

PBIS Lessons for Classroom (updated 1/04/10)

<p>Canoas Students SOAR. They are:</p>	<p>Classroom</p>	<p>Teaching Examples</p>	<p>Student Activities</p>	<p>After the Lesson</p>
<p>S afe</p>	<ul style="list-style-type: none"> • Use soft voices. • Keep hands and feet to self. • Walk only. 	<ul style="list-style-type: none"> •Teacher models examples soft voice with whole class setting. •Non-Teacher models and loud voice. •Teacher models a soft voice in small group setting. •Teacher would model a reasonable work space-chair, arms, and materials. Non-Teacher shows invading someone’s workspace. •Show idea of “Bellies to backs.” •Teacher models what walking is during different activities (getting to line, getting a book, etc) 	<ul style="list-style-type: none"> •Students turn to neighbor and demonstrate a loud, medium and soft voice. •Students define their personal workspace. •Non-Students show how you aren’t in your personal workspace. •Discuss the “Bellies to back.” Concept. •Choose students walk to different activities. •Non-students race to a small group. •Choose students to model how to walk to line to 	<ul style="list-style-type: none"> •Debrief w/ students how the soft voice is a good thing in the class •Debrief w/ students how a personal workspace helps us be safe. •Debrief w/ students why walking keeps us safe.
<p>O rganized</p>	<ul style="list-style-type: none"> • Be in line by 2nd bell. 	<ul style="list-style-type: none"> •Choose students to show how they are to be in line when the door opens. •Non-Show how some students are not in line. A kid runs up late. •Remodel all students in line. •Teacher tells a small group to do a task and they do it. 	<ul style="list-style-type: none"> •Choose students to show how they are to be in line when the door opens. •Non-Show how some students are not in line. A kid runs up late. •Remodel all students in line. •Develop a looks like/sounds like 	<ul style="list-style-type: none"> •Debrief how being on time helps to be organized.

	<ul style="list-style-type: none"> Stay on-task. Be responsible for materials. 	<p>Non-Teacher tells a small group to do a task and some don't do it</p> <ul style="list-style-type: none"> In a small group setting, show what is staying on task. Teacher models how to use books, desks. Planners, pencils. <p>Non: Teacher acts as a student not taking care of materials (no pencil, no planner, ripped book)</p> <ul style="list-style-type: none"> Teacher models asking a student to grade appropriate task that requires materials. 	<p>chart for whole class.</p> <ul style="list-style-type: none"> Develop a looks/sounds like chart for small group on task behaviors. Each class develops a list of materials they are responsible for in their class Teacher chooses a few students to show how not to take out textbooks and not treat them. Teacher chooses students to demonstrate various tasks that require basic materials. 	<ul style="list-style-type: none"> Debrief how being on task helps you to be organized. Debrief how having materials ready and in good shape helps to be organized.
<h1><u>A</u>chieving Goals</h1>	<ul style="list-style-type: none"> Do your best. Complete assignments. 	<ul style="list-style-type: none"> Teacher explains that every student may have different bests-- "goals". Non--Teacher models a student who doesn't like that their goal is different from someone else. Teacher explains that not everyone learns just as everyone learned how to walk at a different time Teacher shows what a completed assignment looks like and includes. Non-Teacher shows a worksheet that was completed too quickly and not well done. 	<ul style="list-style-type: none"> Teacher takes students outside and has everyone run across the field. Then points out that everyone could run across the field. Then have students find out when the students began to walk. Then discuss that everyone began to walk at different times, but that everyone can now run. As long as everyone keeps working where they are, everyone will get there. Keep working and doing your best. Students complete a short assignment that demonstrates a complete assignment. Teacher shows an assignment that isn't complete and have the students identify why it is not complete. 	

		<ul style="list-style-type: none"> •Teacher shows a practice page that is completed and well done 	<ul style="list-style-type: none"> •Teacher asks the students why this is a completed assignment. 	
<p><u>R</u>espectful</p>	<ul style="list-style-type: none"> • Allow others to learn. • Respect yourself, peers, adults and property. 	<ul style="list-style-type: none"> •Teacher defines what “allow others to learn” means •Non-Teacher acts as disruptive student. •Small group shows examples of allowing other to learn-raising your hand, wait your turn. •Teacher acts as student who is showing respect in asking for help. •Non-Student has a paper and then blurts out “It’s too hard. I’m not going to do it. “ And then tries to bring others around them in to the non respectful behavior. •While using the computer, a student notices that a key is loose. Student goes up to teacher and shows the teacher. 	<ul style="list-style-type: none"> •Students develop a look/sounds like chart as a whole class. •Small group two kids disrupt group lesson •Small group come up to front and teacher asks questions and students demonstrate positive behavior. •Have two students come up and show the respectful way to ask for help. •Small group and have the students open a practice book page and one says it’s too hard and stops trying and scribbles on the page. •See to the left 	<ul style="list-style-type: none"> •Discuss why allowin others to learn is bein, respectful <p>Discuss why being respectful shows responsibility. Discus the importance of being a role model for your class and school.</p>

