


# Logical consequences worksheet

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In order to continue enjoying our place, we ask you to confirm your identity as a human. Thank you very much for your cooperation. Before reading this article, you may want to review Ruth Charney's previous articles, who sic the logical consequences teach important lessons and the three Rs of logical consequences. The logical consequences, as we have learned in the last two articles, are ways in which adults structure learning opportunities for children. The goal of the logical consequences is to stop the bad behavior of children and help them make more constructive decisions. To apply the consequences effectively, adults need to behave in a thoughtful and thoughtful way. Remember, at this point when the room is wet with water source spray or challenging words are ringing in our ears, our first answers may be less than reasoned. At this point, we contemplate Siberia. At this point, only the first step is invoked: STOP. We could send the student to their seat or a chair at arrival time, informing the student that we will think about the consequences later. Again, it can take time and collaboration. There is no single consequence. Even with consistency, we need to consider individual factors. Is it behaviour for the first time? Was it caused by something programmatic or situation? For example, I recently realized that, in a classroom, children were lining up next to a sink area in an overly crowded area. The interruptions that occurred decreased greatly and the procedure went faster when the alignment area was redesigned. Although there is no perfect recipe, there are some general categories that can help us consider the effective implementation of logical consequences. Below are three types of logical consequences, along with some examples of each. The examples are not exhaustive, and there can always be variations on a topic. You Break It --You Fix It Children take some responsibility to fix, the best they can, any problem or disorder they have created. Some examples: One child accidentally hits another in the yard. He pauses, apologizes and offers to help the other child get up. A student hits a tray of food carried by another student. He helps clean up and maybe offers to come back and get new food. One child hurts another's feelings. She participates in an apology of action by writing a note, including the child injured in a friendly activity A student is part of a conflict. The students involved participate in a conflict resolution process. A student loses class time by talking to a friend, looking out the window, trying to avoid the task. He constitutes time in other point during the day. Loss of Privilege In classrooms where children help generate and build rules together, there is a sense of responsibility and shared trust. When students do not take care of the rules, the logical consequence could be lose a privilege. Examples: a student waves scissors around. Lose the use of scissors for the rest of the art era. Two children talk instead of working. They have to sit by themselves. A child shakes his chair or sits back in his chair. It sits on the floor or represents the rest of the lesson or activity. A student plays insecurely in an outdoor structure. She has to choose a different area of the playground to use for the rest of this retreat. A student speaks rudely to the teacher. The teacher refuses to listen to her until the tone of voice changes. A student rolls his eyes or screams during a morning meeting. He has to leave the group. A student cheats online. You have to walk with the teacher. A student logs into an acceptable website while doing research. Lose computer time for the rest of the period (or week). Students go to the bathroom to gossip about classmates. They lose the privilege of going to the bathroom together or without an adult for the next two days. Time-Out or Take a Break A student who is about to lose control and start interrupting and disrupting his own and the ability to learn from others is asked to leave the scene and take a break. The student can return when he or she seems to have regained the controls and is willing to participate in a positive way. The waiting time can be instituted when a student whispers to a neighbor while another student is sharing information. ignores the quiet signal. calls answers, denying others the opportunity to think. makes a sniper comment about another student's answer to a question. persists in arguing or negotiating with the teacher after he is clearly told to stop. Whip the ball when the instructions are for hand shots. Note that the loss of retreat is rarely a logical consequence. It could be the logical result when students ignore the rules of backlash, do not play safely, or waste time turning around and responding to the whistle. I found it more useful for students to practice a retreat skill (safe ball throwing) or efficient alignments, rather than keeping them in retreat. Often, students with the most marginal controls are the ones who need physical outings the most. Backlash can create more problems than it solves. Removing a student from an activity and suggesting that he or she thinks of an appropriate logical consequence is fine. I like the question, What do you think will help you do better with \_\_\_\_? It is the adult's job, however, to really determine the logical consequence. Students tend to be much tougher and unreasonable than adults. Practice with students such as going to wait time or taking a break, so is effective. Let children know often and consistently that logical consequences focus on behavior, not character. I like you; I don't like it when you push others. Always try to implement consequences with per al trencador de regles. Sovint és important per a mi dormir en ell, així que em sento preparat per instruir i no castigar. Educació Món® Copyright © 2011 Educació Món 3r, 4t, 5è, 6è, 7è, 8è, 9è, 10è, 11è, 12a Pàgina 20h not No hem trobat cap resultat per a les raons lògiques%20behavior%20consequences. Comproveu l'ortografia i torneu-ho a provar. PreK, Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12thPage 2PreK, Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, Higher Education, Adult Education, Homeschool, StaffPage 33rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, Higher EducationPage 4PreK, Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, HomeschoolPage 57th, 8th, 9th, 10th, 11th, 12th, Adult Education, Homeschool, StaffPage 6PreK, Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, HomeschoolPage 7PreK, Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8thPage 84th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, Adult Education, HomeschoolPage 97th, 8th, 9th, 10th, 11th, 12thPage 1017 multiple choice questions: Ad hominem, Begging the question, Slippery slope, Straw man , Either-or/false dilemma, Hasty generalization, Appeals to False Authority, Scare tactics, Faulty Causality, Sentimental Appeals, Equivocation, Bandwagon Appeals, Non Sequitur, Faulty Analogy, Dogmatism, Moral Page 116th, 7th, 8th, 9th, 10th, 11th, 12th, HomeschoolPage 12PreK, Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, HomeschoolPage 134th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12thPage 14PreK, Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, HomeschoolPage 151st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8thPage 166th, 7th, 8th, 9th, 10th, 11th, 12th, HomeschoolPage 17PreK, Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, Higher Education, Adult Education, Homeschool, StaffPage 184th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, HomeschoolPage 19PreK, Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12thPage 20Kindergarten , 1r, 2n, 3r, 4t, 5è, 6è, 7è, 8è, 9è, 10è, 11è, 12a Pàgina 214, 5a, 6a, 7a, 8a, 9a Pàgina 22Kindergarten, 1ª, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a, 10a, 11a, 12a, Educació d'Adults, HomeschoolPage 23Pàgina lògica temàtica! Ensenyi als seus alumnes el procés d'eliminació amb trencaclosques de lògica d'hivern. Amb símbols d'hivern, (rens, ninot de neu, pingüí, robin, ós polar, casa de pa de gingebre, arbre de fulla perenne, campana, ant, galeta de pa de gingebre i nens d'hivern), hi ha 15 colors desconcertantPage 24PreK, Kindergarten, 1r, 2n, 3r, 4t, 5è, 6è, 7è, 8è, 9è, 10è, 11a, HomeschoolPage 255, 6a, 7a, 8a, 9a, 10a, 11a, 12a, IniciPage 265, 6a, 7a, 8a, 9a, 10a, 11a, 12a, Homeschool Per tal de seguir gaudint del nostre lloc, li demanem que confirmi la seva identitat com a humà. Moltes gràcies per la seva Before reading this article, you may want to review Ruth Charney's previous articles, who sic the logical consequences teach important lessons and the three Rs of logical consequences. The logical consequences, as we have learned in the last two articles, are ways in which adults structure learning opportunities for children. 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