

# Digitability™



## January Week 4 Behaviors & Consequences

Behavior/Consequences Activity

# Instructions:

- 1) Tell students ***“In Level 1 of the social economy, we focus earning money by participating in class, presenting our exit tickets, and earning your employee salary by unlocking assigned badges. In Level 2 of the social economy, deductions are introduced for behavior that can be perceived as problematic in the workplace.”***
- 2) Assign groups of 2-3 students a behavior.
- 3) Allow students time to collaborate and decide how they will act out the assigned behavior. Set timer for collaboration time. Allow groups to act out their behavior in front of the class.

One student will be the role of the teacher, and will deliver the consequence:

***“Nice job \_\_\_\_\_, (student name)! You’ve earned a \_\_\_\_\_ dollar.”***

***“(Student name) you’re \_\_\_\_\_. That cost a dollar. Next time \_\_\_\_\_ to earn a dollar.”***

- 4) When students complete, award dollars for correctly identifying the behavior & consequence. For problematic behaviors, ask “What could they have done instead in this situation?”
- 5) Award dollars for students who answer. Add Dollars Earned to Student Accounts in Bankability.

## Differentiated Instruction:

- Print worksheets and have students work with a partner to answer all scenarios.
- For students who need support with reading, pair with T1 student or support staff to make activity accessible.

## Incorporate Bankability:

- Students may receive \$1 for each behavior or consequence they identify. .
- Students may receive Bankability dollars for offering ideas on how a situation

[illegible]



## BANKABILITY & THE SOCIAL ECONOMY LEVEL 1: WORKPLACE CULTURE

### 1.GOALS MY INCOME GOALS: WARM UP ACTIVITY

**Directions:** Keep this page safe! After each lesson, mark down the date and the dollars you earned.

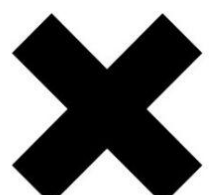


[Access the interactive Google Template Version.](#)

DATE	GOAL Income	DOLLARS EARNED:



**YES**



**No**





[Find All Bills Here](#)





T1

## BEHAVIOR & CONSEQUENCES

Directions: Read the scenario below and work with your partner to determine the behavior in the story and the consequence for the behavior.

### Behavior Bank:

Participation

Interrupting

On-Task

Off-Task

Collaborating

Arguing

Encouraging

### Scenario 1

Marco was upset after he received a low score on a test, Mel walks over and said “You can do better next time. I’ll help you study.”

Consequence:

“Mel, great job \_\_\_\_\_. You earned \_\_\_\_\_.”

### Scenario 2

Jen is sharing her new ideas during a company meeting. Before Jen is finished, Ruby begins talking over Jen to share her ideas.

Consequence:

“Ruby, that’s \_\_\_\_\_. \_\_\_\_\_ cost a dollar. Next time, wait for others to finish before you contribute your ideas.”

### Scenario 3

Your team has to unload boxes from a delivery truck so the truck can leave. You work with your team members to create a plan to get the boxes off the truck quickly.

Consequence:

“Great job \_\_\_\_\_, everyone. You earned \_\_\_\_\_.”



T1

## BEHAVIOR &amp; CONSEQUENCES

Directions: Read the scenario below and work with your partner to determine the behavior in the story and the consequence for the behavior.

**Behavior Bank:**

Participation

Interrupting

On-Task

Off-Task

Collaborating

Arguing

Encouraging

**Scenario 4**

Ruby was supposed to join her team for a video conference. Ruby turned her camera off and walked away from her computer.

**Consequence:**

“Ruby, you’re \_\_\_\_\_. Being \_\_\_\_\_ cost a dollar. Next time, follow directions to earn a dollar.”

**Scenario 5**

Jen hears her coworkers talking about a new movie they’ve all watched. Jen walks up to the group and joins the conversation.

**Consequence:**

“Jen, great job \_\_\_\_\_. You earned \_\_\_\_\_.”

**Scenario 6**

Mel and Marco can’t decided where they want to go on their lunch break. Mel really wants pizza but Marco yells reasons why he doesn’t want pizza for lunch.

**Consequence:**

“Marco, that’s \_\_\_\_\_. \_\_\_\_\_ cost a dollar. Next time, work together to find a solution.”

Name

Date



T1

**BEHAVIOR & CONSEQUENCES**

Directions: Read the scenario below and work with your partner to determine the behavior in the story and the consequence for the behavior.

**Behavior Bank:**

Participation

Interrupting

On-Task

Off-Task

Collaborating

Arguing

Encouraging

**Scenario 7**

Mel told to wash dishes to prepare for the dinner rush. When her manager walks through the kitchen, he sees Mel is loading the dishwasher.

**Consequence:**

“Mel, great job \_\_\_\_\_. You earned \_\_\_\_\_.”



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## BEHAVIOR & CONSEQUENCES

### **Behavior Bank:**

## Off-Task

## Encouraging

**Marco was upset after he received a low score on a test, Mel walks over and said “You can do better next time. I’ll help you study.”**

**“Mel, great job \_\_\_\_\_ . You earned \_\_\_\_\_ .”**  
participating, encouraging                      participating, encouraging

**Jen is sharing her new ideas during a company meeting. Before Jen is finished, Ruby begins talking over Jen to share her ideas.**

“Ruby, that’s interrupting, complaining. Interrupting, Complaining cost a dollar. Next time, wait for others to finish before you contribute your ideas.”

**Your team has to unload boxes from a delivery truck so the truck can leave. You work with your team members to create a plan to get the boxes off the truck quickly.**

“Great job \_\_\_\_\_, everyone. You earned \_\_\_\_\_.”  
collaborating, encouraging collaborating, encouraging



T2

## BEHAVIOR &amp; CONSEQUENCES

Directions: Read the scenario below and work with your partner to determine the behavior in the story and the consequence for the behavior.

**Behavior Bank:**

Participation

Interrupting

On-Task

Off-Task

Collaborating

Arguing

Encouraging

**Scenario 4**

Ruby was supposed to join her team for a video conference. Ruby turned her camera off and walked away from her computer.

**Consequence:**

“Ruby, you’re \_\_\_\_\_. Being \_\_\_\_\_ cost a dollar.

off-task, interrupting

off-task, interrupting

Next time, follow directions to earn a dollar.”

**Scenario 5**

Jen hears her coworkers talking about a new movie they’ve all watched. Jen walks up to the group and joins the conversation.

**Consequence:**

“Jen, great job \_\_\_\_\_. You earned \_\_\_\_\_.”

following directions, participating

following directions, participating

**Scenario 6**

Mel and Marco can’t decided where they want to go on their lunch break. Mel really wants pizza but Marco yells reasons why he doesn’t want pizza for lunch.

**Consequence:**

“Marco, that’s \_\_\_\_\_. \_\_\_\_\_ cost a dollar.

arguing, teasing

Arguing, Teasing

Next time, work together to find a solution.”

Name Date 

T2

**BEHAVIOR & CONSEQUENCES**

Directions: Read the scenario below and work with your partner to determine the behavior in the story and the consequence for the behavior.

**Behavior Bank:**

Participation

Interrupting

On-Task

Off-Task

Collaborating

Arguing

Encouraging

**Scenario 7**

Mel told to wash dishes to prepare for the dinner rush. When her manager walks through the kitchen, he sees Mel is loading the dishwasher.

**Consequence:**

“Mel, great job \_\_\_\_\_. You earned \_\_\_\_\_.”

being off-task, being on task

being off-task, being on task