

# Lesson 1: Peer Tutoring & Appropriate Behaviors

## Introduction

Peer tutors are expected to show appropriate behaviors during tutoring sessions, as well as when picking up and dropping off their tutees. Furthermore, they must effectively manage the behaviors of their tutees. In this lesson, tutors learn the behavioral expectations of peer tutoring.



## Estimated Time

- 30-40 minutes

## Materials Needed

- Poster: *Hallway Behaviors*
- Poster: *Picking Up Students for Peer Tutoring*
- Poster: *Student Misbehavior*
- *Stopping By the Classroom to Pick Up or Drop Off the Tutee: Scenarios* worksheet (1 copy for group leader)
- Peer tutoring badges (1 for each student)
- Colorful, assorted small stickers

## Training Steps

1. **Welcome peer tutors.** Make your peer-tutors- in-training feel welcome. Have them introduce themselves. Give them an overview of the four training sessions in which they will be taking part. Briefly describe the responsibilities of a peer tutor.
2. **Talk about the importance of good behavior.** Tell your students that they were selected by their teachers to be peer tutors because their instructors knew that they would be responsible, well-behaved helpers. Inform students that peer tutors are trusted to
  - walk around the building on their own,
  - show good behaviors everywhere they go, and
  - know how to get help from an adult when necessary.
3. **Review appropriate hallway behaviors.** Ask students why they think that it might be important for adults and children to be quiet and well-behaved when going through the halls. Discuss with the group the idea that we show respectful behavior in the halls so that we don't distract students who are trying to learn in classrooms. Using the *Hallway Behaviors* poster, review the main points of appropriate hallway behaviors:

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When in the halls, peer tutors always:

- Wear their tutoring badges.
  - Walk (and never run).
  - Move quietly.
  - Go straight to their destination.
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Ask students if they have any more ideas for how we can show good behaviors in the hallway.

4. **Review appropriate behaviors for picking up & dropping off tutees at the classroom.**

Open this section of the lesson by stating that classrooms are busy places where there is a whole lot of important learning going on. Ask students to give reasons why peer tutors cannot just barge into a classroom and shout out that they want to pick up the student to be tutored.

Using the *Picking Up Students for Peer Tutoring* poster, review steps for tutors to follow to pick up students for peer tutoring:

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When picking up students for tutoring:

- Enter the classroom quietly.
  - Wait politely to be recognized by the teacher.
  - Be sure that the tutee has a reading book.
  - Leave the classroom quietly together.
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5. **Practice tutoring pick up/drop off scenarios.** Read items from the *Stopping By the Classroom to Pick Up or Drop Off the Tutee: Scenarios* aloud. (Training Tip: Consider 'acting out' these scenarios as mini-skits to make them more vivid and fun for students. Take the role of the teacher, pick different students to pretend to be peer tutors, and use the training room as a stand-in for the tutee's classroom.)

After reading or acting out each scenario, ask students to volunteer suggestions of how a responsible tutor might respond. Make sure that they know clearly how *you* would like them to respond if faced with a situation similar to that presented in the scenario.

6. **Instruct students in how to handle tutee misbehavior.** Reassure your students that their tutees are likely to be well-behaved during tutoring. Remind them, though, that sometimes tutees may need a gentle reminder to return to tutoring activities.

Using the *Student Misbehavior* poster, point to steps for tutors to follow when intervening with tutees engaged in mild misbehavior:

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If your student misbehaves:

- Calmly remind the student that he or she is there to work on reading.

If your student *still* misbehaves after several reminders:

- Return the student to the classroom.
  - Tell an adult about the misbehavior.
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Ask your students for ideas about how they might respond during tutoring to a student who:

- keeps interrupting the reading to talk about what they did this past weekend
- closes their book and puts their head on the table.
- gets up from their chair and runs over to the window to look out at the cars driving by.

7. **Hand out peer tutoring badges and award stickers.** To show tutors that they have done a good job during this lesson, hand out their peer tutoring badges. Allow tutors to select and affix a sticker to their badges, signifying that they have successfully completed the lesson. Then collect the badges.
8. **Reinforce positive hallway behaviors.** At the end of the session, tell students that you are going to 'test' their hallway behaviors. Instruct them to put on their peer tutoring badges. Ask them to review the behavioral expectations for traveling in the halls. Then walk the entire group back to their classrooms. As you arrive at each tutor's classroom, commend him or her for good hallway behaviors, collect his or her tutoring badge, and (optionally) give the tutor a sticker or small reward.

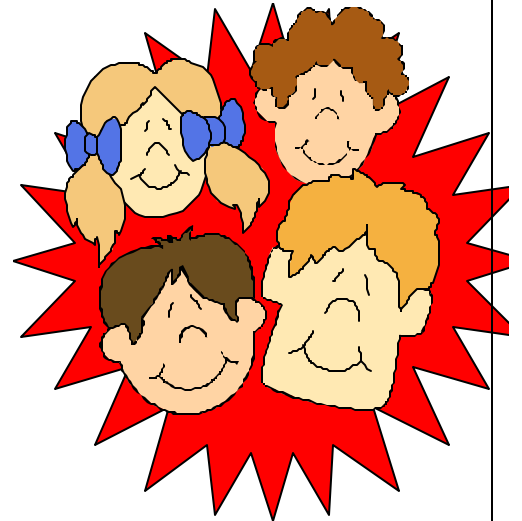
## Evidence of Student Mastery: "Look-fors"

Students who have mastered the *Peer Tutoring & Appropriate Behaviors* lesson show through group participation, discussion, and direct observation that they know how to:

- behave responsibly when traveling alone or with the tutee through the halls.
- pick up and drop off the tutee at his or her classroom in a manner that will not disrupt teaching or irritate the tutee's teacher.
- redirect misbehaving students to tutoring tasks.
- seek out adult help (e.g., teacher, peer tutor trainer) if the tutee's misbehavior persists.

# When in the halls, peer tutors always:

- Wear their tutoring badges.
- Walk (and never run).
- Move quietly.
- Go straight to their destination.



*Peer Tutoring: Hallway Behaviors*

# When picking up students for tutoring:

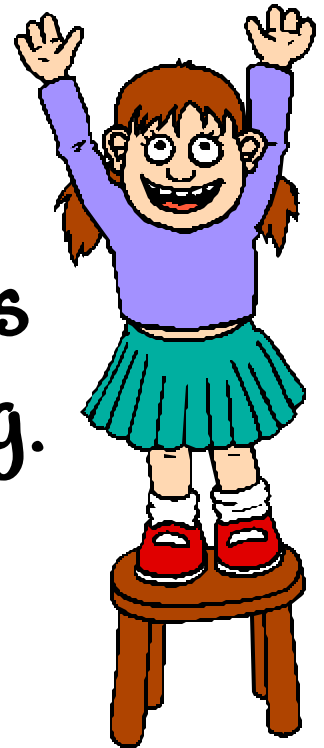


- Enter the classroom quietly.
- Wait politely to be recognized by the teacher.
- Be sure that the tutee has a reading book.
- Leave the classroom quietly together.

*Peer Tutoring: Picking Up Students for Peer Tutoring*

# If your student misbehaves:

- Calmly remind the student that he or she is there to work on reading.



# If your student still misbehaves:

- Return the student to the classroom.
- Tell an adult about the misbehavior.

Peer Tutoring: Student Misbehavior

## Stopping By the Classroom to Pick Up or Drop Off the Tutee: Scenarios



**Directions to Trainers:** The following scenarios present situations that peer tutors might encounter as they stop by a classroom to pick up or drop off their student. Read each scenario aloud and have tutors come up with ideas for how to respond appropriately. While some of the scenarios may have several appropriate responses, they each include one suggested response. Of course, you should modify the suggested answers as needed to conform to your school building's expectations for student behavior.

Feel free to challenge the peer tutors to make up additional scenarios of their own. (NOTE: If possible, 'play-act' each scenario. The trainer can act as teacher, and different students can be picked to act out the role of peer tutor.)

1. You arrive at the classroom and the teacher is just finishing up a lesson with the whole class. She appears not to see you as you stand in the classroom, by the door. What do you do?  
**A: Politely approach the teacher. Identify yourself as a peer tutor and tell the teacher that you are here to pick up your student for tutoring.**
2. You show up at the classroom and find that the room is empty. You double-check the clock and find that it is the right time for peer tutoring—but nobody is around! What do you do?  
**A: Return to your own classroom. Tell your teacher that you found the class gone from the room when you went to pick up your student. With your teacher's permission, return to your student's classroom in 10 minutes to see if the class has returned.**
3. You come to the classroom to pick up your student. The lights are off in the room and the whole class is watching a school video. You see the teacher at her desk, talking quietly to another adult. What do you do?  
**A: Politely approach the teacher. Identify yourself as a peer tutor and tell the teacher that you are here to pick up your student for tutoring.**
4. When you come to the room, the teacher looks up at you and says, "Oh, hi. We will be done in just a minute." She keeps on teaching her reading group, which has your student in it. What do you do?  
**A: Wait patiently and quietly until the teacher finishes her reading group and releases your student to go with you to tutoring.**
5. You arrive at the tutoring location with your student...but discover that there are no adults in the general area to keep an eye on things. What do you do?  
**A: [This scenario will occur--so give students guidelines that are acceptable within your school. One solution is to have the tutor remain in the setting with the tutee for five minutes. If no adult shows up within that time, the tutor and tutee return to their classrooms. Another solution is for the tutor and tutee to go to the main office to wait**

**and to check back in 5-10 minutes to see if an adult has shown up at the tutoring location.]**

6. *After tutoring your student, you are dropping him off at his classroom at the usual time. When you both get to the room, you find it is empty. Your student and you have no idea where the class is! What do you do?*  
**A: Go to the main office. Identify yourself as a peer tutor. Give the office staff the name of your student's teacher. Ask them if they can tell you where the student's class is so that you can return him to his class.**
  
7. *While you are on the way to pick up your student, there is a fire drill. What do you do?*  
**A: [NOTE to trainers! Use this item to teach your peer tutors about your school's fire-drill policy. Give the tutors specific instructions about what they should do if a fire drill should occur while they are alone passing through the halls, are in the middle of tutoring a student, or are returning the tutee to his or her classroom.]**
  
8. *You pick up your student at her classroom. You are both halfway down the hall to your tutoring place when you notice that your student forgot to bring her reading book. What do you do?*  
**A: Return to the tutee's classroom. Allow her to get her reading book (but no dawdling!) Then continue with the student to tutoring.**



# Peer Tutor Badge

**Directions:** Photocopy this sheet onto colored paper or cardboard stock. Cut out the badge and fold it over at the mid-line. Laminate the badge, or seal the edges with scotch-tape. After each peer-tutor training session (*Behavior, Praise, Paired Reading, Graduation*), have students add small stickers to the front of their badges to signify their successful completion of that lesson. Students should wear this badge (e.g., on a string around their neck) whenever they are out of their classroom serving as peer tutors.

As a peer tutor, did I...

- pass quietly through the halls?
- enter the student's classroom politely?
- read with the student for at least 20 minutes?
- give the student the correct word whenever they made a reading error?
- praise the student at least 5 times?

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PEER TUTOR

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CLASSROOM

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavior	Praise	Paired Reading	Graduation

