

Positive Behavioral Interventions & Supports

Handbook & Lesson Plans



Hastings Middle School

HMS Matrices

Classroom Expectations		
Safe	Respectful	Responsible
Keep your hands and feet to self	Participate in activities	Actively listen to adults & peers
Enter room appropriately	Use appropriate language	Be prepared for class
Be aware of your surroundings	Follow directions	Own your actions

Hallway Expectations		
Safe	Respectful	Responsible
Walk on right side	Keep hands to yourself	Own your actions
Walk at all times	Be kind and helpful	Tell adults about safety concerns
Be aware of your surroundings	Use inside voices	Use manners

Bathroom Expectations		
Safe	Respectful	Responsible
Wash your hands	Give others privacy	Return to class promptly
Keep hands and feet to self	Flush	Report concerns to staff immediately
Throw paper towels in garbage	Keep facilities clean	Own your actions

Cafeteria Expectations		
Safe	Respectful	Responsible
Walk	Use inside voices	Stay in your section
Keep your hands and feet to self	Pick up after yourself	Own your actions
Touch only your own food	Follow directions	Help keep the cafeteria clean

Bus Expectations		
Safe	Respectful	Responsible
While getting on the bus, wait to approach the bus until the door is open	Keep hands, feet and objects to yourself	Remain seated, facing forward
While exiting the bus, stay seated until the door opens	Use appropriate language	Be seated quickly
Keep aisle clear	Slide over so others can sit	Be prepared for your stop

Office Expectations		
Safe	Respectful	Responsible
Sit appropriately in chairs	Use inside voices	Keep information private
Keep hands and feet to self	Wait your turn	Pick up after yourself
Follow office Procedures	Knock before entering closed office doors	Be polite and use manners

Computer Lab Expectations		
Safe	Respectful	Responsible
Use equipment appropriately	Raise your hand to be recognized	Access only appropriate websites
Keep your hands and feet off cords & wires	Use an inside voice	Be patient while your computer is thinking
Keep the lab clean	Sit in a learning position	Own your actions

School Grounds Expectations		
Safe	Respectful	Responsible
Inform adults of any unsafe conditions	Use appropriate language	Clean up after yourself
Use crosswalks	Respect nature	Enjoy your surroundings
Stay in designated areas	Use equipment as it is supposed to be used	Stay within school boundaries during school hours

Media Center Expectations

Safe	Respectful	Responsible
Clean area before leaving	Keep food, drink and gum out	Return books and materials on time
Move around area safely	Wait quietly in checkout line	Use shelf-markers in nonfiction section
Present pass when entering	Be polite and use appropriate voice levels	Choose a seat and remain on task

Auditorium Expectations

Safe	Respectful	Responsible
Keep your hands and feet to yourself	Keep food, drink, or gum out	Throw away any trash in the garbage
Walk	Use inside voices	Own your actions
Remain in your seat during performances	Respond to performances appropriately	Report concerns to staff immediately

Assembly Expectations

Safe	Respectful	Responsible
Keep your hands and feet to yourself	Use appropriate voice	Own your actions
Enter and exit your spot as directed	Participate appropriately	Enjoy yourself
Remain in your seat during assembly	Listen to adult directions	Report any concerns to adults

Locker Room Expectations

Safe	Respectful	Responsible
Maintain personal space	Maintain privacy (no cell phone use)	Lock and secure all belongings
Use proper voice levels	Use kind words and actions	Keep area clean
Be aware of surroundings	Be considerate of others belongings	Pick up after yourself

Gym Expectations

Safe	Respectful	Responsible
Stay under control	Listen to teachers and other adults	Use equipment appropriately and with care
Be aware of your surroundings	Tolerate others feelings and abilities	Wear proper P.E attire
Follow the skills taught	Be kind and helpful to others	Take risks and challenge yourself

Weight Room Expectations

Safe	Respectful	Responsible
Wear proper attire	Listen to adults directions	Clean up/take care of equipment properly
Use equipment safely/with proper weights/abilities	Have positive conversations	Report any instances of broken/missing equipment
Be aware of your surroundings and other students	Wait for your turn	Have yourself properly warmed up for your workout

Pool Expectations

Safe	Respectful	Responsible
Walk at all times	Keep hands and body parts to yourself	Bring your school appropriate swimsuit
Follow pool instructor's directions	Listen to instructor's verbal cues	Make sure showers are off and towels picked up
Diving in the deep end only	Maintain personal space in the water	Know your surroundings and abilities in the water

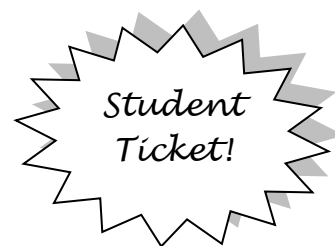
Expectations

Safe	Respectful	Responsible

Weekly Recognition Program Students and Staff

Raider Recognition tickets are a formalized way to give students and staff positive reinforcement for following school expectations. Any adult in the building can hand out Raider Recognition tickets to students or staff. These tickets can be filled out by the adult and handed in by the person receiving the ticket to the appropriate bins found in the Welcome Center.

Raider Recognition Ticket <input type="checkbox"/> SAFE <input type="checkbox"/> RESPECTFUL <input type="checkbox"/> RESPONSIBLE 	STUDENT: Received this Raider Recognition Ticket for:
STUDENT: STAFF:	STAFF: Place this side in grade level bin!



Raider Recognition Ticket 	STAFF: Thank you for...
STAFF: FROM:	FROM: Place this side in staff bin!

Monthly Recognition Program Class Act: The Raider Way

The mission of the monthly recognition program is to build a sustainable character education program that will cultivate safe, respectful and responsible students and adults in our school. Our goal is to recognize students and staff that exemplify the Raider Nation monthly character traits (safe, respectful, responsible, honorable, attitude of gratitude, scholarly, tolerance, integrity, noble, grit and supportive).

Monthly student nominees will be decided on by grade level teams at the last meeting of each month and will be announced during the morning announcements.

Character Traits – Every grade level will follow the same traits each month. They will be centered on our core 3 expectations and be revealed at the beginning of each month. These will eventually spell out Hastings.

Month	Character Traits
September	The Raider Way (Safe, Respectful, Responsible)
October	H – Honorable
November	A – Attitude of Gratitude
December	S – Scholarly
January	T – Tolerance
February	I – Integrity
March	N – Noble
April	G – Grit
May	S – Supportive

2016 Morning Meeting Schedule

WEEK 1

Tuesday the 6 th (day 1)	
Grade	Location & Topic
5-8	In the classroom- ALL students will be introduced to PBIS (presentation can be found on Google Drive & PBIS website)

Wednesday the 7 th (day 2)	
Grade	Location & Topic
5-8	In the classroom- All students will be taught the Assembly expectations & learn the Hastings Fight Song (presentation can be found on Google Drive & PBIS website)

Thursday the 8 th (day 3)	
Grade	Location & Topic
5	In the hallways- Hallway lesson plan (found in hand book)
6	In the classroom- Show hallway videos (shared on google drive)
7	In the bathrooms – Bathroom lesson plan (found in hand book)
8	In the classroom – Show bathroom video (shared on google drive)

Friday the 9 th (day 4)	
Grade	Location & Topic
5	In the classroom- Show hallway videos (shared on google drive)
6	In the hallways- Hallway lesson plan (found in hand book)
7	In the classroom – Show bathroom video (shared on google drive)
8	In the bathrooms – Bathroom lesson plan (found in hand book)

- Classroom expectations should be taught in every classroom, every hour sometime during the first week.
- Cafeteria expectations will be taught on the first day of school by the administrators
- Auditorium expectations will be taught by administrators during the Camfel production
- Media center expectations will be taught by Glenda during language arts classes
- Computer lab expectations should be taught by the classroom teacher in the lab during the first use
- Gym/Pool/Weight Room & Locker rooms will be taught by PE teachers as part of classroom expectations

WEEK 2

Monday the 12 th (day 5)	
Grade	Location & Topic
5	In the assigned bathrooms – Bathroom lesson plan (found in handbook)
6	In the classroom – Show bathroom video (shared on google drive)
7	In the assigned hallways- Hallway lesson plan (found in hand book)
8	In the classroom- Show hallway videos (shared on google drive)

Tuesday the 13 th (day 6)	
Grade	Location & Topic
5	In the classroom – Show bathroom video (shared on google drive)
6	In the assigned bathrooms – Bathroom lesson plan (found in hand book)
7	In the classroom- Show hallway videos (shared on google drive)
8	In the assigned hallways- Hallway lesson plan (found in hand book)

Wednesday the 14 th (day 1)	
Grade	Location & Topic
5	Outside on south side of building – Bus expectations (found in hand book)
6	Outside on south side of building – Bus expectations (found in hand book)
7	Outside on north side of building – School grounds expectations (found in hand book)
8	Outside on south side of building – School grounds expectations (found in hand book)

When teaching school grounds expectations spread out and find an open area to teach

Thursday the 15 th (day 2)	
Grade	Location & Topic
5	Outside on north side of building – School grounds expectations (found in hand book)
6	Outside on south side of building – School grounds expectations (found in hand book)
7	Outside on south side of building – Bus expectations (found in hand book)
8	Outside on south side of building – Bus expectations (found in hand book)

Friday the 16 th (day 3)	
Grade	Location & Topic
5-8	In the classroom – Show office video (shared on google drive)

RAIDER NATION: WEEK 1 LESSON PLANS

TOPIC: CLASSROOM

TIME ALLOTTED: 20 minutes

MATERIALS: 1 Adult, Classroom Matrix



Classroom Expectations

Safe	Respectful	Responsible
Keep your hands and feet to self	Participate in activities	Actively listen to adults & peers
Enter room appropriately	Use appropriate language	Be prepared for class
Be aware of your surroundings	Follow directions	Own your actions

1. Overview of the lesson:

- ◆ “Today we are going to talk about how we are safe, respectful and responsible while we are in any classroom in the school.”

2. Learning Target:

- ◆ I understand the expectations for all classrooms and can demonstrate examples of both appropriate and inappropriate behaviors.

3. Definition of the Raider Way for the Classroom: *(See above matrix for expectations.)*

- ◆ Show the matrix and walk through the expectations.
- ◆ Discuss the details of the expectations with students and answer questions.

TEACH

1. Demonstrate examples of NOT following expectations.

SAFE	Show an example of a student not entering the room safely (ie. Running in late, taking a pencil off of someone’s desk.) Talk with students about how else a person might not be following the SAFE expectations in the classroom.
RESPECTFUL	Show an example of a student of not following directions. Talk with students about how else a person might not be RESPECTFUL expectations in the classroom
RESPONSIBLE	Show an example of a student not actively listening. Talk with students about how else a person might not be following the RESPONSIBLE expectations in the classroom.

MODEL

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

SAFE	Show an example of entering the room appropriately and finding their seat without touching other’s property. Have a few students practice walking into the room.
RESPECTFUL	Have a student demonstrate following a simple set of directions. Give students a set of directions and ask them to follow them.
RESPONSIBLE	Show an example of owning your actions. Have the students practice saying phrases like “I’m sorry.”, “That was my fault.” or “I’ll try better next time.”

1. **Discussion:** “Tell me what “Safe, Respectful and Responsible look, feel, or sounds like in the classroom.”

FORMATIVE
ASSESSMENT

2. **Practice:** Have all students practice walking into the room quietly (level 2), taking their seat, filling out their assignment notebook and getting prepared for class.

3. **Debrief:** “Are there any questions you have about being Safe, Respectful, and Responsible in the classroom?”



RAIDER NATION: WEEK 1 LESSON PLANS

AREA ASSEMBLY

TIME ALLOTTED: 15 minutes

MATERIALS: 1 Adult –Lesson PowerPoint

Assembly Expectations		
Safe	Respectful	Responsible
Keep your hands and feet to yourself	Use appropriate voice	Own your actions
Enter and exit your spot as directed	Participate appropriately	Enjoy yourself
Remain in your seat during assembly	Listen to adult directions	Report any concerns to adults

TEACH

1. Overview of the lesson:

- ◆ “Today we are going to talk about how we are safe, respectful and responsible at an assembly.”

2. Learning Target:

- ◆ I understand the expectations while being part of an assembly and can demonstrate examples of both appropriate and inappropriate behaviors.

3. Definition of The Raider Way at assemblies: *(See above matrix for expectations.)*

- ◆ Show the matrix and walk through the expectations.
- ◆ Discuss the details of the expectations with students.

MODEL

1. Demonstrate examples of NOT following expectations.

<i>SAFE</i>	Show an example of not showing following directions by walking to a different spot than directed, and sitting too close to another invading their personal space. Talk with students about how else a person might not be following the SAFE expectation in an assembly.
<i>RESPECTFUL</i>	Show an example of not using an appropriate voice at different times. (i.e., yelling during presentations). Talk with students about how else a person might not be following being the RESPECTFUL expectation of being in an assembly.
<i>RESPONSIBLE</i>	Show example of not being a positive audience member by showing you are bored or yelling out loud. Talk with students about how else a person might not be following the RESPONSIBLE expectation of being in an assembly.

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

<i>SAFE</i>	Show an example of remaining seated, and keeping hands, feet, and other objects to self
<i>RESPECTFUL</i>	Show an example of sitting together with your classmates in your assigned section, using appropriate voice levels (i.e., level 0 when someone is presenting, level 2 when waiting and talking with a neighbor, level 3 when cheering) at different times throughout the assembly.
<i>RESPONSIBLE</i>	Show an example of talking quietly with the people around you, apologizing and correcting behavior for inappropriate participation.

FORMATIVE ASSESSMENT

- 1. Discussion:** “Tell me what “Safe, Respectful and Responsible look, feel, or sound like while at an assembly.”
- 2. Practice:** Students will practice sitting and participating appropriately at an assembly.
- 3. Debrief** “Are there any questions you have about being Safe, Respectful and Responsible at an assembly?”

RAIDER NATION: WEEK 1 LESSON PLANS

AREA: HALLWAY

TIME ALLOTTED: 15 minutes

MATERIALS: 1-2 Adults – Hallway Matrix



Hallway Expectations

Safe	Respectful	Responsible
Walk on right side	Keep hands to yourself	Own your actions
Walk at all times	Be kind and helpful	Tell adults about safety concerns
Be aware of your surroundings	Use inside voices	Use manners

TEACH

1. Overview of the lesson:

- ◆ “Today we are going to talk about how we are safe, respectful and responsible in the hallway.”

2. Learning Target:

- ◆ I understand the expectations for the hallway and can demonstrate examples of both appropriate and inappropriate behaviors.

3. Definition of The Raider Way for the hallway: (See above matrix for expectations.)

- ◆ Show the matrix and walk through the expectations.
- ◆ Discuss the details of the expectations with students.

MODEL

1. Demonstrate examples of NOT following expectations.

SAFE	Show example of not walking on the right side. Talk with students about how else a person might not be following the SAFE expectations in the hallway.
RESPECTFUL	Show example of not keeping hands to yourself (i.e., rubbing a pencil eraser along the wall, hitting or touching locker). Talk with students about how else a person might not be following the RESPECTFUL expectations in the hallway.
RESPONSIBLE	Show example of not owning your actions in the hallways. Talk with students about how else a person might not be following the RESPONSIBLE expectations in the hallway.

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

SAFE	Show an example of walking on the right side of the hallway. Have the students show all previous hallway expectations and include them walking on the right side of the hallway.
RESPECTFUL	Show an example of facing forward, keeping hands to themselves, and following directions. Have students calmly walk in the hallway, facing forward and staying in their own personal space.
RESPONSIBLE	Show an example of being quiet (level 2) and leaving property alone. Have the students demonstrate keeping hands to their sides as they walk down the hall.

FORMATIVE ASSESSMENT

1. Discussion: “Tell me what “Safe, Respectful and Responsible look, feel, or sound like in the hallway.”

2. Practice: Have all students line up on the right side of the hallway and have them walk back to the classroom, with the adult monitoring.

3. Debrief: “Are there any questions you have about being Safe, Respectful and Responsible in the hallway?”



RAIDER NATION: WEEK 1 LESSON PLANS

AREA: BATHROOM

TIME ALLOTTED: 15 minutes

MATERIALS: 1-2 Adult – Bathroom Matrix

Bathroom Expectations		
Safe	Respectful	Responsible
Wash your hands	Give others privacy	Return to class promptly
Keep hands and feet to self	Flush	Report concerns to staff immediately
Throw paper towels in garbage	Keep facilities clean	Own your actions

TEACH

- Overview of the lesson:**
 - “Today we are going to talk about how we are safe, respectful and responsible in the bathrooms.”
- Learning Target:**
 - I understand the expectations for the bathrooms and can demonstrate examples of both appropriate and inappropriate behaviors.
- Definition of The Raider Way for the bathroom:** *(See above matrix for expectations.)*
 - Show the matrix and walk through the expectations.
 - Discuss the details of the expectations with students.

MODEL

- Demonstrate examples of NOT following expectations.**

SAFE	Show example of not washing hands (i.e., act as if going from toilet right to leaving restroom). Talk with students about how else a person might not be following the SAFE expectation in the restroom.
RESPECTFUL	Show example of not cleaning up the space (not flushing the toilet, throwing paper towel on the floor), and showing privacy (i.e., looking under the stall). Talk with students about how else a person might not be following the RESPECTFUL expectation in the restroom.
RESPONSIBLE	Show example of not returning to class promptly or not owning actions. Talk with students about how else a person might not be following the RESPONSIBLE expectation in the restroom.
- Choose a couple of students to “show” examples of following the expectations.**

SAFE	Show an example of washing hands. Have the students show all previous restroom expectations and include them washing their hands also to show all expectations.
RESPECTFUL	Show an example for cleaning up their space (i.e., throw paper towel away after washing hands) and privacy (i.e., knock on the stall door before entering).
RESPONSIBLE	Show an example of talking quietly (level 2) coming into the restroom and going directly to the toilet, flushing the toilet, and being ready for next step

FORMATIVE ASSESSMENT

- Discussion:** “Tell me what “Safe, Respectful and Responsible look, feel, or sound like in the bathroom.”
- Practice:** Have all students’ line up outside the restroom, and two at a time come into the restroom to show the following of the restroom expectations with an adult monitoring.
- Debrief:** “Are there any questions you have about being Safe, Respectful and Responsible in the bathroom?”



RAIDER NATION: WEEK 1 LESSON PLANS

AREA: SCHOOL GROUNDS

TIME ALLOTTED: 15 minutes

MATERIALS: 1-2 Adults –Print off of school grounds expectations

School Grounds Expectations

Safe	Respectful	Responsible
Inform adults of any unsafe conditions	Use appropriate language	Clean up after yourself
Use crosswalks	Respect nature	Enjoy your surroundings
Stay in designated areas	Use equipment as it is supposed to be used	Stay within school boundaries during school hours

1. Overview of the lesson:

- ◆ “Today we are going to talk about how we are safe, respectful and responsible while outside on school grounds.”

2. Learning Target:

- ◆ I understand the expectations while being outside on school grounds and can demonstrate examples of both appropriate and inappropriate behaviors.

3. Definition of The Raider Way for School grounds: (See above matrix for expectations.)

- ◆ Show the matrix and walk through the expectations.
- ◆ Discuss the details of the expectations with students.

TEACH

1. Demonstrate examples of NOT following expectations.

SAFE	Show example of not walking on the crosswalks & sidewalks (i.e., cut across the courtyard grass), and going outside of designated areas (i.e. in bushes). Talk with students about how else a person might not be following the SAFE expectation outside on school grounds
RESPECTFUL	Show an example of not respecting nature (i.e. killing ants, throwing rocks, ripping leaves off of trees). Talk with students about how else a person might not be following the RESPECTFUL expectation while outside on school grounds
RESPONSIBLE	Show example of not cleaning up after yourself (i.e., throwing your garbage on the ground). Leaving school equipment outside when out there for a class (i.e. calculators from science class). Talk with students about how else a person might not be following the RESPONSIBLE expectation while outside on school grounds.

MODEL

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

SAFE	Show an example of walking on the sidewalk (i.e., walk on sidewalk around courtyard), cross at the crosswalks
RESPECTFUL	Show an example of leaving rocks alone, not swinging on trees and picking up garbage found on the ground.
RESPONSIBLE	Show an example of bringing in what you take out (i.e., pick up a ball in the field to carry), lining up quickly and quietly and picking up items that are dropped.

1. **Discussion:** “Tell me what “Safe, Respectful and Responsible look, feel, or sound like while outside on school grounds.”

FORMATIVE ASSESSMENT

2. **Practice:** Students walk around outside on the sidewalks, find some trash to pick up and use the crosswalks while under adult supervision.
3. **Debrief** “Are there any questions you have about being Safe, Respectful and Responsible while outside on school grounds?”

RAIDER NATION: WEEK 1 LESSON PLANS

AREA: BUS

TIME ALLOTTED: 15 minutes

MATERIALS: 1- 2 Adults – Teaching Poster of Bus Expectations



Bus Expectations		
Safe	Respectful	Responsible
While getting on, wait to approach the bus until the door is open	Keep hands, feet and objects to yourself	Remain seated, facing forward
While exiting the bus, stay seated until the door opens	Use appropriate language	Be seated quickly
Keep aisle clear	Slide over so others can sit	Be prepared for your stop

TEACH

1. Overview of the lesson:

- ◆ “Today we are going to talk about how we are safe, respectful and responsible on the bus.”

2. Learning Target:

- ◆ I understand the expectations while being on a bus and can demonstrate examples of both appropriate and inappropriate behaviors.

3. Definition of The Raider Way on Busses: (See above matrix for expectations.)

- ◆ Show the matrix and walk through the expectations.
- ◆ Discuss the details of the expectations with students.

MODEL

1. Demonstrate examples of NOT following expectations.

SAFE	Show example of not remaining seated (i.e., get up from seat and walk around the bus), and keeping hands, feet, and other objects to self (i.e., kicking the seat ahead, throwing paper wads on the bus). Talk with students about how else a person might not be following the SAFE expectation on the bus.
RESPECTFUL	Show example of not following directions (i.e., bus driver tells you to sit in the front seat, and you go to the back of the bus). Talk with students about how else a person might not be following the RESPECTFUL expectation on the bus.
RESPONSIBLE	Show example of not talking quietly (i.e., yelling to someone in the back of the bus), leaving property alone (i.e., looking over the seat and messing with someone else’s book bag), and not eating (i.e., eating a snack from school in my book bag). Talk with students about how else a person might not be following the RESPONSIBLE expectation on the bus.

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

SAFE	Show an example of remaining seated (i.e., sitting in the seat for an extended period of time looking out the window) and keeping hands, feet, and other objects to self (i.e., placing a crumpled up paper in your book bag, placing feet on the floor and sitting up straight).
RESPECTFUL	Show an example for following directions (i.e., sit in the front seat when asked to by the bus driver).
RESPONSIBLE	Show an example of talking quietly (i.e., level 2, talking with someone sitting in the same seat), leaving property alone (i.e., leaving your seat partner’s bag alone while sitting in the seat), and not eating (i.e., putting a snack from school in your book bag).

FORMATIVE ASSESSMENT

- Discussion:** “Tell me what “Safe, Respectful and Responsible look, feel, or sound like while riding on the bus.”
- Practice:** Students will practice lining up, getting on the bus and sitting nicely on the bus.
- Debrief** “Are there any questions you have about being Safe, Respectful and Responsible while riding on the bus?”

RAIDER NATION: WEEK 1 LESSON PLANS

AREA COMPUTER LAB

TIME NEEDED: 15 minutes

MATERIALS: 1 Adult –Computer Lab Matrix



Computer Lab Expectations		
Safe	Respectful	Responsible
Use equipment appropriately	Raise your hand to be recognized	Access only appropriate websites
Keep your hands and feet off cords & wires	Use an inside voice	Be patient while your computer is thinking
Keep the lab clean	Sit in a learning position	Own your actions

TEACH

1. Overview of the lesson:

- ◆ “Today we are going to talk about how we are safe, respectful & responsible in a computer lab.”

2. Learning Target:

- ◆ I understand the expectations when in a computer lab and can demonstrate examples of both appropriate and inappropriate behaviors.

3. Definition of The Raider Way in computer labs: *(See above matrix for expectations.)*

- ◆ Show the matrix and walk through the expectations.
- ◆ Discuss the details of the expectations with students.

MODEL

1. Demonstrate examples of NOT following expectations.

SAFE	Show example of not keeping your hands and feet off the cords (i.e., switching keyboard, unplugging a neighbor’s mouse) Talk with students about how else a person might not be following the SAFE expectation in the computer lab.
RESPECTFUL	Show example of not sitting in a learning position (i.e., leaning back on chair, turned sideways talking to neighbor). Talk with students about how else a person might not be following the RESPECTFUL expectation in the computer lab.
RESPONSIBLE	Show example of not being patient while your computer is thinking (i.e., tapping pencils, repeatedly clicking, walking over to neighbors spot, pressing all the buttons). Talk with students about how else a person might not be following the RESPONSIBLE expectation in the lab.

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

SAFE	Show an example of keeping the lab clean. (i.e., have a student pack up their stuff, including scraps of paper, check their surroundings for all materials before leaving).
RESPECTFUL	Show an example of a student raising their hand quietly (level 0) and patiently until they are acknowledged by a teacher.
RESPONSIBLE	Show an example of sitting quietly (and patiently while your computer is thinking).

FORMATIVE ASSESSMENT

1. Discussion: “Tell me what “Safe, Respectful and Responsible look, feel, or sound like while In the computer lab.”

2. Practice: Have students practice walking in, sitting down quietly and carefully and waiting patiently while waiting for instructions.

3. Debrief “Are there any questions you have about being Safe, Respectful and Responsible while in a computer lab??”

RAIDER NATION: WEEK 1 LESSON PLANS

AREA: MEDIA CENTER

TIME ALLOTTED: 15 minutes

MATERIALS: 1-2 Adults –Media Center Matrix- loud speaker



Media Center Expectations		
Safe	Respectful	Responsible
Clean area before leaving	Keep food, drink and gum out	Return books and materials on time
Move around area safely	Wait quietly in checkout line	Use shelf-markers in nonfiction section
Present pass when entering	Be polite and use appropriate voice levels	Choose a seat and remain on task

TEACH

1. Overview of the lesson:

- ◆ “Today we are going to talk about how we are safe, respectful and responsible in the Library.”

2. Learning Target:

- ◆ I understand the expectations for the media center and can demonstrate examples of both appropriate and inappropriate behaviors.

3. Definition of The Raider Way for the Media Center: (See above matrix for expectations.)

- ◆ Show the matrix and walk through the expectations.
- ◆ Discuss the details of the expectations with students.

MODEL

1. Demonstrate examples of NOT following expectations.

SAFE	Show example of not moving around safely (i.e., run through the media center), and not keeping hands and feet to self (i.e., taking the stick and banging in on the table, kicking someone in the media center). Talk with students about how else a person might not be following the SAFE expectation in the media center.
RESPECTFUL	Show example of not being quiet (i.e., level 3, hum in the media center), goofing around while checking out materials (i.e., hitting the person behind you with your book, not waiting your turn). Talk with students about how else a person might not be following the RESPECTFUL expectation in the media center.
RESPONSIBLE	Show example of not following directions (i.e. forgetting to place the shelf markers in where you take a book off the shelf, moving from seat to seat and distracting others). Talk with students about how else a person might not be following the RESPONSIBLE expectation in the media center.

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

SAFE	Show an example of walking in the media center and keeping hands and feet to self (i.e., walking with hands to your side when looking for a book).
RESPECTFUL	Show an example for following directions (i.e., putting the colored stick in place of a book you take off the shelf, placing a returned book on the library desk).
RESPONSIBLE	Show an example of not talking (level 0, silence), taking care of materials and equipment (i.e., carrying book in our hands to the check-out library desk), and checking out materials (i.e., show the book to the media check out person).

FORMATIVE ASSESSMENT

1. **Discussion:** “Tell me what “Safe, Respectful and Responsible look, feel, or sound like in the Media Center.”

2. **Practice:** All students are to roam the media center and check out a book using the expectations, with an adult monitoring.

3. **Debrief:** “Are there any questions you have about being Safe, Respectful and Responsible in the Media Center?”



RAIDER NATION: WEEK 1 LESSON PLANS

AREA: MAIN OFFICE/HEALTH OFFICE/WELCOME CENTER/COUNSELING

TIME ALLOTTED: 15 minutes

MATERIALS: 1 Adult- Office Expectation Video

Office Expectations		
Safe	Respectful	Responsible
Sit appropriately in chairs	Use inside voices	Keep information private
Keep hands and feet to self	Wait your turn	Pick up after yourself
Follow Office Procedures	Knock before entering closed office doors	Be polite and use manners

TEACH

1. Overview of the lesson:

- ◆ “Today we are going to talk about how we are safe, respectful and responsible in the Offices.”

2. Learning Target:

- ◆ I understand the expectations for the offices and can demonstrate examples of both appropriate and inappropriate behaviors.

3. Definition of The Raider Way for the Offices: *(See above matrix for expectations.)*

- ◆ Show the matrix and walk through the expectations.
- ◆ Discuss the details of the expectations with students.

MODEL

1. Demonstrate examples of NOT following expectations.

SAFE	Show an example of kicking the wall, desk, or someone and/or touching things in the office without permission. Talk with students about how else a person might not be following the SAFE expectation in the main office/health office.
RESPECTFUL	Show example of not following directions (i.e. go right to nurse’s office to get a Band-Aid). Talk with students about how else a person might not be following the RESPECTFUL expectation in the main office/health office.
RESPONSIBLE	Show example of not being quiet (i.e., coming into the office saying “I need help, I need help” five times loudly). Show example of not waiting or sitting in the waiting room chair (i.e., roaming the office and touching things). Talk with students about how else a person might not be following the RESPONSIBLE expectation in the main office/health office.

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

SAFE	Show an example of waiting or sitting in the office chair (i.e., after standing in the office without adult acknowledgement sit down in the chair to wait).
RESPECTFUL	Show an example for following directions (i.e., show a pass or note of why they are in the office).
RESPONSIBLE	Show an example of being quiet (i.e., level 2, enter the office and stand and wait for adult acknowledgement).

FORMATIVE ASSESSMENT

- 1. Discussion:** “Tell me what “Safe, Respectful and Responsible feel, or sound like in the Offices.”
- 2. Practice:** Students line up outside the office and one at a time come into the office with a pass or note and use the expectations for this area, with adult monitoring.
- 3. Debrief** “Are there any questions you have about being Safe, Respectful and Responsible while in the Offices?”



RAIDER NATION: WEEK 1 LESSON PLANS

AREA: CAFETERIA

TIME ALLOTTED: 15-20 minutes

MATERIALS: 1 administrator – Lunchroom Matrix – microphone -trays – napkins – silverware – milk

Cafeteria Expectations		
Safe	Respectful	Responsible
Walk	Use inside voices	Stay in your section
Keep your hands and feet to self	Pick up after yourself	Own your actions
Touch only your own food	Follow directions	Help keep the cafeteria clean

TEACH

1. Overview of the lesson:

- ◆ “Today we are going to talk about how we are safe, respectful and responsible in the lunchroom.”

2. Learning Target:

- ◆ I understand the expectations while in the cafeteria and can demonstrate examples of both appropriate and inappropriate behaviors.

3. Definition of The Raider Way for the Cafeteria: *(See above matrix for expectations.)*

- ◆ Show the matrix and walk through the expectations.
- ◆ Discuss the details of the expectations with students.

MODEL

1. Demonstrate examples of NOT following expectations.

SAFE	Show example of not walking (i.e., run through the lunchroom), cleaning up (i.e. dropping napkin on the floor and leaving it), and emptying and stacking trays (i.e., not dumping a tray and throwing it onto the tray stacking shelf. Talk with students about how else a person might not be following the SAFE expectation in the lunchroom.
RESPECTFUL	Show example of not waiting for food quietly (i.e., budging), only touching your own food (i.e., grabbing someone else’s food, taking a trade of food), and following directions (i.e., switching tables, not lining up on the line to dump trays). Talk with students about how else a person might not be following the RESPECTFUL expectation in the lunchroom.
RESPONSIBLE	Show example of not sitting at a table (i.e., standing to eat, getting up and going to a different spot at a table), talking quietly (i.e., level 3, yelling down the table to someone), and leaving appropriately Talk with students about how else a person might not be following the RESPONSIBLE expectation in the lunchroom).

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

SAFE	Show an example of walking (i.e., walk into the lunchroom to the serving line area), cleaning up (picking up a napkin on the floor), and emptying and stacking trays (walk to the line and wait turn to dump tray in barrel, and place tray on the stacking shelf- trays fit together).
RESPECTFUL	Show an example for waiting for food quietly (level 2) (i.e., lining up on the line in single file line, wait at the counter for tray), touch your own food (i.e., sit and eat from own tray), raise your hand for help and follow directions (i.e., wait at the table for permission to leave)
RESPONSIBLE	Show an example of sitting at the table (i.e., as you come to the table sit to the far end next to another student), talking quietly (sit at table and use level 2 conversation voice talking with another), and leaving (walk out of the lunchroom and down the hallway).

FORMATIVE ASSESSMENT

1. Discussion: “Tell me what “Safe, Respectful and Responsible look, feel, or sound like in the Cafeteria.”

2. Debrief: “Are there any questions you have about being Safe, Respectful and Responsible while in the Cafeteria?”