Acknowledgement Practice (adapted from SHS)

Caring, Academically Engaged, Respectful, and Responsible (C.A.R.R.)

Give an example of how to use acknowledgement in each scenario

**Situation 1:** Mr./Ms. “Can I borrow a pen, pencil, paper, ruler?”
Student volunteers materials to fellow student for being “caring.”

**Situation 2:** It’s time to start your activity on only a few students are seated and ready to work.

**Situation 3:** Student (without prompting) disposes of trash, being “responsible.”

**Situation 4:** You are walking in the hallway and you make eye contact with a student warning a hat/headphone/out of code clothing.

**Situation 5:** You observe a student rushing to class/group as not to be late.

**Situation 6:** You observe a student assisting staff or another student in a positive way, being “caring.”

**Situation 7:** A student uses inappropriate language and apologizes for his faux pas, being “respectful”.

**Situation 8:** A student that is usually without an ID, or out of dress code, or is habitually tardy arrives to class compliant, being “responsible.”

**Situation 9:** Any unsolicited acts of kindness, being “caring.”

**Situation 10:** Your students are working on a very engaging project in small groups, one of the groups is off task and getting a little too loud.

**Situation 11:** Your expectation is that everyone raises their hand “respectful” to get the speakers attention, one student is yelling out for you and a few are raising their hands.

Simple statements such as “good job” or, “thank you for being respectful when you…” are great too. Just remember to be specific about what it is that you appreciate. What is rewarded is usually repeated.