



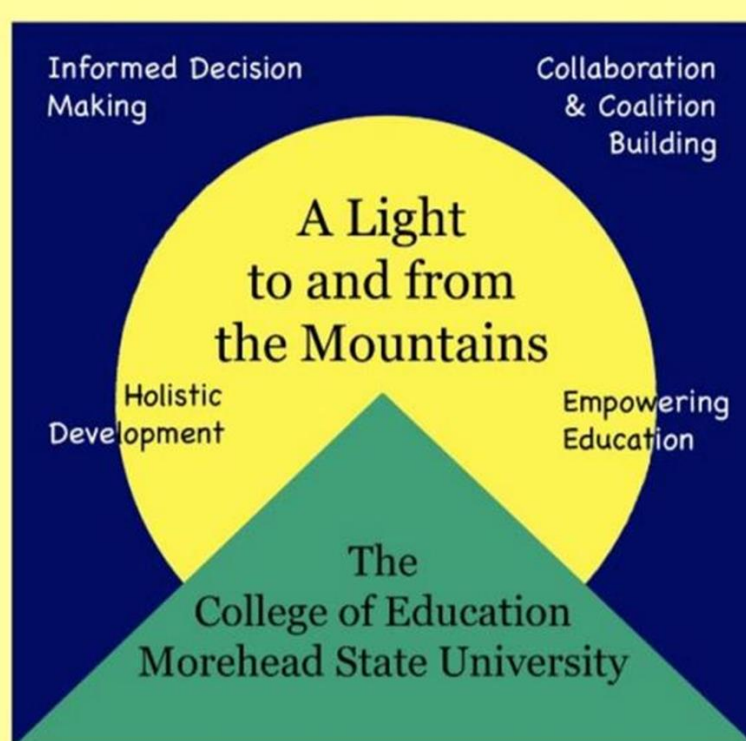
# Do Tactile Activities During Good Citizenship Lessons Minimize Misbehavior More Than Activities Using Traditional Strategies?

*Kelly V. Cornett & Andraya K. Flannery*

*Mentors: Casey Hall & Kelly Harrod*

*Faculty Advisor: Kimberly Nettleton*

College of Education; Dept. of Early Childhood, Elementary, and Special Education; Morehead State University;  
Professional Partnership Network



## Statement of the Problem

Frequent occurrences of comparable misbehaviors were observed in two 4<sup>th</sup> grade classrooms. These misbehaviors were distracting to other students and as a result, were hindering instructional learning. The researchers of this study construed that these recurring misbehaviors may be a result of insufficient instruction on civic qualities. The researchers based their study on three civic qualities: *respect*, *responsibility*, and *entitlement*. The following question was developed to determine which strategy has the best results when implementing activities on good citizenship:

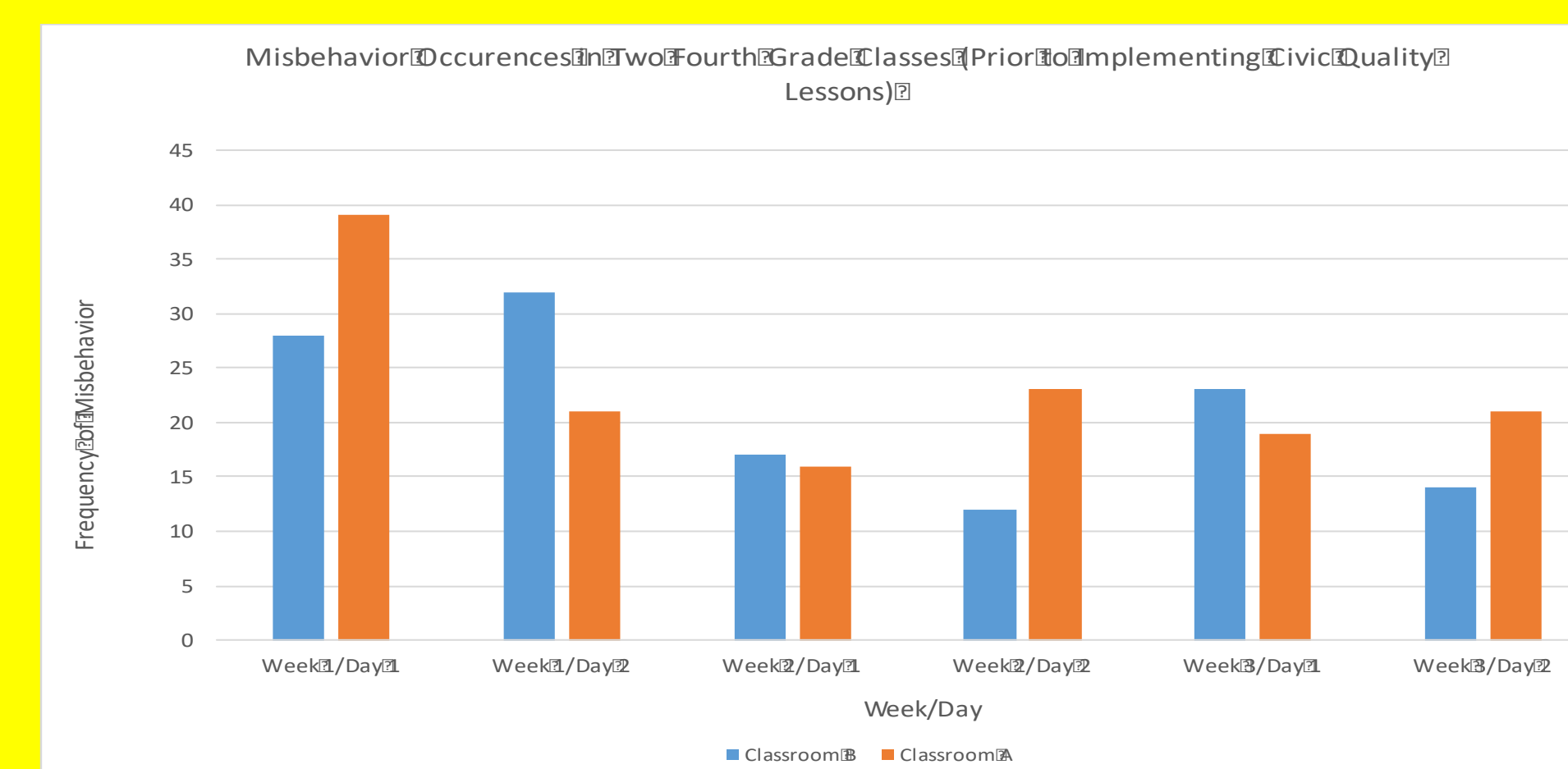
- *Do Tactile/Kinesthetic Activities on good citizenship improve students' behavior more so than traditional teaching?*

## Abstract

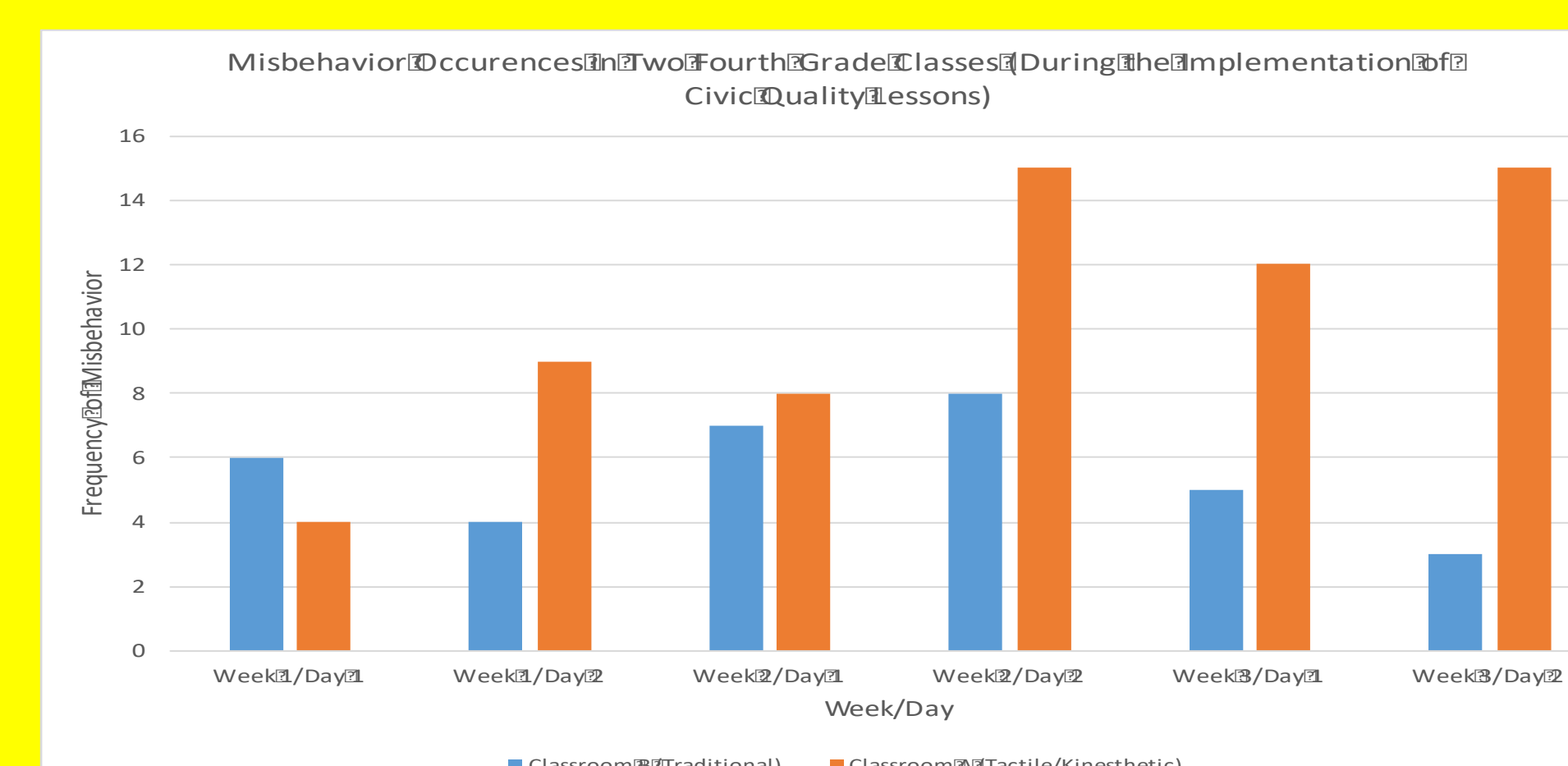
This study examined the behaviors of two 4<sup>th</sup> grade classrooms in rural Kentucky. The research was conducted over the course of 6 weeks to engage students in activities on qualities of a good citizen. Specifically, the researchers explored two dissimilar strategies, traditional teaching strategies versus tactile/kinesthetic strategies, to determine which had the most effect on the students' occurrence of misbehaviors.

## Results

Class	Week/Day					
	Week 1		Week 2		Week 3	
	Day 1	Day 2	Day 1	Day 1	Day 1	Day 2
B	28	32	17	12	23	14
A	39	21	16	23	19	21



Class	Week/Day					
	Week 1		Week 2		Week 3	
	Day 1	Day 2	Day 1	Day 2	Day 1	Day 2
B (Traditional)	6	4	7	8	5	3
A (Tactile/Kinesthetic)	4	9	8	15	12	15



The implementation of activities on civic qualities decreased the misbehaviors in both classes, however, Classroom B had better results. The occurrence of misbehavior drastically decreased more in Classroom B (which used traditional strategies) than in Classroom A (which used tactile/kinesthetic activities).

## Method/Participants

### Participants:

#### Researcher 1's participants (Classroom A):

- 25 4<sup>th</sup> grade students, 12 of which were males, and 13 were females.
- **Traditional Teaching Strategy** on good citizenship qualities.
- Control Group

#### Researcher 2's participants (Classroom B):

- 26 4<sup>th</sup> grade students, 12 of which were males and 14 were females.
- **Tactile/Kinesthetic Activities** on good citizenship qualities.
- Experimental Group

### Method:

The study employed quantitative data based on the researchers' observations on the number of times the students engaged in misbehaviors. This data was collected once daily, twice a week for six weeks. Traditional teaching activities included videos, class discussions, and writings over the pre-selected civic qualities. Classroom B engaged in charades, Pictionary game, and role playing.

## Conclusion

Future research needs to be completed using the two different types of approaches with the same students. It would be valuable to perform a study in a classroom using both kinds of strategies to see what works best for the particular students in that classroom. Since all students and classrooms are diverse, using the same students while implementing research such as this would be advantageous. Based on these research findings, kinesthetic activities may not be best suited for all students.

## Sources

- Corzo, J. Q., & Castañeda, Y. S. (2017). Promoting Respect as a Human Value in a Public School. *International Education Studies*, 10(12), 96–108. Retrieved from
- Dias, T. S., & Menezes, I. (2014). Children and Adolescents as Political Actors: Collective Visions of Politics and Citizenship. *Journal of Moral Education*, 43(3), 250–268.
- Leasa, M., Corebima, A. D., Ibrohim, & Suwono, H. (2017). Emotional Intelligence among Auditory, Reading, and Kinesthetic Learning Styles of Elementary School Students in Ambon-Indonesia. *International Electronic Journal of Elementary Education*, 10(1), 83–91.
- Graham, B., & Weingarten, R. (2018). The Power of Active Citizenship: A Renewed Focus on Teaching Civics Education. *American Educator*, 42(2), 4–8
- Martin, L. A., Morehart, L. M., Lauzon, G. P., & Davison, A. W. (2013). Teachers' Views of Student's Self-Determination and Citizenship Skills. *American Secondary Education*, 41(2), 4–23.