

Behavior Lesson Plans

Teaching Rules
Teaching Procedures
Teaching Social Skills
Teaching Character Traits

Behavior and Reading Improvement Center

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How to Teach Rules, Procedures, Social Skills, and Character Traits

Effective teachers use a simple teaching model: Demonstrate, Demonstrate, Practice, and Prove.

First, they provide input or modeling in the form of a verbal presentation or actual performance of the new behavior or skill. They *demonstrate* what the learner is expected to do or what the expected behavior or skill being learned “looks like.” They use lots of examples and non-examples during this part of their “lessons.”

Next, they provide guided practice. They have their students *demonstrate* that they can *do* what is expected. They seldom ask students if they *can* read without having them actually read. They seldom ask students if they understand without having evidence (i.e., actual behaviors) confirming that they know what to do and how to do it. Their job during this part of the lesson is directing students to respond and providing supportive (i.e., informing a student that he or she has performed an expected behavior correctly) and corrective (i.e., informing a student that she or he has performed an expected behavior incorrectly and re-teaching the correct response) feedback for them.

When students have shown that they can perform expected behaviors and skills with 80 percent or higher accuracy, their teachers provide opportunities for them to practice independently to maintain and/or improve their levels of performance. During the *practice* part of this teaching model, teachers monitor the performances of their students and again provide corrective and supportive feedback. This part of their lessons provides a final opportunity to correct misconceptions and errors. It also gives students a change to use new behaviors and skills in different activities (e.g., games, role-playing, and enrichment activities) and settings.

In the final part of the model, they check for understanding before introducing new lessons. They have students *prove* that they have “mastered” a skill or behavior. The criterion for mastery before introducing new learning objectives is often set at 90 percent or higher levels of performance.

We used the *demonstrate-demonstrate-practice-prove* teaching model in the behavior lesson plans included in this resource.

Teaching Rules

Rule: Follow Adult Directions at All Times

Social Skill: Following Directions

Character Education Trait: Respect and Responsibility

Activity: Practice Active Listening and Following Directions

Author: Tina McClanahan & Bob Algozzine

Purpose: TLW...practice active listening to support following adult directions.

NCSCOS Objectives		
KH-10.01, KH-10.05 KSS-2.01	1SS-2.01	2H-2.01 2SS-1.02
3H-2.03	4H-10.01	5H-4.02, 5H-10.02

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain the purpose of the activity: *Today we are going to practice something called “active listening” to help us follow adult directions the first time given. There are four steps to doing this.* Display the first step [Look]. *First, you look at the person who is speaking to show that you are paying attention.* Display the second step [Respond]. *Second, you let the other person know that you understand the directions. You can nod your head or say something to show that you know what to do.* Display the third step [Act]. *Third, you do what you have been asked to do right away. This way you are more likely to remember what you are supposed to do.* Display the last step [Check]. *Fourth, you check back with the teacher to let [her] know that you have followed directions.*
- Place a poster on display in a prominent place for future reference.
- *Let me demonstrate for you what this looks like. I have a role-play card here and I would like _____ to be the teacher who is giving me the directions on this card. If I need to remember what I am supposed to do, I know I can always reference the poster on display.*
- Demonstrate active listening using several cards. When finished, say, *Thank you ____ for helping me.*

Guided Practice [Demonstrate]

- Ask several students to demonstrate active listening using the role-playing cards. Provide supportive feedback for appropriate behavior (e.g., *That was super, Maria. You looked at me and let me know that you understood the directions. Then you did what I asked you to do and checked with me to let me know you were done.*). Provide corrective feedback for inappropriate examples (e.g., *Good, George, but do not forget to check back with me to let me know that you followed directions.*).
- Organize students into pairs. Have each student practice active listening using one of the role-playing cards. When both students have practiced the first card, have them exchange cards with another group and do the activity again. Provide supportive and corrective feedback.

Rule: Follow Adult Directions at All Times (continued)

Independent Practice [Practice]

- Have students practice active listening and following directions in pairs or small groups using role-playing cards.
- Move around the classroom and provide supportive and corrective feedback. After 5 minutes, say, *I noticed some great active listening and following directions as I walked around...* Share some of the 'good' things you saw during the role-plays that supported the activity.
- End by saying, *You all are experts at this. From now on, I will expect you to "Follow Adult Directions at All Times" using the steps that we just learned and practiced. I will leave the role-play cards _____ (in the Social Skills Center/Social Skills Bulletin Board) for you to practice with a partner if you want to do it again at a later time.*

Check for Understanding [Prove]

- Make a chart of active listening and following directions when students enter the room.
- Use a simple rubric to keep track of active listening and following directions:

Do my students look at me when I give directions?	Yes	No
Do my students say "Okay" or provide another response to indicate understanding?	Yes	No
Do my students follow directions in a timely manner?	Yes	No
Do my students let me know when they have followed my directions?	Yes	No

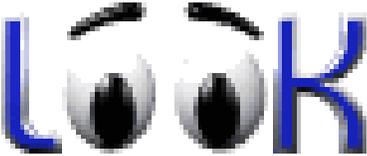
Use Praise to Support Behavior Instruction and Learning:

General Praise	Specific Behavior Praise	Positive Peer Praise
<i>"Wow! You did a great job following my directions the first time given!"</i>	<i>"Thank you _____ for looking at me as I was giving directions."</i>	<i>"I would like to compliment _____. When I was talking to him/her, he/she looked at me and listened to what I had to say without interrupting."</i>
<i>"I am impressed! Every one of you had your eyes on _____ as he/she was speaking to us."</i>	<i>"_____, you made me proud when you let our visitor know that you were following directions."</i>	

Materials:

1. Sentence Strips, Transparency and/or Poster of Active Listening steps
2. Role Playing cards

Active Listening Steps

Step	Looks Like
1. Look	
2. Respond	
3. Act	
4. Check	

Role Playing Cards

<p>Open your Social Studies book to Chapter 2 and find a map of Old Salem.</p>	<p>Walk to the corner of the building and wait for me.</p>
<p>Raise your hand if you know the answer.</p>	<p>Put your name and date in the top left-hand corner of your paper.</p>
<p>Talk so only your partner can hear you.</p>	<p>Find the one that is different.</p> <p style="text-align: center;">A Z 34 T R</p>
<hr/>	<hr/>
<hr/>	<hr/>

Rule: Use Kind Words and Actions

Social Skill: Saying Kind Things, Using Quiet Voices, Showing Respect

Character Education Trait: Respect and Caring

Activity: Practice Using Kind Words and Actions

Author: Bob Algozzine

Purpose: TLW...use kind words and actions when interacting with others.

NCSCOS Objectives		
KH-10.01, KH-10.05 KSS-2.01	1H-4.04, 1H-9.01 1SS-2.01	2H-2.01, 2H-4.03, 2H-9.02 2SS-1.02
3H-2.03	4H-10.01	5H-10.02

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain the purpose of the activity: *Today we are going to practice using kind words and actions. There are many ways to do this.* Provide example. *For example, if Mary and Ellen were reading and I needed to speak to Mary, I would say, "Excuse me, Mary. Please come to my desk for a minute."* What are some other ways to use kind words and actions?
- Use specific examples and non-examples when you are teaching students to use kind words and actions. It is not enough to say, "Talk nicely!" It is better to show students exactly what they need to do and say in order to "be on the rule."
 - *If Keisha was getting a drink, it would be better to 'wait your turn' than to shove her out of the way because you wanted a drink.*
 - *If Helmut was talking to one of the cafeteria ladies, it would be better to wait until he was finished before telling her your lunch choices.*

Guided Practice [Demonstrate]

- Ask several students to demonstrate using kind words and actions. Provide supportive feedback for appropriate behavior (e.g., *That was super, Jill. You said you would wait until Markus was finished before using the pencil sharpener. Then, when you finished sharpening your pencil, you said you would return quickly to your desk and continuing working on your assignment.*). Provide corrective feedback for inappropriate examples (e.g., *OK, Juanita, but do not forget to speak softly like this [provide example] when you are asking for help.*).
- Organize students into pairs. Have each student practice using kind words and actions. When both students have practiced for a few minutes, reorganize the pairs to practice again. Provide supportive and corrective feedback.

Independent Practice [Practice]

- Have students practice using kind words and actions in pairs or small groups using role-playing cards or other activity starters.
- Move around the classroom and provide supportive and corrective feedback. After 5 minutes, say, *I noticed some great examples of using kind words and actions as I walked around...* Share some of the 'good' examples you saw during the role-plays that supported the activity.
- End by saying, *You all are experts at using kind words and actions. From now on, I will expect you to use kind words and actions in our classroom and all around our school."*

Rule: Use Kind Words and Actions (continued)

Check for Understanding [Prove]

- Use a simple rubric to keep track of your students using kind words and actions:

Did my students use kind words and actions today?	Yes	No
What are some specific examples?	1. 2. 3. 4. 5.	
Do we need to spend time re-teaching this rule at this time?	Yes	No

Use Praise to Support Behavior Instruction and Learning:

General Praise	Specific Behavior Praise	Positive Peer Praise
<i>"Outstanding! I heard lots of kind words on the playground." "What a great class! We didn't any problems with our Use Kind Words and Actions Rule Today."</i>	<i>"Thank you _____ for waiting for Juan to finish before asking your question Helen." "_____, you made me proud when you thanked Ms. Holmes for bringing a snack for our class."</i>	<i>"I would like to compliment_____. When I was asked him/her to come to my desk, he/she did it quietly without disrupting others."</i>

Rule: Keep Hands, Feet, and Objects to Yourself

Social Skill: Resolving Conflicts

Character Education Trait: Respect

Activity: Practice Keeping Hands, Feet, and Objects to Yourself

Author: Bob Algozzine

Purpose: TLW...keep hands, feet, and objects to himself/herself when interacting with others.

NCSCOS Objectives		
KH-9.02, KH-10.02, KH-10.04, KH-10.05 KSS-2.01	1H-2.04, 1H-4.04, 1H-9.01 1SS-2.01	2H-2.01, 2H-4.03, 2H-9.02 2SS-1.02
3H-2.03	4H-10.01, 4H-10.02	5H-4.02, 5H-10.02

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain to the student(s) the purpose of the activity: *Teachers and other people in your school care about you and they want you to learn. They also want you to be safe while you are learning. This means that we don't want anyone hitting, kicking, or throwing things at you. Today we are going to practice what it means to keep our hands, feet, and objects to ourselves. Here is an easy way to think about and remember what this rule means: Use words to make your needs known to others.*
- Ask students to give examples and non-examples of the rule.

Guided Practice [Demonstrate]

- Ask several students to demonstrate keeping hands, feet, and objects to themselves. Provide supportive feedback for appropriate behavior (e.g., *Excellent, Georgio. You didn't touch anyone's desk when you came to the front of the room.*). Provide corrective feedback for inappropriate examples (e.g., *Don't forget, Shakira, Monique does not need a push to go into the lunchroom.*).
- Organize students into pairs. Have each student practice active listening using one of the role-playing cards. When both students have practiced the first card, have them exchange cards with another group and do the activity again. Provide supportive and corrective feedback.

Independent Practice [Practice]

- Organize students into pairs or small groups to complete a T-chart (see materials) of appropriate examples of keeping hands, feet, and objects to themselves.
- Move around the classroom and provide supportive and corrective feedback. After 5 minutes, say, *I noticed some great examples as I walked around...* Share some of the 'good' things that you saw.

Rule: Keep Hands, Feet, and Objects to Yourself (continued)

Check for Understanding [Prove]

- Make a chart reflecting hours of good behavior related to keeping hands, feet, and objects to ourselves each day.
- Use a simple rubric to keep track of your students using kind words and actions:

Did my students keep hands, feet, and objects to themselves today?		Yes	No
What are some specific examples?	1. 2. 3. 4. 5.		
Do we need to spend time re-teaching this rule at this time?		Yes	No

Use Praise to Support Behavior Instruction and Learning:

General Praise	Specific Behavior Praise	Positive Peer Praise
<i>“Super! We kept our hands to ourselves all the way to music today. That was great! Thank you!”</i>	<i>“Thank you _____ for coming to my desk without disturbing any other students by touching them.”</i>	<i>“I would like to compliment _____. She kept her hands by her side when she returned from the restroom.”</i>

Materials:

T-Chart

Keeping Hands, Feet, and Objects to Yourself

Looks Like	Sounds Like
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Rule: Remain in Your Seat or Area as Directed

Social Skill: Staying On Task

Character Education Trait: Responsibility

Activity: Practice Remaining in Assigned Seat or Area

Author: Bob Algozzine

Purpose: TLW...remain on task in seat or assigned area.

NCSCOS Objectives		
KH-9.02, KH-9.03, KH-10.02, KH-10.04 KSS-2.01	1H-2.04 1SS-2.01	2H-2.01 2SS-1.02
3H-2.03	4H-10.01	5H-10.02

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain to the student(s) the purpose of the activity: *Today we are going to talk about why we have a classroom rule for about staying in your assigned area and we are going to practice doing it. Everyone in your school cares about you and wants you to learn. We want you in your seat, at your desk, or in your assigned area because that is where you will be learning and where you should be. If the class is working at the Science Center and you are wandering around the room, are you in the best place to learn about science? Are you where you should be?* After correct answer, say, *Exactly, you are not in the “right place” for learning if you are wandering around the room away from where the teacher is teaching.* [Give another example and “discuss” it.]
- Provide additional explanation and review of the importance of “being in the right place” for learning.

Guided Practice [Demonstrate]

- Say, *Who can show me where you should be during a spelling test?* Provide supportive feedback for appropriate answers (e.g., *Yes! You are seated at your desk for a spelling test.*). Provide corrective feedback for inappropriate examples (e.g., *Margie, you could take a spelling test walking around the room, but the “right place” is at your desk so that you don’t distract others and can hear the teacher better for all of the words.*).
- Have each student share an example of “being in the right place.” Provide supportive and corrective feedback.

Independent Practice [Practice]

- Organize students into pairs or small groups to complete a T-chart (see materials) of appropriate examples of remaining in your assigned area and being “on-task.”
- Move around the classroom and provide supportive and corrective feedback. After 5 minutes, say, *I noticed some great examples as I walked around...* Share some of the ‘good’ things that you saw.

Check for Understanding [Prove]

- Periodically “check” the classroom and put a check on a chart for each student who is in his or her assigned area.
- Create a chart illustrating the number of children “caught in the right place” for one week.

Rule: Remain in Your Seat as Directed (continued)

Use Praise to Support Behavior Instruction and Learning:

General Praise	Specific Behavior Praise	Positive Peer Praise
<i>"Thank you all for staying at your desks and working quietly on your literature projects."</i>	<i>"Thank you _____ for being in the right place. It will help everyone learn better and it makes my job easier." "_____, you made me proud when I came to the media center to pick you up and you were "where you were supposed to be."</i>	<i>"_____. Staying in your seat really helped you finish your work on time. This is another great day."</i>

Materials:

T-Chart

Staying in Assigned Area

Yes	No
1. Completing assigned work at Math Center	1. Standing at the door during math lesson
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____

Rule: Use Quiet Voices and Only Talk when Allowed

Social Skill: Using Quiet Voices, Communicating Clearly

Character Education Trait: Respect

Activity: Practice Using Quiet Voices

Author: Bob Algozzine

Purpose: TLW...use quiet voices with peers and teachers.

NCSCOS Objectives

KSS-2.01

1SS-2.01

2H-2.01

2SS-1.02

3H-2.03

4H-10.01

5H-10.02

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain to the student(s) the purpose of the activity: *Today we are going to talk about “talking in school” and we are going to practice using quiet voices. A quiet voice is one that you use when you are answering questions from a teacher, asking someone for something, or talking with your friends.*
- Demonstrate a “quiet” voice. *Listen to this...Say, Here’s what my quiet voice sounds like. and Does this sound like a quiet voice? Exaggerate the tone in each example to illustrate the difference between quiet and not quiet voices. Say, Which was my quiet voice? After correct answer, say, Right, my quiet voice sounded like this.* [Model your “quiet” voice again.]
- Explain why using quiet voices and only talking when allowed are important in school.

Guided Practice [Demonstrate]

- Have children ask for classroom items (e.g., pencil, book, sheet of paper) using “quiet voices.” *Who can show me how to use a quiet voice to ask Marcane for a book from our classroom library? Provide supportive feedback for appropriate answers (e.g., Great, Harrison! Your quiet voice was perfect.). Provide corrective feedback for inappropriate examples (e.g., Janie, if you talk a little softer, that would be a perfect quiet voice.).*
- Have each child make at least one request using a quiet voice. *Who can show me how to ask for help using a quiet voice? Who can show me how to ask for something in the cafeteria using a quiet voice? Provide supportive and corrective feedback.*

Independent Practice [Practice]

- Have children practice using quiet voices with puppets or other props. Move around the room providing supportive and corrective feedback.
- Say, *You all are experts at this now. From now on, I will expect you to use your quiet voices when asking for things and I will be keeping track of your good behavior.*

Check for Understanding [Prove]

- Put a check on an index card each time you hear a child using a quiet voice.
- Create a chart illustrating the number of children “caught using a quiet voice” for one week.

Rule: Use Quiet Voices and Only Talk when Allowed (continued)

Use Praise to Support Behavior Instruction and Learning:

General Praise	Specific Behavior Praise	Positive Peer Praise
<p><i>"I was impressed when I came to Music to pick you up and everyone was using their quiet voices!"</i></p>	<p><i>"Thank you _____ for using your quiet voice when asking me for directions."</i></p> <p><i>"_____, you made me proud when you answered our visitor's question using your best quiet voice."</i></p>	<p><i>"I would like to compliment_____. When I was talking to him/her, he/she answered my questions using his/her best quiet voice."</i></p>

Teaching Procedures

Procedure: Classroom

Rule: Follow adult directions at all times
Character Education Trait: Responsibility

Activity 1: Morning Arrival

Author: Tina McClanahan

Purpose: TLW... demonstrate how they are expected to enter the classroom

NCSCOS Objectives		
KH-10.04 KSS-2.01	1H-2.04 1SS-2.01, 1SS-2.06	2H-2.01 2SS-1.01, 2SS-1.02, 2SS-1.03, 2SS-1.04
3SS-1.0	4H-10.01, 4H-10.04	5H-10.02

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain to the student(s) the purpose of the activity: ***Today we are again going to go over the morning procedures. Morning procedures are the tasks that you do when you first arrive in the classroom each morning.***
- Display procedure 1 and say, ***First, enter the classroom calmly and quietly.***
- Display procedure 2 and say, ***Next, go to your seat and unpack your book bag.***
- Display procedure 3 and say, ***Then, turn in your homework here in the 'homework' file, place other forms here in the 'in box' file, place your lunch....and take all your books out of your book bag and place them in your desk.***
- Display procedure 4 and say, ***Now, sharpen any pencils that you will need to use throughout the day.***
- Display procedure 5 and say, ***Finally, do your morning work. The assignment will be placed on the overhead for you to read and do.***
- ***Now, let me demonstrate for you what this looks like. I have a book bag here and I am going to pretend to just be coming into our classroom for the morning.***
- Think aloud/roleplay arriving in the classroom. Reference the poster a few times as you go through the procedures

Guided Practice [Demonstrate]

- ***Now, we are going to practice how you are expected to come into the classroom every morning.***
- ***I see all of you looking at me. Thank you for remembering our social skill 'Following Directions'!*** Refer to the poster on display.
- ***I am going to ask the girls to demonstrate our procedures for us first. I have baggies here that are going to be our 'book bags'. Show the students the contents of each bag as you say...Each bag has a 'homework sheet', a 'permission form', a 'lunch box', a 'pencil' that may or may not need to be sharpened, and an 'AR book' to put away. Finally, I have placed your 'assignment' on the overhead. Girls, are you ready to begin?*** Wait for a "Yes, ma'am or Yes sir" response from the class. If you don't get it, prompt it by pointing to step 2 on the "Following Directions" poster. Repeat your directions once more and wait for their response once more. ***That's the way to do it!***
- As you pass out the baggies to each girl, praise them for keeping their eyes on you and for using their good manners. ***Now, the boys are expected to make sure that the girls are following the morning procedures. At no time are you to talk during their role play. After the role play, I***

will ask you to offer compliments to the girls who followed the procedures and offer encouragements to them if needed. Wait for “Yes ma’am/sir before you allow them to begin their role playing.

- *I am setting our timer for 3 minutes. When you hear the timer go off, please stop your role playing and turn toward me for further instructions.* Wait for “Yes ma’am/sir before you allow them to begin their role playing. If they do it immediately, say: *You are such quick learners! I knew they gave me the best students in ___ grade!*
- Set the timer. *You may begin.* Wait until time is up then...
- *I noticed some really great role playing. Boys, do any of you have a compliment to give the girls at this time? Now did you notice anything they could have done better? ...*at this time share some of the ‘good’ things you saw during the role plays that supported the activity.
- *Now, let’s let the boys practice the morning procedures. Follow the same procedures bulleted above for the role play activity.*

Independent Practice [Practice]

- *You all are really experts at this. From this time on, you will be held accountable for following our classroom morning procedures every day.*

Check for Understanding [Prove]

- Walk around the room and give support to the pairs as needed.
- Note incidents as you walk around the room that will help you summarize the activity.
- Put a check on an index card for each student who is following morning arrival procedures.
- Create a chart illustrating the number of students following morning arrival procedures for one week.

Use Praise to Support Behavior Instruction and Learning:

General Praise	Specific Behavior Praise	Positive Peer Praise
<i>“Thank you for following our morning procedures.”</i>	<i>“Wow, I love the way ... came into the classroom so quietly, placed all the things in his book bag in the correct place, and began to work immediately on his morning work.”</i>	<i>“I would like to compliment____. When we she came into the classroom, she was very quiet, unpacked her book bag quietly, and even finished her morning work without being reminded.”</i>

Materials:

1. Poster: Morning Procedures
2. Overhead of Morning Procedures
3. Overhead projector
4. Book bag with supplies (teacher)
5. Sandwich bags with cut-outs: homework, permission slip, lunch box, AR book, pencil

Procedure: Classroom

Rule: Follow adult directions at all times
Character Education Trait: Responsibility

Activity 2: Morning Arrival

Author: Winget Park Teachers

Purpose: TLW... demonstrate how they are expected to enter the classroom

NCSCOS Objectives		
KH-10.04 KSS-2.01	1H-2.04 1SS-2.01, 1SS-2.06	2H-2.01 2SS-1.01, 2SS-1.02, 2SS-1.03, 2SS-1.04
3SS-1.0	4H-10.01, 4H-10.04	5H-10.02

Instructional Strategies:

Input/Modeling [Demonstrate]

Explain the purpose of the activity: ***Today we are again going to go over the morning arrival procedures. Morning arrival procedures are the tasks that you do when you first come into the classroom each morning.***

- Display procedure 1 and say, ***First, enter the classroom calmly and quietly.***
- Display procedure 2 and say, ***Next, quietly greet the teacher and some of your classmates .***
- Display procedure 3 and say, ***Next, hang up your backpack and coat.***
- Display procedure 4 and say, ***Then, take materials that you will need for the day to your desk.***
- Display procedure 5 and say, ***TUnpack everything at your desk.***
- Display procedure 6 and say, ***Turn in your homework, take care of other “notes,” and check teacher notes on board.***
- Display procedure 7 and say, ***Now, sharpen pencils that you will need to use throughout the day.***
- Display procedure 8 and say, ***Follow our procedures using the restroom if needed.***
- Display procedure 9 and say, ***Finally, begin your morning work.***

Now, let me demonstrate for you what this looks like. I have a book bag here and I am going to pretend to just be coming into our classroom for the morning.

- Think aloud/roleplay arriving in the classroom. Reference the poster a few times as you go through the procedures

Guided Practice [Demonstrate]

- ***Now, we are going to practice how you are expected to come into the classroom every morning.***
- ***I see all of you looking at me. Thank you for remembering our social skill ‘Following Directions’!*** Refer to the poster on display.
- ***I am going to ask the girls to demonstrate our procedures for us first. I have baggies here that are going to be our ‘book bags’. Show the students the contents of each bag as you say...Each bag has a ‘homework sheet’, a ‘permission form’, a ‘lunch box’, a ‘pencil’ that may or may not need to be sharpened, and an ‘AR book’ to put away. Finally, I have placed your ‘assignment’ on the overhead. Girls, are you ready to begin?*** Wait for an acknowledgement response from the class. If you don’t get it, prompt it by pointing to step 2 on the ‘Following Directions’ poster. Repeat your directions once more and wait for their response once more. ***That’s the way to do it!***
- As you pass out the baggies to each girl, praise them for keeping their eyes on you and for using their good manners. ***Now, the boys are expected to make sure that the girls are following the***

morning procedures. At no time are you to talk during their role play. After the role play, I will ask you to offer compliments to the girls who followed the procedures and offer encouragements to them if needed. Wait for “Yes an active response before you allow them to begin their role playing.

- **I am setting our timer for 3 minutes. When you hear the timer go off, please stop your role playing and turn toward me for further instructions.** Wait for student responses before you allow them to begin their role playing. If they do it immediately, say: **You are such quick learners! I knew they gave me the best students in ___ grade!**
- Set the timer. **You may begin.** Wait until time is up then...
- **I noticed some really great role playing. Boys, do any of you have a compliment to give the girls at this time? Now did you notice anything they could have done better? ...**at this time share some of the ‘good’ things you saw during the role plays that supported the activity.
- **Now, let’s let the boys practice the morning procedures. Follow the same procedures bulleted above for the role play activity.**

Independent Practice [Practice]

- **You all are really experts at this. From this time on, you will be held accountable for following our morning arrival procedures every day.**

Check for Understanding [Prove]

- Walk around the room and give support to the pairs as needed.
- Note incidents as you walk around the room that will help you summarize the activity.
- Put a check on an index card for each student who is following morning arrival procedures.
- Create a chart illustrating the number of students following morning arrival procedures for one week.

Use Praise to Support Behavior Instruction and Learning:

General Praise	Specific Behavior Praise	Positive Peer Praise
<i>“Thank you for following our morning procedures.”</i>	<i>“Wow, I love the way ... came into the classroom so quietly, placed all the things in his book bag in the correct place, and began to work immediately on his morning work.”</i>	<i>“I would like to compliment____. When we she came into the classroom, she was very quiet, unpacked her book bag quietly, and even finished her morning work without being reminded.”</i>

Morning Arrival Procedures

1. Enter room quietly.
2. Greet teacher
3. Hang up backpack and coat.
4. Take materials to your desk.
5. Unpack-get everything you need for the day.
6. Turn in homework and check for notes for and from teacher.
7. Sharpen pencils and prepare other tools
8. Use restroom.
9. Begin morning work quietly.

Procedure: Classroom

Rule: Remain in your seat or area as directed

Character Trait: Responsibility

Activity: Circle Time

Author: Bob and Kate Algozzine

Purpose: TLW...practice appropriate behavior for sitting during Circle Time.

NCSCOS Objectives

KH-10.04
KSS-2.01

1H-2.04
1SS-2.01, 1SS-2.06

2H-2.01

2SS-1.01, 2SS-1.02, 2SS-1.03, 2SS-1.04

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain to the student(s) the purpose of the activity: *Today we are again going to practice sitting the right way during Circle Time. When it is Circle Time, we sit at our place on the carpet with our legs crossed and our hands together in our lap. We can say, 'Criss—Cross—Applesauce' to ourselves to remind us of the right way to sit.*
- Demonstrate the right way to sit during circle time. *Watch me...I am going to show you how to sit during Circle Time. Ask, Did I sit the right way? After correct answer, say, Right, I sat on the carpet with my legs crossed and my hands together in my lap.*

Guided Practice [Demonstrate]

- *Who can tell me what you do when it is time to sit during Circle Time?* Provide supportive feedback for appropriate answers (e.g., *Great, Sally! We sit 'Criss—Cross—Applesauce.'*). Provide corrective feedback for inappropriate examples (e.g., *No, John, we do not stand near the teacher, we sit at our place on the carpet with our legs crossed and our hands together in our lap.*).
- *Who can show me how we sit during Circle Time?* Provide supportive feedback for appropriate answers (e.g., *Right, Mary! You sit with your legs crossed and your hands like this.*). Provide corrective feedback for inappropriate examples (e.g., *That is close, Deshonte, but you want to have your hands together like this as well.*).

Independent Practice [Practice]

- Have each student practice sitting the right way for Circle Time. Ask the other students to say if the student did it correctly or not.
- Say, *You all are experts at this now. From now on, I will expect you to sit the right way during Circle Time and I will be keeping track of your good behavior.*

Check for Understanding [Prove]

- Put a check on an index card for each student who is sitting the right way during Circle Time.
- Create a chart illustrating the number of students sitting the right way during Circle Time for one week.

Use Praise to Support Behavior Instruction and Learning:

General Praise	Specific Behavior Praise	Positive Peer Praise
<i>“Wow! We are all sitting the way we should for Circle Time! We are the Dream Team.”</i>	<i>“Thank you _____ for sitting with your legs crossed and your hands together during Circle Time.”</i>	<i>“I would like to compliment____. He is a ‘Criss—Cross—Applesauce’ Expert.”</i>

Procedure: Restroom

Rule: Follow adult directions at all times

Character Trait: Respect and Responsibility

Activity: Classroom and Individual Procedures

Author: Tina McClanahan

Purpose: TLW...

NCSCOS Objectives		
KH-10.04 KSS-2.01	1H-2.04 1SS-2.01, 1SS-2.06	2H-2.01 2SS-1.01, 2SS-1.02, 2SS-1.03, 2SS-1.04
3SS-1.05	4H-10.01, 4H-10.04	5H-10.02

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain to the students the purpose of the activity: **Today we are going to go over the restroom procedures. Restroom procedures are the steps we take when we go to the restroom as a group.**
- Display procedure 1 and say: **You are to remain in line until I ask you to line-up outside your restroom.**
- Display procedure 2 and say: **When I give the signal, boys will line up outside their restroom and girls will line up outside their restroom.** Decide whether your signal will be verbal or non-verbal and teach it to them at this time.
- Display procedure 3 and say: **You will be allowed to go into the restroom as long as there is an open stall. Either the restroom monitor will let you know when the next person may enter, or you will know because a student has come out of the restroom.**
- Display procedure 4 and say: **After you have used the restroom, remember to wash your hands with soap and water.**
- Display procedure 5 and say: **Dry your hands with the paper towels and place the paper towel carefully in the trash can.**
- Display procedure 6 and say: **When you leave the restroom, you may get a drink of water from the water fountain.**
- Display procedure 7 and say: **Finally, you will line up with the rest of your class and wait patiently until everyone is finished with the restroom break.**

Guided Practice [Demonstrate]

- **Now we are going to practice how you are expected to go to the restroom as a class.** Line the students up and take them to the restrooms for a practice run. They are NOT to use the restrooms at this time. This is just a role play situation.
- Provide supportive feedback for appropriate following of the procedures: e.g. **Timothy, you did a great job remembering to wait until I gave the signal to line up outside the boys restroom.**
- Provide corrective feedback for inappropriate following of the procedures: e.g. **Michelle, remember, we wait until the bathroom monitor tells us that we can go into the restroom. Let's try that again.**

Independent Practice [Practice]

- **You all are experts at this. From this time on, you will be held accountable for following our restroom procedures.**

Check for Understanding [Prove]

- Note incidents as you monitor the restrooms and turn them into teachable moments.
- Monitor the procedures as the students use the restroom for the next few weeks to make sure you have established the task.
- Put a check on a checklist for each student who is following the restroom procedures.
- Create a chart illustrating the number of students following the restroom procedures for one week.

Use Praise to Support Behavior Instruction and Learning:

General Praise	Specific Behavior Praise	Positive Peer Praise
<i>"Great job. You remembered to follow all 7 procedures."</i>	<i>"I love the way Moriah waited quietly in line to go into the restroom. She was very patient and didn't go in until the restroom monitor told her it was her turn to go in."</i>	<i>"I would like to compliment _____. When he finished washing his hands he went to place his paper towel in the trash can, but he missed. He then picked it up off the floor and put it in the can."</i>

Restroom Procedures

We will go to the restroom as a class after our Physical Activity time.

1. Remain in the line until the teacher asks you to line up outside your restroom.
2. Boys will line up outside their restroom & Girls will line up outside their restroom.
3. When you have gone to the restroom, remember to wash your hands with soap and water.
4. Only use paper towels for drying your hands.
5. When you finish drying your hands, carefully place your paper towel in the trash can.
6. When you leave the restroom, you may get a quick drink of water from the fountain.
7. Finally, quietly get back in the class line and wait patiently until everyone is finished with their restroom break.

Materials:

1. Overhead
2. Overhead of Restroom Procedures (see example)

Procedure: Cafeteria

Rule: Follow adult directions at all times

Character Trait: Respect

Activity: Going Through Lunch Line

Author: Winget Park Teachers

Purpose: TLW...practice appropriate behavior using lunch line in the cafeteria.

NCSCOS Objectives		
KH-10.04 KSS-2.01	1H-2.04 1SS-2.01, 1SS-2.06	2H-2.01 2SS-1.01, 2SS-1.02, 2SS-1.03, 2SS-1.04
3SS-1.0	4H-10.01, 4H-10.04	5H-10.02

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain to the student(s) the purpose of the activity: *Today we are going to learn the procedures for going through the lunch line in the cafeteria.*
- Display the overhead of Cafeteria Lunch Line Procedures. *Just like we have procedures in our classroom, there are procedures for picking up your lunch in the cafeteria.* Go over each of the procedures with the class.

Guided Practice [Demonstrate]

- *Let's practice what we have learned. It is time for us to go to eat in the cafeteria. Remember, we want to be on time so that the monitors can give us a 4.* Go to the cafeteria for lunch. While in the cafeteria provide supportive feedback for appropriate behaviors (e.g., *Great, Timmy! I like the way you spoke clearly to the ladies when you ordered your food.* Provide corrective feedback for inappropriate examples (e.g., *No, John, we don't yell at the ladies. That is not respectful. We still use our inside voices, so lower your tone a little next time.*
- Take a few minutes when children are seated to acknowledge good behaviors that were observed during lunch line procedures.

Independent Practice [Practice]

- As the week goes on, remind the students of the lunch line procedures until every student is following them effectively and efficiently.
- Say, *All of you are experts at this now. From now on, I will expect you to follow the cafeteria lunch line procedures!*

Check for Understanding [Prove]

- Put a check on an index card for each student observed following the lunch line procedures.
- Create a chart illustrating the number of students following the lunch line procedures for one week.

Use Praise to Support Behavior Instruction and Learning:

General Praise	Specific Behavior Praise	Positive Peer Praise
<i>“Wow! We are all going through the lunch line in the cafeteria just the way we should! We are an awesome class!”</i>	<i>“Thank you _____ for remembering to wait before taking your tray. You are demonstrating that you respect the procedures of the cafeteria and everyone who is working in the cafeteria.”</i>	<i>“I would like to compliment____. She was very respectful to the cafeteria ladies. When she was given her food, she thanked them.”</i>

Cafeteria Lunch Line Procedures

1. Remain quietly in your line at all times.
2. Give space to others in the line.
3. Wait for classmates in front of you to pick up a tray and then quietly pick up your tray and utensils.
4. Speak loudly and clearly when telling the cafeteria ladies what you want.
5. Take everything that you need and make healthy food choices.
6. Use kind words (“Yes, please.” “No, thank you) and actions when going through the line.
7. Punch in your lunch number and wait for the cafeteria lady to tell you when to go.
8. Walk carefully and quietly down the center aisle of the cafeteria until you get to your assigned table.

Materials:

1. Overhead projector
2. Overhead of Cafeteria Lunch Line Procedures (see examples)

Procedure: Cafeteria

Rule: Follow adult directions at all times

Character Trait: Responsibility

Activity: Entering, Eating In and Exiting the Cafeteria

Author: Tina McClanahan

Purpose: TLW...practice appropriate behavior for entering, eating in and exiting the cafeteria.

NCSCOS Objectives

KH-10.04 KSS-2.01	1H-2.04 1SS-2.01, 1SS-2.06	2H-2.01 2SS-1.01, 2SS-1.02, 2SS-1.03, 2SS-1.04
3SS-1.05	4H-10.01, 4H-10.04	5H-10.02

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain to the student(s) the purpose of the activity: *Today we are going to practice entering the cafeteria, sitting and eating in the cafeteria, and properly exiting the cafeteria.*
- Place the map of the school on the overhead and locate your classroom. *Our classroom is here. When it is time for us to go to lunch, we will walk down this way and enter the cafeteria through these doors.* Use a marker to show the path to the cafeteria and the doorway that your class will enter. *Once we enter the cafeteria, we will go through the line and sit at our assigned table. For the first few weeks, there will be staff in the cafeteria showing us where we are to sit and reminding us when it is time to go.*
- Use a marker to show students how they exit the cafeteria. *When it is time for us to go, a staff member will excuse one side of the table at a time. You will walk down the outside wall of the cafeteria towards the area where you will throw away your trash and turn in your tray. After that, you will line up along the windows and wait for the rest of the class finishes emptying their trays.*

Guided Practice [Demonstrate]

- *Who can tell me what you do when it is time to go to the cafeteria for lunch?* Provide supportive feedback for appropriate answers (e.g., *Great, Sally! We do walk down that hallway and enter those doors.*). Provide corrective feedback for inappropriate examples (e.g., *No, John, we do just sit at any available table, we sit at the table assigned to us. Can you tell me how we know which tables are for our class?*)
- *Who can show me where we go when it is time for us to leave the cafeteria?* Provide supportive feedback for appropriate answers (e.g., *Right, Mary! You walk to the trash cans and window area.*). Provide corrective feedback for inappropriate examples (e.g., *That is close, Deshonte, but you want to line up at the windows until everyone has emptied their trays and joined the line.*).
- *Now, we are going to practice walking down the hallway, entering the cafeteria, sitting at our assigned table, and exiting the cafeteria.* Line the students up and walk through the procedures you just taught. Use supportive and/or corrective feedback as appropriate.

Independent Practice [Practice]

- Have each student practice the procedures until everyone is doing them properly.
- Say, *You all are experts at this now. From now on, I will expect you to enter the cafeteria, sit at our assigned tables and exit the cafeteria just as you have been taught and I will be keeping track of your good behavior.*

Procedure: Cafeteria (continued)

Check for Understanding [Prove]

- Put a check on an index card for each student who is following the cafeteria procedures.
- Create a chart illustrating the number of students sitting the right way during Lunch time for one week.

Use Praise to Support Behavior Instruction and Learning:

General Praise	Specific Behavior Praise	Positive Peer Praise
<i>“Wow! We are all entering the cafeteria just the way we should! We are the Dream Team.”</i>	<i>“Thank you _____ for remembering to check to see which tables were assigned to our class before you sat down to eat.”</i>	<i>“I would like to compliment____. He emptied his tray and went straight to the windows to line up.”</i>

Materials:

1. Overhead projector
2. Transparency of School Map
3. Transparency of Cafeteria Layout
4. Vis'-a-vis' marker

Procedure: Cafeteria

Rule: Follow adult directions at all times

Character Trait: Respect

Activity: Eating In The Cafeteria

Author: Tina McClanahan

Purpose: TLW...practice appropriate behavior for entering, eating in and exiting the cafeteria.

NCSCOS Objectives		
KH-10.04 KSS-2.01	1H-2.04 1SS-2.01, 1SS-2.06	2H-2.01 2SS-1.01, 2SS-1.02, 2SS-1.03, 2SS-1.04
3SS-1.0	4H-10.01, 4H-10.04	5H-10.02

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain to the student(s) the purpose of the activity: *Today we are going to learn the procedures for eating **respectfully** in the cafeteria and how you can earn the Golden Table Cloth for your class.*
- Display the overhead Cafeteria Procedures. *Just like we have procedures in our classroom, there are procedures for eating in the cafeteria.* Go over each of the procedures with the class.
- Display the overhead of the Golden Table Cloth Rubric. *The cafeteria staff would like to recognize the classes that follow the cafeteria procedures and who are respectful as they use the cafeteria each day. The cafeteria monitors will give each class a number grade using a rubric. At the end of each week, the classes with the highest points will be recognized on the Monday morning announcements and will use the golden table cloths as they eat in the cafeteria.* Go over each of the procedures on the rubric with the class and demonstrate how they are assessed.

Guided Practice [Demonstrate]

- *Let's practice what we have learned. It is time for us to go to eat in the cafeteria. Remember, we want to be on time so that the monitors can give us a 4.* Go to the cafeteria for lunch. While in the cafeteria provide supportive feedback for appropriate behaviors (e.g., *Great, Timmy! I like the way you spoke clearly to the ladies when you ordered your food.* Provide corrective feedback for inappropriate examples (e.g., *No, John, we don't yell at the ladies. That is not respectful. We still use our inside voices, so lower your tone a little next time.*
- Once all of the students are seated, remind them that they are being assessed by the cafeteria monitors for following the procedures for eating before socializing in the cafeteria and for cleaning up after themselves. Use supportive and/or corrective feedback as appropriate.

Independent Practice [Practice]

- As the week goes on, remind the students of the cafeteria procedures until every student is following the procedures.
 - Say, *All of you are experts at this now. From now on, I will expect you to follow the cafeteria procedures and earn the maximum number of points from the cafeteria monitors so that we can earn the golden table cloth every week!*
-

Check for Understanding [Prove]

- Put a check on an index card for each student who is following the cafeteria procedures.
- Create a chart illustrating the number of students following the cafeteria procedures during Lunch time for one week.

Use Praise to Support Behavior Instruction and Learning:

General Praise	Specific Behavior Praise	Positive Peer Praise
<p><i>“Wow! We are all eating in the cafeteria just the way we should! We are the Dream Team.”</i></p>	<p><i>“Thank you _____ for remembering to take the first available seat. You are demonstrating that you respect the procedures of the cafeteria and everyone who is eating in the cafeteria.”</i></p>	<p><i>“I would like to compliment____. He was very respectful to the cafeteria ladies. When he was given his food, he thanked them.”</i></p>

Cafeteria Procedures

1. Remain in your line at all times.
2. Speak loudly and clearly when telling the cafeteria ladies what you want.
3. Use kind words and actions when going through the line.
4. Punch in your lunch number and wait for the cafeteria lady to tell you when to go.
5. Walk carefully and quietly down the center aisle of the cafeteria until you get to your assigned table.
6. Sit at the fist available seat.
7. There will be no talking for the first 10 minutes. This gives you plenty of time to eat your lunch using your good manners. (Remember, never talk with your mouth full!)
8. After the first 10 minutes, you may use your inside, quiet voices to talk with your classmates who are sitting beside your or directly in front of you.
9. The cafeteria helpers will get up to empty their trays 5 minutes before our time to leave the cafeteria.
10. Place your silverware carefully on the tray as the silverware helper collects it.
11. Remain in your seat until the cafeteria monitors dismiss your row.
12. Remain in your line at all times and wait patiently until it is your turn to empty your tray.
13. Line up quickly and quietly at the window as we practiced.
14. Remain in that line until the teacher arrives and asks you to walk out of the cafeteria.

Materials:

1. Overhead projector
2. Overhead of Cafeteria Procedures
3. Overhead of Golden Table Cloth Rubric
4. Vis'-a-vis' marker

Procedure: Entering Other Teacher’s Classroom

Rule: Follow adult directions at all times
Character Education Trait: Responsibility

Activity 1: Entering Gymnasium

Author: Winget Park Teachers

Purpose: TLW... demonstrate how students are expected to enter a classroom

NCSCOS Objectives		
KH-10.04 KSS-2.01	1H-2.04 1SS-2.01, 1SS-2.06	2H-2.01 2SS-1.01, 2SS-1.02, 2SS-1.03, 2SS-1.04
3SS-1.0	4H-10.01, 4H-10.04	5H-10.02

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain to the student(s) the purpose of the activity: **Today we are going to practice our procedure for entering the gym and deciding where to go when you are in physical education class.**
- Model expected behavior and say, **First thing to remember is to enter the classroom calmly and quietly and wait for the teacher to tell you what you will be doing. Watch me do it...**
- Discuss why it is important to enter the gym safely.
- Think aloud and/or role-play arriving in the gym.

Guided Practice [Demonstrate]

- **Now, we are going to practice coming into the gym. Who can show me the right way to enter the gym and what to do when you first come into the room?** Provide supportive feedback for appropriate examples (e.g., **That was perfect, Holmes. You walked quietly into the gym and asked the teacher where to go instead running around the gym.** Provide corrective feedback for inappropriate examples (e.g., **Marvin, you came into the room correctly, but you forgot to check with the teacher to find out what to do next.**).

Independent Practice [Practice]

- **Monitor students as they enter the gym and provide plenty of feedback during first weeks of school.**

Check for Understanding [Prove]

- Wait in the hall and ask children to review the procedure for entering the gym before they go into the room.
- Create a chart illustrating the number of classrooms entering the gym correctly during the day, week, or month. Review the data at the beginning of each class with students entering the gym.

Use Praise to Support Behavior Instruction and Learning:

General Praise	Specific Behavior Praise	Positive Peer Praise
<i>“Thank you for coming into the gym so quietly. Give yourselves a hand.”</i>	<i>“Wow, I love the way ... came into the gym today. He is a superstar.”</i>	<i>“I would like to compliment _____. He ‘did it right’ when entering the gym.”</i>

Procedure: Entering Other Teacher's Classroom

Rule: Follow adult directions at all times

Character Education Trait: Responsibility

Activity 2: Entering Music

Author: Winget Park Teachers

Purpose: TLW... demonstrate how students are expected to enter a classroom

NCSCOS Objectives		
KH-10.04 KSS-2.01	1H-2.04 1SS-2.01, 1SS-2.06	2H-2.01 2SS-1.01, 2SS-1.02, 2SS-1.03, 2SS-1.04
3SS-1.0	4H-10.01, 4H-10.04	5H-10.02

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain to the student(s) the purpose of the activity: **Today we are going to practice our procedure for entering the music room.**
- Model expected behavior and say, **First thing to remember is to enter the classroom calmly and quietly and sit on the carpet as you wait for the teacher to tell you what you will be doing. Watch me do it...**
- Discuss why it is important to enter the music room safely.
- Think aloud and/or role-play arriving in the music room.

Guided Practice [Demonstrate]

- **Now, we are going to practice coming into the music room. Who can show me the right way to do this and what to do when you first come into the room?** Provide supportive feedback for appropriate examples (e.g., **That was perfect, Evelyn. You walked quietly into the room and asked politely what we would be doing instead of singing a happy tune.** Provide corrective feedback for inappropriate examples (e.g., **Elva, you came into the room correctly, but you forgot to check with the teacher to find out what to do next.**).

Independent Practice [Practice]

- **Monitor students as they enter music and provide plenty of feedback during first weeks of school.**

Check for Understanding [Prove]

- Wait in the hall and ask children to review the procedure for entering the room.
- Create a chart illustrating the number of classrooms entering music correctly during the day, week, or month. Review the data at the beginning of each class with students before starting the lesson.

Use Praise to Support Behavior Instruction and Learning:

General Praise	Specific Behavior Praise	Positive Peer Praise
<i>"Thank you for coming into the music room so quietly. This is a super class."</i>	<i>"Wow, I love the way ... came into the music today. She is my American Idol."</i>	<i>"I would like to compliment _____. He 'did it right' when coming to music today."</i>

Procedure: Entering Other Teacher's Classroom

Rule: Follow adult directions at all times

Character Education Trait: Responsibility

Activity 3: Entering Art

Author: Winget Park Teachers

Purpose: TLW... demonstrate how students are expected to enter a classroom

NCSCOS Objectives

KH-10.04	1H-2.04	2H-2.01
KSS-2.01	1SS-2.01, 1SS-2.06	2SS-1.01, 2SS-1.02, 2SS-1.03, 2SS-1.04
3SS-1.0	4H-10.01, 4H-10.04	5H-10.02

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain to the student(s) the purpose of the activity: ***Today we are going to practice our procedure for entering the art room.***
- Model expected behavior and say, ***First thing to remember is to enter the classroom calmly and quietly and wait for the teacher to tell you what you will be doing. Watch me do it...***
- Discuss why it is important to enter the art room safely.
- Think aloud and/or role-play arriving in the art room.

Guided Practice [Demonstrate]

- ***Now, we are going to practice coming into the art room. Who can show me the right way to do this and what to do when you first come into the room?*** Provide supportive feedback for appropriate examples (e.g., ***That was great, Jo. You walked quietly into the room and asked politely what we would be doing instead of starting to paint.*** Provide corrective feedback for inappropriate examples (e.g., ***Marcus, you came into the room correctly, but you forgot to check with the teacher to find out what to do next.***).

Independent Practice [Practice]

- ***Monitor students as they enter art and provide plenty of feedback during first weeks of school.***

Check for Understanding [Prove]

- Wait in the hall and ask children to review the procedure for entering the room.
- Create a chart illustrating the number of classrooms entering art correctly during the day, week, or month. Review the data at the beginning of each class with students before starting the lesson.

Use Praise to Support Behavior Instruction and Learning:

General Praise	Specific Behavior Praise	Positive Peer Praise
<i>"Thank you for coming into the art room so quietly. You are a model class."</i>	<i>"Wow, I love the way ... came into the art today. He is a shining star for today."</i>	<i>"I would like to compliment _____. He 'did it right' when coming to art today."</i>

Teaching Social Skills

Social Skill: Using Appropriate Voice Tone

Activity 1: Speaking In Class

Author: Kate Algozzine

Purpose: TLW...use polite voices with peers and teachers.

NCSCOS Objectives		
KSS-2.01	1SS-2.01	2H-2.01 2SS-1.02
3H-2.03	4H-10.01	5H-10.02

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain to the student(s) the purpose of the activity: *When you answer questions in class or volunteer information you use a polite voice to show respect and help others in your class continuing learning. Today we are going to practice speaking in class.*
- Demonstrate steps for “speaking in class:” Say, *The first thing to do when you want to speak during a lesson or at any time in class is to raise your hand to let the teacher know that you have something to say. Sometimes when you have your hand raised, you will need to wait for the teacher to call on you. When you are called on you need to answer the question or let the teacher know your request promptly.*
- Explain that when speaking in class we sometimes have to wait, but usually the time for waiting is a good time to review what we are going to say when asked to speak in class.

Guided Practice [Demonstrate]

- Ask some general questions (What is the name of our school? What day of the week is it?) to provide opportunities for children to practice speaking in class. Provide supportive feedback for appropriate answers (e.g., *Great, Juan! You raised your hand to let me know you were ready to answer and you waited until I called on you to give your answer.*). Provide corrective feedback for inappropriate examples (e.g., *Shakira, if you don’t have your hand raised, I cannot call on you and if you shout out the answer, you are violating our class rules.* “*Let’s try another way next time.*”).
- Have each child make at least one response using a polite voice. *Who can show me how to ask for help during independent work time? Who can show me how to ask for something during a lesson?* Provide supportive and corrective feedback.

Independent Practice [Practice]

- Have children practice speaking in class with puppets or other props. Move around the room providing supportive and corrective feedback.
- Say, *You all are experts at this now. From now on, I will expect you follow our procedure when asking for things or answering questions during lessons. I will be watching you to keep track of your good behavior.*

Check for Understanding [Prove]

- Put a check on an index card each time a student follows the procedure for speaking in class.
 - Create a chart illustrating the number of children “speaking in class” properly or one week.
-

Use Praise to Support Behavior Instruction and Learning:

General Praise	Specific Behavior Praise	Positive Peer Praise
<i>“Outstanding! Our class really knows our procedure for speaking in class!”</i>	<i>“Thank you for raising your hand and waiting until I called on you, _____. It sure makes me feel good to see should great behavior.”.</i>	<i>“I need to thank _____. She raised her hand and waited patiently when answering that question.”</i>

Social Skill: Using Appropriate Voice Tone

Activity 2: Using Polite Voice

Author: Bob Algozzine

Purpose: TLW...use polite voices with peers and teachers.

NCSCOS Objectives		
KSS-2.01	1SS-2.01	2H-2.01 2SS-1.02
3H-2.03	4H-10.01	5H-10.02

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain to the student(s) the purpose of the activity: *Today we are again going to practice using polite voices. A “polite” voice is one that you use when you are asking someone for something. You also use a polite voice with your teachers and friends when you want them to feel good.*
- Demonstrate a “polite” voice. *Listen to this...Say, John, I want that truck! and John, when you are finished can I play with that truck? Exaggerate the tone in each question. Say, Which was my polite voice? After correct answer, say, Right, this was my polite voice: John, when you are finished can I play with that truck?*
- Explain that when asking for something we sometimes have to wait, but usually the time for waiting is shorter if we ask for it using a polite voice.

Guided Practice [Demonstrate]

- Have children ask for classroom items (e.g., book, car, bear, toy vacuum) using “polite voices.” *Who can show me how to use a polite voice to ask Shontay for a book from our classroom library? Provide supportive feedback for appropriate answers (e.g., Great, Manny! Your polite voice was perfect.). Provide corrective feedback for inappropriate examples (e.g., Maggie, if you say “please” if makes people feel better about your polite voice.).*
- Have each child make at least one request using a polite voice. *Who can show me how to ask for help at recess? Who can show me how to ask for something in the cafeteria? Provide supportive and corrective feedback.*

Independent Practice [Practice]

- Have children practice using polite voices with puppets or other props. Move around the room providing supportive and corrective feedback.
- Say, *You all are experts at this now. From no on, I will expect you to use your polite voices when asking for things and I will be keeping track of your good behavior.*

Check for Understanding [Prove]

- Put a check on an index card each time you hear a child using a polite voice.
 - Create a chart illustrating the number of children “caught using a polite voice” for one week.
-

Use Praise to Support Behavior Instruction and Learning:

General Praise	Specific Behavior Praise	Positive Peer Praise
<i>“Wow! This class sure knows how to use polite voices! Thanks to all!”</i>	<i>“Thank you for saying “please” _____. It sure makes me feel good.”</i>	<i>“I want to thank _____. She is using her polite voice very nicely today.”</i>

Materials:

Checklist for assessing students

Teaching Character Education Traits

Character Education Trait: Caring

Activity 1: Caring for Others

Author: Tina McClanahan

Purpose: TLW...will demonstrate accountability for behavior by examining a variety of actions and reviewing the rewards and consequences of them.

NCSCOS Objectives		
KH-4.04 KSS-2.01	1H-2.01, 1H-2.02, 1H-2.03, 1H-2.04, 1H-9.02 1SS-2.01	2H-4.01, 2H-4.02, 2H-4.03, 2H-9.01, 2H-9.02 2SS-1.01, 2SS-1.02, 2SS-1.03
3H-4.02, 3H-4.03 3SS-1.01	4H-4.01, 4H-4.02, 4H-4.03, 4H-2.01	5H-2.04, 5H-2.05, 5H-4.01

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain the purpose and focus of the activity to the student(s): *Today we are going to learn about “caring” [Write “CARING” on the board or otherwise display it for students to see.] When some people think about “caring,” they think of how they feel about others, and that is just what it is. Specifically, it is showing concern for others. For example, if you fell on the playground, you would want someone to come and check on you and you would know that the person who came to help you cared about your well-being. If someone fell off the playground equipment and you went over to check on them and help them up then you are showing that you care about them. This would be using good decision-making and good character.*
- Present other examples of caring and the consequences that may result from each (e.g., letting an adult know that a friend is not feeling well, helping your elderly neighbor work in her yard, bringing your mother breakfast in bed on the weekend).
- Present examples of not caring and discuss the consequences with students. (e.g., watching a classmate drop their stack of books and walking on by, skipping classmates in line, leaving the restroom messy) Ask them how to handle the problem in a more appropriate manner (e.g., When people don't care about others, they don't have friends to care for them. If a person wants people to care for him, what can he do? He can care for others.)

Guided Practice [Demonstrate]

- Ask students for some other examples of caring. Provide supportive feedback for appropriate examples (e.g., *That is a great answer, Juan. You would be demonstrating you care by keeping our classroom neat so that our custodians don't have to take extra time cleaning our room.*) Provide corrective feedback for inappropriate examples (e.g., *Actually, Jane, that is not quite right. Returning a pencil that you borrowed from a friend is being **responsible**. Caring is showing concern for the needs of others. Caring would be allowing a friend who did not have a pencil to borrow one of yours.*)
 - Arrange students in pairs and have them talk about caring and how it relates to good character. Discuss right and wrong choices and consequences that may result from each.
 - Use the following graphic organizer to demonstrate how we choose to act in certain situations shows we care or don't care about others. Allow students to help you complete the chart:
 - Choose a situation (i.e. neighbors yard needs mowing, dishes are sitting in the sink, clothes are stacked in the corner needing to be washed, etc.)
 - Give examples of how you might show you care and how you might show you don't care in regards to the situation.
 - Provide supportive and corrective feedback as necessary.
-

Caring Graphic Organizer

Situation:	
I care...	I don't care...
What is the result?	What is the result?

Independent Practice [Practice]

- Instruct the students to work with their partner/group to complete their own graphic organizer.
 - Ask them to choose a situation (e.g., neighbor's yard needs mowing, dishes are sitting in the sink, or clothes that need washing are stacked in the corner).
 - Give examples of how you might show you care and how you might show you don't care in regards to the situation.
 - As students work independently, move around the room and provide corrective and supportive feedback.
- Have students find words that mean the same as "caring" and create a visual display to display in the classroom or in the hallway.

Check for Understanding [Prove]

- Keep track of students' participation in discussions and/or assess their actions through other assignments.
- Have students dictate or write stories from the perspective of (a) the person who needs help, (b) the person who is showing they care, or (c) the person who doesn't care about others.
- Have students create an advertisement promoting the character trait--caring.
- Have students make a "caring" collage using pictures cut from magazines.

Use Praise to Support Behavior Instruction and Learning:

General Praise	Specific Behavior Praise	Positive Peer Praise
<p><i>"Wow! Thank you for helping me clean up my mess. That was very 'caring' of you."</i></p>	<p><i>"Thank you _____ for letting me know Xavier wasn't feeling well. I know you care about him because it would have been embarrassing for him if he had gotten sick in the classroom and you wouldn't want that to happen to him."</i></p> <p><i>"I am proud of the way you encouraged Tomika to keep going even after everyone else had finished running their laps. Your encouragement showed you cared about her feelings."</i></p>	<p><i>"I would like to compliment _____. When he saw that I wasn't feeling well, he told the teacher for me. He showed that he cared about me and I really appreciated it."</i></p>

Character Education Trait: Caring

Activity 2: Coughing and Sneezing

Author: Tina McClanahan

Purpose: TLW...will demonstrate accountability for behavior by examining a variety of actions and reviewing the rewards and consequences of them.

NCSCOS Objectives		
KSS-2.01	1H-2.04 1SS-2.01	2SS-1.01, 2SS-1.02, 2SS-1.03
3SS-1.01 3 H-4.03	4H-2.01	5H-2.05,

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain the purpose and focus of the activity to the student(s): *Today we are again going to learn more about “caring”* [Write “Caring” on the board or otherwise display it for students to see.] *When some people think about “caring,” they think of the motto, “Do to others what you would have them do for you.” One way to show you care is to cover your mouth and/or turn your head away when you cough or sneeze. When a person coughs or sneezes they could spread germs. Those germs could make other people sick. You wouldn’t want anyone coughing or sneezing on you without covering their mouth, so you should show them you care by covering your mouth when you cough or sneeze. This would be using good decision-making and showing good character.*
- Demonstrate how to cover your mouth and turn your head when you cough or sneeze.
- Explain how it is good manners to also say, ‘excuse me,’ after they cough or sneeze.

Guided Practice [Demonstrate]

- Ask students to demonstrate how to cover their mouth when they cough or sneeze. Provide supportive feedback for appropriate examples (e.g., *Great job, Juan. You are showing that you care for us by covering you mouth just like you did when you coughed/sneezed. And you showed us that you have good manners, because you said excuse me.*). Provide corrective feedback for inappropriate examples (e.g., *Actually, Jane, that is not quite right. Make sure you completely cover your mouth, don’t just turn your head.*).
- Arrange students in pairs and have them practice covering their mouth and turning their head when they cough/sneeze.

Independent Practice [Practice]

- Ask students to demonstrate how to cover their mouth when they cough or sneeze in role-playing situations (e.g., neighbor’s yard, cafeteria line, or playground).
 - Give examples of how you might show you care and how you might show you don’t care in regards to the situation.
 - As students work independently, move around the room and provide corrective and supportive feedback.
-

Check for Understanding [Prove]

- Have students work in pairs of small groups to create a poster/illustration demonstrating the proper procedures for what to do when they cough or sneeze.
- Place the posters/illustrations in prominent places around the school.
- Keep track of students' actions when they cough or sneeze.

Use Praise to Support Behavior Instruction and Learning:

General Praise	Specific Behavior Praise	Positive Peer Praise
<i>"Bless you."</i>	<i>"Thank you _____ for covering your mouth when you coughed." "I am impressed! You remembered to cover your mouth, turn your head, and say 'excuse me' when you coughed."</i>	<i>"I would like to compliment_____. When he sneezed, he turned his head and covered his mouth. Then he said, 'Excuse me'."</i>

Character Education Trait: Respect

Activity 1: Showing High Regard for Self, Others and Property

Author: Tina McClanahan

Purpose: TLW...will demonstrate accountability for behavior by examining a variety of actions and reviewing the rewards and consequences of them.

NCSCOS Objectives		
KH-4.04 KSS-2.01	1H-4.04, 1H-9.01, 1H-9.02 1SS-2.01	2H-9.01, 2H-9.02 2SS-1.01, 2SS-1.02, 2SS-1.03, 2SS-1.04
3SS-1.01 3H-4.01, 3H4.02, 3H-4.03, 3H-4.04	4H-4.01, 4H-2.01	5H-2.04, 5H-2.05

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain the purpose and focus of the activity to the student(s): *Today we are again going to learn about “respect” [Write “RESPECT” on the board or otherwise display it for students to see.] When some people think about “respect,” they think having good manners. If you respect someone, you treat them differently. Respect is showing a high regard for self, others, and property. We show respect for the staff at school by addressing them using the words Mr., Ms. or Mrs. when we call them by their name. Anytime we address adults this way, we are showing them that we respect them.*
- Present other examples of how we show respect for others (e.g., cleaning up after ourselves so that others don't have to do it, speaking to others and looking them in the eye, carefully turning the pages in your textbook or library book, using mannerly words when speaking with others, and saying yes and no ma'am and sir)
- Present examples of not acting respectfully and discuss the consequences with students. Ask them how to handle the problem in a more appropriate manner (e.g., When we don't treat our library books with respect, the pages might get torn, then the next person who would like to read the book, won't be able too because the books is damaged.)

Guided Practice [Demonstrate]

- Ask students for some other examples of respect and acting respectfully. Provide supportive feedback for appropriate examples (e.g., *That is a great answer, Jorge. You would be acting respectfully by hiding your library book under your shirt if it were to begin raining.*). Provide corrective feedback for inappropriate examples (e.g., *Actually, Shanequa, that is not quite right. Turning in your homework would be demonstrating the character trait responsibility. Can you think of another way to show respect?*).
 - Talk about how we show respect for ourselves, for others and property and how it relates to good character. Provide supportive feedback for appropriate examples (e.g., *That is right, Angel, you would be demonstrating that you respect you self when you go to bed at a decent hour and get plenty of sleep because you know your body needs its rest*). Provide corrective feedback for inappropriate examples (e.g., *Actually, Jason, that is not quite right. You are being responsible when you turn in your library book on time. You demonstrate respect when you make sure it is not damaged when it is check out to you .*).
 - Discuss right and wrong choices and consequences that may result from each. Present some examples and discuss them using the following organizers:
-

Character Education Trait: Caring (continued)

Respect Graphic Organizers

Situation 1: <i>You are offered a cigarette by an older person.</i>	Situation 2: <i>You meet a person for the first time.</i>	Situation 3 : <i>You go to a friends house and they are jumping on the beds.</i>	Situation _____:
I show respect for myself by...	I show respect for others by...	I show respect for property by...	I show disrespect by...
What is the result?	What is the result?	What is the result?	What is the result?

Independent Practice

- Have the students work in pairs or small groups to complete the graphic organizer below.
 - Each pair or group will choose a situation where they may demonstrate respect.
 - They will circle whether it is a situation that demonstrates respect for self, others or property by circling the appropriate word.
 - What is a respectful/disrespectful way to act? Describe one way to handle the problem positively and what might happen if they don't handle the problem respectfully.

Situation:	
I show respect for myself, others, or property by...	I show disrespect for myself, others, or property by...
What is the result?	What is the result?

Check for Understanding

- Keep track of students' participation in discussions and/or assess their actions through other assignments.
- Create a poem about the character trait 'respect'.
- Have students draw a picture of someone acting respectfully.
- Have students make a "respect" collage using pictures cut from magazines.

Use Praise to Support Behavior Instruction and Learning:

General Praise	Specific Behavior Praise	Positive Peer Praise
<i>"Wow! That was a great way to line up for recess. Nobody was running or shoving. That was very responsible behavior."</i>	<i>"Thank you _____ for holding the door for Mr. Marshall. It would have been tough for him to open it while carrying all those packages."</i> <i>"I am impressed! Every one returned the field trip permission slip in plenty of time."</i> <i>"You made me so proud when you brought the book that you found to me."</i>	<i>"I would like to compliment____. When he saw some paper trash on the playground, he asked if he should pick it up or leave it alone."</i>

Materials and Attachments:

1. Graphic Organizer for teacher
2. Graphic Organizer for students

Character Education Trait: Respect

Rule: Use kind words and actions

Activity 1: Use A Word

Author: Tina McClanahan

Purpose: TLW...will demonstrate accountability for respectful verbal interactions by examining a variety of actions and reviewing the rewards and consequences of them.

NCSCOS Objectives		
KH-4.04 KSS-2.01	1H-4.04, 1H-9.01, 1H-9.02 1SS-2.01	2H-9.01, 2H-9.02 2SS-1.01, 2SS-1.02, 2SS-1.03, 2SS-1.04
3SS-1.01 3H-4.01, 3H4.02, 3H-4.03, 3H-4.04	4H-4.01, 4H-2.01	5H-2.04, 5H-2.05

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain the purpose and focus of the activity to the student(s): *Today we are again going to learn about the power of words and how we use them to convey respect* [Write “RESPECT” on the board or otherwise display it for students to see.] *There is an old saying, “Sticks and stones may break my bones, but words can never hurt me.” Well, that is not true. Words can and do hurt us. They hurt us where it is more lasting—on the inside.* Tell your own story here using this one as an example: *I forgot all about how much my leg hurt when I broke it as a young child, but I can’t forget the way I felt when I was picked on because my ears stood out. Even though they were just teasing, those words affected me so much that I would not wear my hair up off my ears until I became an adult.*
- Present other examples of how words can hurt us and the consequences that may result from each.

Guided Practice [Demonstrate]

- Ask students to help you create a list of words or phrases that are disrespectful and are hurtful to others or ‘bring you down’. (e.g., *That is a great answer, Juan. You would be hurting someone on the inside if you called them ‘stupid’.*) Provide corrective feedback for inappropriate examples (e.g., *Actually, Jane, that is almost right. If a person had food on their face, you would want to tell them about it—you would just do it privately so that they do not get embarrassed for walking around all day with food on their face.*)
 - Display the paper bag with the face on it and say, *“This paper bag represents a real person. Each time a person is called a name or is treated disrespectfully it affects them in some way. To demonstrate this, I am going to scrunch up this bag a little each time we read through our list.*
 - Read through the list of disrespectful words and phrases scrunching the bag a little each time until all the air is out of the bag.
 - Next, open the bag and show that it is the same ‘person’ but you can’t get the bag to look exactly the way it was at the beginning. Say, *“Just as the bag changed, each time a person hears bad things said about them or to them, they change.”*
 - Ask the students to help you come up with a list of words that are respectful and kind or ‘build you up’. (e.g., *That is a good one, Sammy! The word ‘congratulations’ conveys to the person that you are proud of what they accomplished and respect them for their efforts.*) Provide corrective feedback for inappropriate examples (e.g., *Tina, helping someone pick up the papers they dropped would be a respectful action, but we are looking for examples of respectful words.”*)
-

Independent Practice [Practice]

- Have students work in pairs or small groups talking about how they can use words to build each other up. Provide supportive feedback for appropriate examples (e.g., *That is right, Anita, you would be building someone up if you gave them a compliment.*). Provide corrective feedback for inappropriate examples (e.g., *Actually, John, that is not quite right. Laughing while a person is being teased is not 'building someone up'.*
- Share one example from each pair/group with the class and write their responses on chart paper. Display the list for students to reference.

Check for Understanding [Prove]

- Keep track of students' participation in discussions and/or assess their actions through other assignments.
- Have students dictate or write stories from the perspective of (a) the person who is being teased, (b) the person who is called a disrespectful name, or (c) the person who is watching another person being disrespectful or using hurtful words towards someone.
- Have students draw a picture/cartoon of someone using respectful words with another person.
- Have students make a "Respect" collage using words/pictures cut from magazines.

Use Praise to Support Behavior Instruction and Learning:

General Praise	Specific Behavior Praise	Positive Peer Praise
<p><i>"Wow! That was a great way to show respect using words."</i></p>	<p><i>"Thank you _____ for using kind words and actions as we worked in our groups today. I heard you saying 'good idea' several times to your group members."</i></p> <p><i>"I like the way you used the words 'keep trying' & 'you can do it' to encourage _____ as you helped him in class today."</i></p>	<p><i>"I would like to compliment _____. When she saw someone teasing a younger student, she respectfully asked them to stop and he helped the younger students get away from the person who was doing the teasing."</i></p>

Materials and Attachments:

1. Paper lunch bag with a 'face' drawn on it and blown up with the top twisted to keep in the air.
2. Markers
3. Chart Paper

Character Education Trait: Respect

Rule: Use kind words and actions

Activity 1: Use A Word 2

Author: Tina McClanahan

Purpose: TLW...will demonstrate accountability for respectful verbal interactions by examining a variety of actions and reviewing the rewards and consequences of them.

NCSCOS Objectives		
KH-4.04 KSS-2.01	1H-4.04, 1H-9.01, 1H-9.02 1SS-2.01	2H-9.01, 2H-9.02 2SS-1.01, 2SS-1.02, 2SS-1.03, 2SS-1.04
3SS-1.01 3H-4.01, 3H4.02, 3H-4.03, 3H-4.04	4H-4.01, 4H-2.01	5H-2.04, 5H-2.05

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain the purpose and focus of the activity to the student(s): *Today we are going to learn about the power of words and how we use them to convey disrespect or respect* [Write “RESPECT” on the board or otherwise display it for students to see.] *There is an old saying, “Sticks and stones may break my bones, but words can never hurt me.” Well, that is not true. Words can and do hurt us. They hurt us where it is more lasting—on the inside. The words that hurt us on the inside are called ‘put-downs’ because they make a person feel bad. It is very disrespectful to use words to make another person feel bad just to make yourself feel good. Words that make us feel good are called ‘compliments’. When you give a compliment, you are showing that you respect that person.*

Guided Practice [Demonstrate]

- Ask students to help you create a list of words or phrases that ‘put-downs’. (shut-up, stupid, etc.) Provide supportive feedback for appropriate examples (e.g., *Yes, Tyler, calling someone ‘stupid’ is definitely a put-down.*). Provide corrective feedback for inappropriate examples (e.g., *Actually, Maria, that is almost right. Calling someone by a nick-name is not necessarily a ‘put-down’.*).
 - Display the paper and the toothpaste. Explain to the students that the toothpaste represents words that are put-downs and you don’t ever want them to be said in your classroom, *“We are going to read each word on our list, as we do I am going to squeeze a little bit of toothpaste out onto the paper.”*
 - Read through the list of put-downs squeezing a little of the toothpaste as each word is read.
 - Once you have gone through your list, have one student come to the front, hand them the tube of toothpaste and say, *“I would like you to put the toothpaste back into the tube for me.”* Give a few other students the opportunity to try to put the toothpaste back into the tube.
 - Stress to the students, *“You can’t take back words once they have been spoken, just like you can’t put toothpaste back into the tube.”*
 - Display the poster ‘Compliments Spoken Here’.
 - Ask students to help you come up with a list of words or phrases that are compliments. Notice the common compliment ‘stems’ (e.g. I like the way..., You are really good at..., You’re an expert..., I like your..., You did a great job..., etc.)
 - Provide supportive or corrective feedback as needed.
 - Keep the compliment ‘stems’ on display near the poster for the students to reference.
-

Independent Practice [Practice]

- Have students work in pairs or small groups talking about how and when they might use words to compliment each other.
- Provide supportive feedback for appropriate examples and provide corrective feedback for inappropriate examples.
- Share one example from each pair/group with the class and write their ideas down on the chart paper. Display their ideas for them to reference during the year.

Check for Understanding [Prove]

- Keep track of students' participation in discussions and/or assess their actions through other assignments.
- Have students dictate or write stories from the perspective of (a) the person who is being put-down, (b) the person who is receiving a compliment, or (c) the person who is watching another person being disrespectful or using hurtful words towards someone.
- Have students draw a picture/cartoon of someone giving a compliment to another person.
- Have students make a "Respect" collage using words/pictures cut from magazines.
- Have students create a dramatization/commercial of how to give a compliment.

Use Praise to Support Behavior Instruction and Learning:

General Praise	Specific Behavior Praise	Positive Peer Praise
<i>"Thank you for the compliment."</i>	<i>"I like the way you complimented you partner for their drawing abilities as you worked together on your project."</i>	<i>"I would like to compliment____. When we worked on our project together, she kept us focused and we finished on time."</i>

Materials and Attachments:

1. Toothpaste
2. Paper
3. Poster: 'Compliments Spoken Here'
4. Chart Paper
5. Markers

Character Education Trait: Responsibility

Activity 1: Do the Right Thing

Author: Bob Algozzine

Purpose: TLW...will demonstrate accountability for behavior by examining a variety of actions and reviewing the rewards and consequences of them.

NCSCOS Objectives		
KH-10.04 KSS-2.01	1H-2.04 1SS-2.01, 1SS-2.06	2H-2.01 2SS-1.01, 2SS-1.02, 2SS-1.03, 2SS-1.04
3SS-1.05	4H-2.01, 4H-10.01, 4H-10.04	5H-2.04, 5H-10.02

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain the purpose and focus of the activity to the student(s): *Today we are again going to learn about “responsibility”* [Write “RESPONSIBILITY” on the board or otherwise display it for students to see.] *When some people think about “responsibility,” they think of the motto, “Do the right thing.” If you found a sweater on the playground, the “right thing” to do would be to bring it to your teacher. This would be using good decision-making and good character. If you lost something important to you, you would want anyone who found it to “do the right thing” and return it.*
- Present other ‘school’ examples of right and wrong choices and the consequences that may result from each. (i.e. forgetting homework—*zero for a grade*, not doing homework—*bad report card grades*, borrowing a pencil and not giving it back—*people will not want to loan you things*, eating food off of a friends lunch tray—*friends will not want to sit with you at lunch...*)
- Present ‘community’ examples of not acting responsibly and discuss the consequences with students. Ask them how to handle the problem in a more appropriate manner (e.g., When people steal things, the police capture them and send them to jail. If a person needs something, what can he do to acquire it in a responsible way? He can get a job or borrow money from a bank or a friend so he can buy what he needs.)

Guided Practice [Demonstrate]

- Ask students for some other examples of responsibility and “doing the right thing?” Provide supportive feedback for appropriate examples (e.g., *That is a great answer, Juan. You would be acting responsibly by returning a pencil that you found in the media center.*). Provide corrective feedback for inappropriate examples (e.g., *Actually, Jane, that is not quite right. Playing with a toy that you find on the playground without telling your teacher about it is not “doing the right thing.” It would be better to tell your teacher first because it could be dangerous to play with something when you don’t know where it came from or whose it is.*).
- Arrange students in pairs and have them talk about doing the right thing. Have them discuss the motto, “Do the Right Thing,” and how it relates to good character. Discuss right and wrong choices and consequences that may result from each. Present some examples of inappropriate behavior (Handout 1) and discuss them using the following focusing questions and organizers:
 - What happened? State the negative behavior.
 - What are the consequence(s) of this behavior? Discuss negative consequences.
 - What is a responsible way to act? Describe one way to handle the problem positively.

Independent Practice

- Have students work in pairs or small groups talking about teacher-generated problems (Handout 2). Have them decide one positive way to handle the problem. Provide supportive feedback for appropriate examples (e.g., *That is right, Anita, you would be acting responsibly by returning a purse that you found on the playground.*). Provide corrective feedback for inappropriate examples (e.g., *Actually, John, that is not quite right. Wearing a hat that you found in the cafeteria is not “doing the right thing.” It would be better to tell your teacher about it, because whoever lost it probably is looking for it and would be happy to know where it is.*).
- Have students find words that mean the same as “responsibility” (Handout 3).

Check for Understanding

- Keep track of students’ participation in discussions and/or assess their actions through other assignments.
- Have students dictate or write stories from the perspective of (a) the person who lost something, (b) the person who found something, or (c) the thing itself.
- Have students draw a picture of someone acting responsibly.
- Have students make a “responsibility” collage using pictures cut from magazines.

Use Praise to Support Behavior Instruction and Learning:

General Praise	Specific Behavior Praise	Positive Peer Praise
<p><i>“Wow! That was a great way to line up for recess. Nobody was running or shoving. That was very responsible behavior.”</i></p>	<p><i>“Thank you _____ for holding the door for Mr. Marshall. It would have been tough for him to open it while carrying all those packages.”</i></p> <p><i>“I am impressed! Every one returned the field trip permission slip in plenty of time.”</i></p> <p><i>“You made me so proud when you brought the book that you found to me.”</i></p>	<p><i>“I would like to compliment____. When he saw some paper trash on the playground, he asked if he should pick it up or leave it alone.”</i></p>

Materials:

- Markers
- Handout 1: “Do the Right Thing” graphic organizer
- Handout 2: “Do the Right Thing” situations
- Handout 3: Responsibility

Restroom Procedures (Example)

- 1. Remain in the line until the teacher signals you to line-up outside your designated restroom.**
- 2. Boys will line-up quietly outside their restroom.**
- 3. Girls will line-up quietly outside their restroom.**
- 4. After using the restroom, wash your hands with soap and water.**
- 5. When you finish drying your hands with the paper towel, carefully place it in the trash can.**
- 6. After leaving the restroom, you may quickly get a drink of water from the fountain.**
- 7. Finally, quietly walk to the class line and wait patiently until everyone is back in line and your teacher signals you to go.**

Cafeteria Lunch Line Procedures (Example)

- 1. Remain quietly in your line at all times.**
- 2. Give space to others in the line.**
- 3. Wait for classmates in front of you to pick up a tray and then quietly pick up your tray and utensils.**
- 4. Speak loudly and clearly when telling the cafeteria ladies what you want.**
- 5. Take everything that you need and make healthy food choices.**
- 6. Use kind words (“Yes, please.” “No, thank you) and actions when going through the line.**
- 7. Punch in your lunch number and wait for the cafeteria lady to tell you when to go.**
- 8. Walk carefully and quietly down the center aisle of the cafeteria until you get to your assigned table.**

Hallway Procedures (Example)

- 1. Walk on the right side of the hallway.**
- 2. (Walking on the silver line is a good way to make sure you are not walking too close to the walls.)**
- 3. Stop at each stop sign and wait for your teacher to tell you to go.**
- 4. Keep your body, hands and feet away from the walls.**
- 5. Keep a 'one foot' step away from the person in front of you.**
- 6. Keep your eyes on the person in front of you.**
- 7. Only talk when allowed.**

NOTE: If you are walking in the hallway with a group or by yourself, you must have a hall pass.

Teaching Character Traits (Examples)

Teaching RESPECT at Idlewild Elementary School Morning Announcement Schedule

Beginning Friday morning, we will have a series of extended morning announcements focused on *teaching/reinforcing* the character trait 'respect,' *reinforcing* rules, *introducing* incentive programs, and *reinforcing* procedures that are part of our school-wide behavior instruction model. Suggested follow-up activities to do during the day will be discussed with the announcements.

Date	Character Trait	Rule(s)	Incentive Program	Procedure(s)
Friday 8/25	RESPECT for others	Golden Rule	Eagles	Hallway ⇒ Whole class ⇒ Small groups ⇒ By self
Monday 8/28	RESPECT for shared school property	1		Cafeteria ⇒ Entering ⇒ Eating in ⇒ Exiting
Tuesday 8/29	RESPECT for shared school property	2	Golden Plunger	Restroom ⇒ Waiting ⇒ Using ⇒ Exiting
Wednesday 8/30	RESPECT for your classroom	3	Golden Trash Can	Classroom ⇒ Morning arrival ⇒ Transition ⇒ Lining up ⇒ Dismissal
Thursday 8/31	RESPECT for staff	4		Non-Classroom ⇒ Bus ⇒ Physical Activity ⇒ Classroom Visitor
Friday 9/1	Review Golden Rule and RESPECT	5	Review by sharing products created by students during the week.	

Follow-up Activities

Friday: Continue to discuss the character trait 'respect' and have each student create a product that represents one aspect of the Golden Rule and how we can show respect for each other. Ask for volunteers to share their work with me. If they choose to share, have them write their name and your name on the back and place them in my mailbox. I will select several to illustrate our Respect/Golden Rule Bulletin Board and to share on morning announcements later in the week.

Monday: Continue to discuss the character trait 'respect' and how we can demonstrate it in the cafeteria. Have students create a visual representation of one of the cafeteria procedures in pairs or in small groups. Ask for volunteers to share their work with me. If they choose to share, have them write their name and your name on the back and place them in my mailbox. I will select several to illustrate our Respect/Golden Rule Bulletin Board and to share on morning announcements later in the week.

Tuesday: Continue to discuss exactly what words/gestures show respect and which do not show respect. As a class, decide what words/gestures will not be tolerated and create a list of the "banned" words/gestures. Decide what will happen if one of those words or gestures is used in the classroom (e.g., a warning will be issued). Post your list in your room and invite me to come by and see it. If you are willing to share your final product, please let me know and I will do so on morning announcements later in the week.

Wednesday: Continue to discuss how to show respect in your classroom. Review your classroom procedures for morning arrival, transitions, lining up, and dismissal. If they are not already posted, have students create posters of the procedures and illustrations for each of them. Once they are created, if you would be willing to share your products, please let me know and I will do so on morning announcements later in the week.

Thursday: Continue to discuss the importance of showing respect on the school bus, on the playground, or when there is a visitor in the classroom. Create a class list (words/illustrations) of ways to show respect in three areas OR divide your class into three groups and have each group take one area to create their own list of ways to show respect. Once they are created, if you would be willing to share your products, please let me know and I will do so on morning announcements later in the week.

Teaching RESPECT at Winget Park Elementary School

Beginning Monday morning, we will have a series of extended morning announcements focused on *teaching* reinforcing the character trait 'respect' as it applies to our school rules and procedures. We have linked the teaching of respect to rules and procedures specific to Winget Park Elementary School. These issues related to respect have been identified with our ROC and SWIS data. Suggested follow-up activities are described.

Date	Character Trait	Rule(s)	Procedure(s)	Incentive Program
Mon 10/9	RESPECT for others	All	Bus ⇒ Waiting ⇒ Entering ⇒ Riding ⇒ Exiting	Wolves
Tues 10/9	RESPECT for shared school property	1, 2, 3	Restroom ⇒ Waiting ⇒ Using ⇒ Exiting	Golden Plunger
Wed 10/9	RESPECT for the feelings of others	2		
Thurs 10/9	RESPECT for the safety of others	3	Communication ⇒ Getting along with your peers ⇒ Asking for help	
Fri 10/9	Valuing RESPECT			Recognizing those students who teachers identify as role models for RESPECT

Activities

Monday: Teach each bus procedure by describing the steps and discussing their importance. Have students draw pictures representing one, several, or all steps of the WAITING, ENTERING, RIDING, or EXITING bus procedures. Have them label their pictures (e.g., We wait for the bus sitting quietly.) Selected pictures will be shared on morning announcements and presented to bus drivers. Students may also write letters to bus drivers describing a procedure they will follow to show respect.

Tuesday: Teach bathroom procedures by describing the steps and discussing their importance. Have students discuss the reasoning behind bathroom procedures. On a piece of paper folded in half, each student will draw on one half of the paper a picture of a student breaking a bathroom procedure and the possible result of that poor choice on the other half of the piece of paper. Selected pictures will be shared and discussed on morning announcements.

Wednesday: Read the following definition of RESPECT to students. *Respect is showing high regard for authority, for other people, for self, for property, and for country; and understanding that all people have value as human beings.* Tell students that you would like them to share examples of "the sounds of respect." These will be comments that indicate a respect for the feelings of others. Have the class vote on examples shared. We will read the winner's example on the morning announcements.

Thursday: Extend Wednesday's lesson by telling students they show respect for others in the way they work and play with their peers and ask for help. Have groups of students create skits demonstrating examples of showing respect by working and playing together or asking for help. After students perform each skit, have them discuss poor choices relating to working and playing with others and getting help. Emphasize that keeping hands, feet, and objects to self is related to showing respect because students sometimes make a poor choice by communicating through pulling, pushing, or being aggressive.

Friday: At the end of the week, have teachers send in the names of their students who were role models for respect during the week. Have them write one or two sentences describing their behavior and how it exemplified showing respect. Create wall displays at the beginning of each hall with pictures of each student and the sentences beneath each picture.

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