**AREA:** Breezeway/Hallway **TIME ALLOTTED:** 15 minutes (8:15-8:30)

**MATERIALS:** 1 Adult – Teaching Poster of Hallway Expectations

**EAGLE EXPECTATIONS**

|  |  |  |
| --- | --- | --- |
| **WE ARE SAFE** | **WE ARE RESPONSIBLE** | **WE ARE RESPECTFUL** |
| 1. Leave space between you and the other person.  | 1. Line up on the right side. 2. Use zero voices.  | 1. Keeps hands and feet to yourself. 2. Stand on the third square from the wall.  |

**TEACH** A. Overview of the lesson: “Today we are going to talk about how ‘we are safe, responsible, and respectful in the classroom.”

 B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”

 C. See above matrix for expectations.

 1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.

2. Discuss the detail of the expectations with students.

3. Role play expectations

4. Social Stories

5. PBIS Games: Jeopardy, How to Be a Millionaire, bingo, etc.

6. Note: Teachers are not limited to the recommended activities (1-5) above to teach Eagle Expectations

**MODEL** A. Demonstrate examples of not following expectations.

1. Respectful – Show example of leaving space (i.e. one square between). Talk with students about how else a person might not be following the Respectful expectation of the breezeway/hallway.

2. Responsible - Show example of not lining up on the right side and not using zero voices. Talk with students about how else a person might not be following the Responsible expectation in hallway.

3. Safe - Show example of not keeping your hands and feet to yourself and not standing on the third square of the wall. Talk with students about how else a person might not be following the Safe expectation in the Hallway.

 B. Choose a couple of students to “show” examples of following the expectations.

 1. Safe– Show example of not keeping your hands and feet to yourself and not standing on the third square of the wall.

2. Responsible – Show example of not lining up on the right side and not using zero voices.

3. Respectful – Show example of leaving space (i.e. one square between).

 C. Discussion. “Tell me what “Safe, Responsible, and Respectful look, feel, or sound like in the classroom.”

**PRACTICE** A. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior in the

 Classroom?” Show me how you can be safe, responsible, and respectful in the classroom.

**Related IB Traits: Inquiry** – Ask questions to gain an understanding.

**AREA:** CAFETERIA **TIME ALLOTTED:** 15 minutes (8:15-8:30)

**MATERIALS:** 1 Adult – Teaching Poster of Restroom Expectations

**EAGLE EXPECTATION**

|  |  |  |
| --- | --- | --- |
| **WE ARE RESPECTFUL** | **WE ARE RESPONSIBLE** | **WE ARE SAFE** |
| 1. Use inside voices.  | 1. Raise your hand for help. 2. Keep your area clean.  | 1. Stay in your seat.  |

**TEACH** A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe in the cafeteria.”

 B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”

 C. Definition of EAGLE EXPECTATIONS for the cafeteria: See above matrix for expectations.

 1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.

2. Discuss the detail of the expectations with students.

3. Role play expectations

4. Social Stories

5. PBIS Games: Jeopardy, How to Be a Millionaire, bingo, etc.

6. Note: Teachers are not limited to the recommended activities (1-5) above to teach Eagle Expectations

**MODEL** A. Demonstrate examples of not following expectations.

1. Respectful – Show example of not using inside voices. Talk with students about how else a person might not be following the Respectful expectation in the cafeteria.

2. Responsible - Show example of raising your hand for help and keeping your area clean. Talk with students about how else a person might not be following the Responsible expectation in the cafeteria.

3. Safe - Show example of not staying in your seat. Talk with students about how else a person might not be following the Safe expectation in the cafeteria.

 B. Choose a couple of students to “show” examples of following the expectations.

1. Respectful – Show example of not using inside voices

2. Responsible – Show example of raising your hand for help and keeping your area clean.

3. Safe – Show example of not staying in your seat.

 C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like in the cafeteria.”

**PRACTICE** A. Have all students walk inside the cafeteria, and have a seat. They should practice raising their hand for help and cleaning up their area.

B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior in the cafeteria?”

**Related IB Traits: Inquiry, Knowledge** – gaining facts to understand the principles of the events.

**AREA:** RESTROOM **TIME ALLOTTED:** 15 minutes (8:15-8:30)

**MATERIALS:** 2-3 Adults – Teaching Poster of Media Center Expectations

**EAGLE EXPECTATIONS**

|  |  |  |
| --- | --- | --- |
| **WE ARE RESPECTFUL** | **WE ARE RESPONSIBLE** | **WE ARE SAFE** |
| 1. Use materials appropriately.  | 1. Wash your hands every time. 2. Put trash in the proper place.  | 1. Use zero voices. 2. Walk quietly.  |

**TEACH** A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe in the restroom.”

 B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”

 C. Definition of EAGLE EXPECTATIONS or the restroom: See above matrix for expectations.

 1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.

2. Discuss the detail of the expectations with students.

3. Role play expectations

4. Social Stories

5. PBIS Games: Jeopardy, How to Be a Millionaire, bingo, etc.

6. Note: Teachers are not limited to the recommended activities (1-5) above to teach Eagle Expectations

**MODEL** A. Demonstrate examples of not following expectations.

1. Respectful – Show example of not using materials appropriately. Talk with students about how else a person might not be following the Respectful expectation in the restroom.

2. Responsible - Show example of washing your hands every time, and putting trash in the proper place. Talk with students about how else a person might not be following the Responsible expectation in the restroom.

3. Safe - Show example of not using zero voices, and not walking quietly. Talk with students about how else a person might not be following the Safe expectation in the restroom

 B. Choose a couple of students to “show” examples of following the expectations.

1. Respectful – Show example of not using materials appropriately.

2. Responsible – Show example of washing your hands every time, and putting trash in the proper place.

3. Safe – Show example of not using zero voices, and not walking quietly.

 C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like in the restroom.”

**PRACTICE** A. All students are to line up outside of the restroom, and follow the restroom procedures and expectations.

B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior in the restroom?”

**Related IB Traits: Inquiry, Knowledge, Thinking** – Analyzing and developing thought processes to solve problems.

**AREA:** PLAYGROUND **TIME ALLOTTED:** 15 minutes (8:15-8:30)

**MATERIALS:** 2-3 Adults – Teaching Poster of Main Office/Health Office Expectations

**EAGLE EXPECTATIONS**

|  |  |  |
| --- | --- | --- |
| **WE ARE RESPECTFUL** | **WE ARE RESPONSIBLE** | **WE ARE SAFE** |
| 1. Ask others to join in and play nicely.  | 1. Keep our playground beautiful.  | 1. Use playground equipment properly. 2. Keep hands and feet to yourself.  |

**TEACH** A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe on the playground.”

 B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”

 C. Definition of EAGLE EXPECTATIONS for the playground: See above matrix for expectations.

 1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.

2. Discuss the detail of the expectations with students.

3. Role play expectations

4. Social Stories

5. PBIS Games: Jeopardy, How to Be a Millionaire, bingo, etc.

6. Note: Teachers are not limited to the recommended activities (1-5) above to teach Eagle Expectations

**MODEL** A. Demonstrate examples of not following expectations.

1. Respectful – Show example of asking others to join in and play nicely. Talk with students about how else a person might not be following the Respectful expectation on the playground.

2. Responsible - Show example of keeping our playground beautiful. Talk with students about how else a person might not be following the Responsible expectation on the playground.

3. Safe – Show an example of using the playground equipment properly and keeping your hands and feet to yourself. Talk with students about how else a person might not be following the Safe expectation on the playground.

 B. Choose a couple of students to “show” examples of following the expectations.

1. Respectful – Show example of asking others to join in and play nicely.

2. Responsible – Show example of keeping our playground beautiful.

3. Safe – Show an example of using the playground equipment properly and keeping your hands and feet to yourself.

 C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like on the playground.”

**PRACTICE** A. Students go outside to the playground and three at a time go onto the playground to use the expectations for

This area, with adult monitoring.

B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior on the playground?”

**Related IB Traits: Inquiry, Knowledge, Thinking, Reflective** – Spending time critically thinking about our actions and possible consequences; **Communicators** – Establish skills for sharing ideas and feelings.

**PBIS Expectation Teaching Schedule:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Month** | **Area** | **Expectation** | **Date** |
| **August**  | Hallway | Be safe, responsible, respectful | August 3rd |
| **August** | Restroom | Be safe, responsible, respectful | August 4th |
| **August** | Cafeteria | Be safe, responsible, respectful | August 5th |
| **August** | Playground | Be safe, responsible, respectful | August 8th |
| **August** | Hallway, Restroom, Cafeteria, Playground | Be Safe | Week of 15th |
| **August** | Hallway, Restroom, Cafeteria, Playground | Be Responsible | Week of 22nd |
| **August** | Hallway, Restroom, Cafeteria, Playground | Be Respectful | Week of 29th |

**\*All PBIS School-wide Behavior Expectations and Rules will be taught to students the month of August. During the months of September through May, the discipline data will drive PBIS lessons taught throughout the year. The PBIS Coach will keep record of monthly discipline summary reports, SWIS Drill Down Worksheets and a log of PBIS lessons taught weekly/monthly in the school’s PBIS Product Book.**