

# Coffee House Reward Station

*This project gave students a venue for expressing and communicating language arts skills in an informal setting with peers. The Literary Coffee House gave our school an informal area where students could socialize in positive ways. It motivated students to strive for good behavior and allowed teachers to reward students who do not always receive recognition for accomplishments outside of sports and typical school clubs. Many teachers started reserving class time in the coffee house to reward classroom behavior/allow students to deliver presentations and speeches.*

## Curriculum/State Standard

PA Language Arts Standards: reading independently (1.1), analyzing and interpreting literature (1.2), quality of writing (1.5), and speaking and listening skills (1.6).

## Overview

The Literary Coffee house serves as a reward station for students who earn a "Coffee House Pass" from a teacher. Passes are earned after the student has demonstrated positive social or academic behavior. During study hall time, students use the pass as an admittance ticket to listen to music, read, work on computers, play board games, do homework, perform in a small stage area, or just sit back

and socialize while they eat their lunch. Teachers have also used the coffee house as an area for classes to sit and read, write, or recite speeches. The coffee house fosters reading, writing, speaking, and listening skills.

## Objectives

- The student will achieve positive academic or social behavior and be rewarded for it.
- The student will use language arts skills (reading, writing, listening, and speaking) in a non-graded, casual environment with his or her peers. (No grades!)

*Continued on the back...*

# 7-8

GRADE LEVEL



ARTS



LANGUAGE



MATH

# Misc

MISCELLANEOUS



SCIENCE



HISTORY



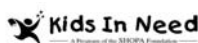
SOCIAL STUDIES

# 4

MONTHS

# \$1000

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

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# “Coffee House Reward Station” project continued...

## **Materials**

Books, games, music, keyboard, stage area, television, computers, refrigerator, microwave, magnetic poetry, karaoke machine, furniture (couches, chairs, coffee tables, tables, etc.), lighting fixtures (lamps, etc.).

## **Readiness Activity**

Much time was dedicated to setting up the coffee house. Materials needed to be purchased, the room needed to be prepared, informational flyers needed to be distributed explaining the program, and an “Open House” was held to familiarize teachers with the concept and how it could be implemented at our school.

## **Strategies/Activities**

Map out the plan for the area and materials needed.

Purchase materials. (Much can be purchased “used”, and many retailers offered us considerable discounts since this was for our school.)

Clean and set up the area. We created several nooks in our room, including: a stage area with karaoke and keyboard, stereo/television area, refrigerator/ microwave/bar type eating area, lounging area, computer station area, game board table area. Many students and teachers donated items. Some made curtains, etc., for the coffee house.

Distribute an informational flyers and coffee house passes to all teachers.

Hold an open house for teachers to visit the coffee house. (We supplied coffee, cookies, and donuts.)

Allow teachers to reserve class time at the coffee house.

Students who have earned passes from teachers sign up on a reservation sheet to hold a spot in the coffee house.

On the date of each student's reservation, that student attends the coffee house during his/her study hall and lunch period.

In the future, we plan to hold book talks, poetry recitals, art exhibits etc. during the evening at our coffee house.

## **Culminating Activity**

This project is ongoing and will continue next year. We plan to add a variety of evening activities (poetry recitals, art exhibits, talent shows, etc.)

## **Evaluation**

Enthusiasm towards and the desire to use the coffee house were key indicators of its success.

Students began trying to “earn” passes through positive behaviors. Use of the coffee house (by students as well as teachers) and the desire to obtain more “coffee house passes” was our evaluation tool. Evidence of consistently increasing enthusiasm for the use and privilege of using the coffee house was our primary source of evaluation. Students worked hard to impress faculty and give their teachers a reason to issue them a coffee house pass.

“Free reading” class time was also amazingly self-disciplined and quiet when classes were given the privilege of reading in the coffee house. Students encouraged teachers to take entire classrooms to the coffee house during class periods to give speeches, view educational videos, or read.