Is why I fight on the playground.
All those speeches in school did
more harm than good.
'Cause I don't believe 'I can fly.'
I'm not the 'Little Engine Who Could.'
Teachers who've tried to help...God bless them.
Have given up-they're all gone.
So I find other lost children
who also feel all alone.

Question: Why didn't the speeches work?

With teeth tight...angry...
Disrupting school is how we fight back.
We run in endless circles.
Hang out with others just like us, in packs.

We've made up our very own problem solving skills.
With no feelings at all, we now disrespect at will.
We are our school's bullies,
Treated like the "The Enemy of the State."
And just because we have now lost our self worth..
We destroy, we disrespect – we hate.

Even as the Principal's hammer (school suspension)
Pounds out our defeat.
Our suspension records just multiply.
Our school disruptions we repeat.

So if you already hate me in your classroom.
Then raising my hand to get help makes no sense.
Correct my first disruption
...not my 'last offense.'

For I was marked "Most likely to fail."
Right there at grade first.
Don't delay – give me help,
or one day face me *.(mira me)*
And feel my hurt.

Predict: What will happen if no one helps?

Teacher Prompt: Connect To Your Students' Lives

Put yourself in this poem. Can you see why some students may be frustrated at school. You can help stop this cycle of defeated mentality. You can do it. Will you?

Repeat Offender

Standards (in bold)

1. (Analyze the Main Message – Respond in Writing)

- a. Re-read the first four lines of the poem and write them below.

*Just by looking at my school work
from the time of grade first
Most of my teachers think
They know my true worth.*

What do you think they mean? Explain below. (**SLAM IT!**)

(open for discussion)

The **speaker** also stated

*“...those speeches in school
did more harm than good
'cause I don't believe I can fly
I'm not “The Little Engine That Could”*

- b. Why do you believe this person thought this way about himself? Explain below.

I think the person thought this way about himself because ...

*-low self-esteem
-lack of motivation
-lack of confidence*

- c. Does the poem point out reasons as to why the person in the poem was a “Repeat Offender”? Write the lines which support your answer.

*Where I go to school
to me is more like a nightmare
than a dream.*

*From my unstable family
Parent despair, frustration*

- d. Did the **speaker** suggest any solutions? Refer back to the poem. Write those lines below.

Correct my first offense” (discuss positive interventions)

- e. is the **tone** (attitude) the writer has toward the subject “Repeat

Offender”? Does the writer seem to understand the “Repeat Offender” or not?

Explain your answer below.

The tone the writer has toward the subject in the poem is ...

The speaker is understanding, hopeful

2. (Character Development– Consequences and Repercussions)

- a. What are the **repercussions (results)** of being a “Repeat Offender” to you, your family, friends and to society? Explain below.

The repercussions to me, my family, friends and society of being a “Repeat Offender” would be ...

-pain and frustration to family and friends

-cost money to family, friends and society

-loss of productive years for “The Offender”

3. (Rites of Passage-Reward-Restorative Justice)

- a. “Doing good can save you and others from a lot of a pain and frustration as well as make things right that were made wrong.” Do you agree or disagree? Explain. Give examples of how below.

I believe being wise can save me from a lot of pain because ...

(open for discussion)

Model Restorative Justice Activity for Workbook

1. Share with students one thing you did wrong and ask each student to write down in their Restorative Justice Journal (or share) one thing they’ve done wrong in the past year.

2. Share with students how you made the thing you did wrong right and ask them write down in their Restorative Justice Journal (or share) how they can (or have or may) make that one thing right.

“Thought For the Day”: Write (explain) in your “Restorative Justice Journal”

“Once is a mistake, twice is a choice, and three times is a habit. The path to failure takes practice, so does the path to success. Practice doing good.”