

San Vicente Elementary School



Positive Behavior Interventions and Supports (PBIS) Handbook

Go Panthers!



Pawsitivity!

P.A.W.S.

“We are **P**ositive Panthers with a good
Attitude **W**orking hard to be **S**afe.”



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Positive Behavior Interventions and Supports

What Is Positive Behavior Interventions and Supports?

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting students to be successful in schools. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

Who Is On The School-Wide PBIS Team?

The PBIS team should be representative of the entire school staff across grade levels, classified staff, administrators, counselors, and special education staff. Teams are also encouraged to have a parent member. Having a representative team will improve communication and feedback about PBIS programs in the school and should also improve involvement and buy-in throughout the school.

What Are The Responsibilities Of The School-Wide PBIS Team?

- Hold PBIS meetings on-site once per month to plan and coordinate school-wide behavior systems. The team is responsible for planning PBIS activities and programs (such as PBIS Kick-Off, acknowledgment assemblies, and character development lessons) and continually monitoring and updating PBIS programs.
- Attending district-wide meetings and trainings (approximately 4 per year) to promote the continuing development and maintenance of PBIS programs.
- Present PBIS news at staff meetings to keep staff up to date with school PBIS programs and receive input and feedback from staff.
- The PBIS Team Leader is responsible for facilitating monthly PBIS meetings on-site and being the liaison with district PBIS efforts.

The following pages describe the School-wide PBIS plans and programs for this year. It is expected that all school staff be active participants in the school-wide programming, including General Education and Special Education staff, Certified and Classified staff, bus drivers and cafeteria and custodial staff, even volunteers and substitute teachers.

San Vicente Elementary School

School-Wide Rules

Go Panthers!



Be Safe

Be Respectful

Be Responsible

P.A.W.S

"We are **P**ositive Panthers with a good
Attitude **W**orking hard to be **S**afe."

School-Wide Rules Posters

School Rules Posters will be disseminated and should be posted in every room in the school, including all classrooms, the cafeteria, hallways, front office, etc. This will help prompt staff and students to pay attention to the school rules.

Why Do We Have School-Wide Rules?

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on 3 simple rules it is easier for students to remember. It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff through the use of a common language.

Positively stated rules are important, because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is that staff will be more likely to use the rules to catch students engaging in the appropriate behavior.






By selecting only a few rules it is important that the rules are broad enough to talk about all potential problem behaviors. With the rules selected, the PBIS team believes that we can then teach all specific behavioral expectations across all school setting according to these simple rules, for example:

- Putting away recess equipment is an example of Being Safe because someone could trip on it and get hurt.
- Saying, “Thank you” to a classmate when they hold a door open for you is an example of Being Respectful.
- You were Being Responsible when you used active listening during instruction time.

All staff and students in the school are expected to know the School-wide Rules. Schools will be evaluated twice per year (Fall & Spring) to see if staff and students know the school-wide rules. The goal is that 90% of staff and students know the school-wide rules. To be most effective, regular teaching using the school-wide rules should become part of the school culture.



San Vicente Elementary School P.A.W.S Expectations
 We are **P**awsitive Panthers with a good **A**ttitude, **W**orking hard to be **S**afe.

Setting/Expectations	<u>P</u> awsitive Panthers	<u>A</u> ttitude	<u>W</u> orking Hard	<u>S</u> afe
Classroom 	<ul style="list-style-type: none"> Respect the teacher Listen attentively to others Do your personal best Be prepared and on time 	<ul style="list-style-type: none"> Follow directions Accept consequences without complaining Use Self-Control 	<ul style="list-style-type: none"> Use indoor voices Take turns with materials Complete all assignments Return items where you found them 	<ul style="list-style-type: none"> Use materials properly Keep hands, feet, and objects to yourself Sit properly on chair Walk at all times
Bathrooms/Fountains 	<ul style="list-style-type: none"> Respect others One person per stall Return to your classroom immediately 	<ul style="list-style-type: none"> Flush toilet Throw paper towels in trash can Keep the bathrooms clean Report misuse of bathroom 	<ul style="list-style-type: none"> Use indoor voices Count to 5 at the fountains Stand in a single file line 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Wash your hands with soap and water Walk at all times
Hallways 	<ul style="list-style-type: none"> Respect other classrooms Walk quietly Carry a pass Return to class immediately 	<ul style="list-style-type: none"> Follow verbal directions from all staff Use appropriate language 	<ul style="list-style-type: none"> Walk on the blue line Face forward Maintain personal space 	<ul style="list-style-type: none"> Walk at all times Keep hands, feet, and objects to yourself Walk your bike/carry skateboard
Playground 	<ul style="list-style-type: none"> Respect the supervisors Use positive and appropriate language Walk to the line when bell rings Make good choices 	<ul style="list-style-type: none"> Follow directions Accept consequences from all staff without complaining Use kind words to solve problems Include others and be a friend 	<ul style="list-style-type: none"> Share equipment Use helping hands Follow the rules to specific games and activities 	<ul style="list-style-type: none"> Use equipment properly Walk on blacktop Stay in approved areas Keep hands, feet, and objects to yourself Report problems and injuries
Cafeteria 	<ul style="list-style-type: none"> Respect cafeteria staff Stand in a quiet single file line Face forward Wait your turn Make healthy food choice 	<ul style="list-style-type: none"> Follow all directions Sit in assigned area Use good table manners Eat all food served 	<ul style="list-style-type: none"> Use quiet voices Clean up table area, floor, and after yourself Help others when needed 	<ul style="list-style-type: none"> Walk at all times Keep hands, feet, and objects to yourself Wait to be excused

The behavioral expectation grid will be disseminated and should be posted in every room in the school, including all classrooms, the cafeteria, hallways, front office, etc. This will help to prompt staff and students to pay attention to the school rules. The behavioral expectation grid should be big enough to read and highly visible throughout all settings in the school.

Defining and Teaching Behavioral Expectations

A core component of the School-wide PBIS is positive behavioral expectations. Positive behavioral expectations are guidelines and routines that are taught in order to encourage appropriate behavior and prevent inappropriate behavior. A school's behavioral expectations form the building blocks for a positive school environment that is conducive to academic achievement.

The San Vicente Staff agreed on five school-wide expectations to focus on throughout the academic year. The setting/expectation areas are the classroom, cafeteria, playground, hallways, and bathrooms. The detailed description of appropriate behaviors are organized into a matrix with each expectation serving as a column heading and each specific settings serving as a row label. Within a given matrix cell, specific behaviors that reflect compliance with a specific expectation are clearly articulated.

During the first week of school, staff members explicitly teach the expectations to all students within the various school settings. These lessons are thoughtfully and thoroughly structured to ensure all students learn to accurately identify, describe, and demonstrate the specific essential components of behavioral compliance with stated expectations.

Effective lessons include:

- a formally written lesson plan
- activation of prior knowledge about the need for rules and the values on which rules are based (e.g. valuing personal safety, valuing quality instruction, valuing student learning, valuing fairness)
- an explicit statement of the goal the lesson intends to achieve (i.e., compliance with stated setting expectations)
- adult modeling of both examples and non examples of expectation-compliant behavior
- student opportunities to role play both examples and non-examples of expected behavior
- frequent teacher checks for student understanding
- presets on how, in the future, teachers will correct and support students if (when) their behavior deviates from taught expectations
- explicit discussion of the next opportunity the students will have to use the newly practiced behavior in the natural course of their school day

Pawsitive Panthers at Drop Off and Pick Up

Lesson Plan

Step 1: Review School Wide Rules

Be Safe: Be free from harm of any kind (physical or emotional).

Be Respectful: Be polite and cooperative with others.

Be Responsible: Be dependable and trustworthy at all times.

Step 2: Teach Expectations for Specific Setting

<u>P</u> awsitive Panthers	<u>A</u> ttitude	<u>W</u> orking Hard	<u>S</u> afe
Respect parents and staff	Follow directions from parents and staff	Wait quietly for teacher to walk you to class Wait quietly for parent or guardian to pick you up	Walk at all times Stay in designated area Keep hands, feet and objects to yourself

Step 3: Tell Why Rules are Important

It is important to be safe, respectful and responsible during drop off and pick up:

So students are safe from harm when arriving at school and leaving school.

So students are in the appropriate place, following directions and waiting calmly they can be found quickly if needed and hear important announcements from the adults.

Step 4: Demonstrate Rules

DROP-OFF Routines

- From Parking Lot – Walk with adult to School Entrance
- From Car Lane – Walk directly to adult at School Entrance
- Wait quietly at entrance for school staff or parent to walk you to the playground
- If late, check-in with guardian at the office

<u>Rule</u>	<u>Example</u>	<u>Non-Example</u>
Be Safe	When dropped off at school, the student waits to be walked to the front door by his/her guardian, looking carefully for cars.	A student runs out of his car without his parent without looking for cars hurrying to see a friend standing in front of the school.
Be Respectful	Student nicely greets the staff at drop-off area and teacher when entering classroom	Student grunts instead of saying 'hi' and doesn't look at staff in drop-off area or teacher when entering room
Be Responsible	After being dropped off by parent, students waits quietly and patiently for staff to walk them to classroom	After being dropped off by parent, student runs to classroom alone without waiting for staff and doesn't check in with teacher

PICK-UP Routines

- Walk as a class with teacher to assigned pick-up spot in school entry
- Sit quietly in assigned area waiting for pick-up
- Parent or Guardian must come to school entrance for student check-out & pick-up

<u>Rule</u>	<u>Example</u>	<u>Non-Example</u>
Be Safe	Student sees parent drive up and tells staff that they see their parent, then waits patiently for parent to come to get student before walking carefully back to car through the painted crosswalk	Student sees parent drive up in car and runs to parent without checking out with staff or looking for cars
Be Respectful	Students stay in assigned waiting area, waiting quietly and patiently for parents keeping hands and feet to self	Students are yelling and poking other students while running around and leaving waiting area
Be Responsible	Student makes sure to collect all belongings & homework to take home before leaving classroom and walking to the dismissal area	Student forgets things in classroom to bring home and has to go back to pick it up after class has gone to wait in the dismissal area

Step 5: Provide Opportunities for Student Practice

- Role-play to show how to act safe, respectful and responsible in this setting.

Morning Drop-Off

- Demonstrate how to walk safely with parent from parking lot (and from car for drive-up drop-off) to drop-off area, greet staff and wait patiently to walk to classroom with staff member and check-in with and greet the teacher when arriving in the classroom
- Have students practice different steps in routine
- Have staff demonstrate doing it with a few mistakes and have the students describe what the person did wrong and right.
- Demonstrate the appropriate actions again after a non-example.

Afternoon Pick Up

- Demonstrate how to prepare for classroom departure, walk to assigned pick-up area, wait patiently and quietly, and how to walk with parents safely to car... may also want to teach students to tell parents where to drive when leaving the parking lot
- Have students practice different steps in routine
- Have staff demonstrate doing it with a few mistakes and have the students describe what the person did wrong and right.
- Demonstrate the appropriate actions again after a non-example.

Pawsitive Panthers in the Bathroom and Water Fountain

Lesson Plan

Step 1: Review School Wide Rules

Be Safe: Be free from harm of any kind (physical or emotional).

Be Respectful: Be polite and cooperative with others.

Be Responsible: Be dependable and trustworthy at all times.

Step 2: Teach Expectations for Specific Setting

<u>P</u> awsitive Panthers	<u>A</u> ttitude	<u>W</u> orking Hard	<u>S</u> afe
<ul style="list-style-type: none"> • Respect others • One person per stall • Return to your classroom immediately 	<ul style="list-style-type: none"> • Flush toilet • Throw paper towels in trash can • Keep the bathrooms clean • Report misuse of bathroom 	<ul style="list-style-type: none"> • Use indoor voices • Count to 5 at the fountains • Stand in a single file line 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself • Wash your hands with soap and water • Walk at all times

Step 3: Tell Why Rules are Important

It's important to be safe, respectful, and responsible in the bathroom and water fountains:

So we prevent the spread of germs to others, and so that no one gets hurt

So no one else has to clean up after you, and everyone has privacy.

So you do your business quickly and get back to class you will have more time to learn

Step 4: Demonstrate Rules

Demonstrate: Knocking on stall door, getting toilet paper, flushing toilet, washing hands with soap and water, getting paper towels, throwing paper towel in trash can

Water Fountain:

Demonstrate how to wait in line to drink water, show how to count to 5 while drinking water at the water fountain

<u>Rule</u>	<u>Example</u>	<u>Non-Example</u>
Be Safe	John immediately washes his hands with soap after using the toilet, shaking water from his hands into the sink. He gives his classmates plenty of room. He makes sure his used paper towel lands in the garbage can after he dries his hands.	A student slams a stall door back and forth a few times. He splashes water all over as he washes his hands. He tosses his wadded up paper towel over his classmates heads, and leaves it on the floor when it misses the garbage can.
Be Respectful	Terri knocks at a closed door to make sure it is empty before going into it. She waits patiently until a stall is free. She uses her quiet voice while reminding a classmate to pick up a dropped paper towel	A student talks loudly to a classmate as she walks in to the bathroom. She yells at someone in a stall to hurry up. While she impatiently waits she tries to smudge up the mirror with her fingerprints.
Be Responsible	Tim gets teacher permission and a pass to go to the bathroom, walks quickly and quietly straight to the appropriate bathroom. He does his business quickly and returns quietly & quickly to class. Tim sees that the toilet is not working and tells an adult about the problem.	A student doesn't bother with getting permission. He wanders slowly to the wrong bathroom, taking his time using too much water, soap and paper towels. He hangs out in the bathroom, trying to get others to goof off with him.

Step 5: Provide Opportunities for Student Practice

- Role-play to show how to act safe, respectful and responsible in this setting.
- Individual Bathroom
 - a) Demonstrate how to get pass and go to individual bathroom
 - In bathroom, emphasize knocking on stall door, flushing, how much tp (3-4 squares at a time), washing hands, how much soap and paper towel, dispose properly and return directly to class
 - b) Might have a couple of student practice different steps in routine
 - c) Have staff demonstrate doing it with a few mistakes and have the students describe what the person did wrong and right.
 - d) Demonstrate the appropriate actions again after a non-example.
- Water Fountains
 - a) Demonstrate how to wait turn and count to 5 while drinking water
 - b) Have a couple of student practice different steps in routine
 - c) Have staff demonstrate doing it with a few mistakes and have the students describe what the person did wrong and right.
 - d) Demonstrate the appropriate actions again after a non-example.

Pawsitive Panthers in the Cafeteria

Lesson Plan

Step 1: Review School Wide Rules

Be Safe: Be free from harm of any kind (physical or emotional).

Be Respectful: Be polite and cooperative with others.

Be Responsible: Be dependable and trustworthy at all times.

Step 2: Teach Expectations for Specific Setting

<u>Pawsitive Panthers</u>	<u>Attitude</u>	<u>Working Hard</u>	<u>Safe</u>
<ul style="list-style-type: none">• Respect cafeteria staff• Stand in a quiet single file line• Face forward• Wait your turn• Make healthy food choice	<ul style="list-style-type: none">• Follow all directions• Sit in assigned area• Use good table manners• Eat all food served	<ul style="list-style-type: none">• Use quiet voices• Clean up table area, floor, and after yourself• Help others when needed	<ul style="list-style-type: none">• Walk at all times• Keep hands, feet, and objects to yourself• Wait to be excused

Step 3: Tell Why Rules are Important

It's important to be safe, respectful, and responsible in the cafeteria:

So lunchtime occurs in an efficient and effective manner.

So we can enjoy our lunchtime in a relaxing atmosphere.

So we can maintain healthy bodies.

Step 4: Demonstrate Rules

Demonstrate: Walking into cafeteria in a single file line, waiting your turn, taking your tray, taking your milk, choosing your sides, taking your card, taking your napkin, choosing your condiments

Walking to your assigned table, sitting and eating your food, Using quiet inside voices to talk to those next to you

Cleaning up table and floor, Raising hand to be dismissed from table, Throwing away trash. Leaving lunch tray on table.

<u>Rule</u>	<u>Example</u>	<u>Non-Example</u>
Be Safe	A student walks to assigned table, and eats their own food.	A student runs to a table, starting touching and eating other's food.
Be Respectful	A student sits at assigned table, eats all their food, and uses good table manners.	A student turns around to talk loudly to a student at another table and shows them their gross food.
Be Responsible	A student finishes their own lunch, cleans up their area, and waits patiently to be dismissed, throws trash and walks out of the cafeteria	A student only eats one thing, gets up without permission, leaves trash on the floor and table.

Step 5: Provide Opportunities to Practice

- Role-play to show how to be respectful, responsible and safe in this setting.
- Entering the cafeteria
 - a) Demonstrate how to enter the cafeteria appropriately.
 - b) Have students line up and practice the entry routine.
 - c) Have staff demonstrate doing it with a few mistakes and have the students describe what the person did wrong and right.
 - d) Demonstrate the appropriate actions again after a non-example.
- Good manners and appropriate behavior at the table
 - a) Demonstrate good manners and appropriate behavior at the table... including how to ask for help in case of spills, etc.
 - b) Have students practice appropriate table behavior
 - c) Have staff demonstrate doing it with a few mistakes and have the students describe what the person did wrong and right.
 - d) Demonstrate the appropriate actions again after a non-example.
- Dismissal/Leaving the Cafeteria
 - a) Demonstrate how to leave the cafeteria: show how to clean up appropriately, dismissal one table at a time x quiet table, lining up and placing milk cartons in garbage on way out, waiting in line outside cafeteria for whole class to be dismissed
 - b) Have students practice appropriate dismissal behavior
 - c) Have staff demonstrate doing it with a few mistakes and have the students describe what the person did wrong and right.
 - d) Demonstrate the appropriate actions again after a non-example.

Pawsitive Panthers in the Hallway

Lesson Plan

Step 1: Review School Wide Rules

Be Safe: Be free from harm of any kind (physical or emotional).

Be Respectful: Be polite and cooperative with others.

Be Responsible: Be dependable and trustworthy at all times.

Step 2: Teach Expectations for Specific Setting

<u>P</u> awsitive Panthers	<u>A</u> ttitude	<u>W</u> orking Hard	<u>S</u> afe
<ul style="list-style-type: none"> • Respect other classrooms • Walk quietly • Carry a pass • Return to class immediately 	<ul style="list-style-type: none"> • Follow verbal directions from all staff • Use appropriate language 	<ul style="list-style-type: none"> • Walk on the blue line • Face forward • Maintain personal space 	<ul style="list-style-type: none"> • Walk at all times • Keep hands, feet, and objects to yourself • Walk your bike/carry skateboard

Step 3: Tell Why Rules are Important

It's important to be safe, respectful, and responsible in the hallways:

- So nobody gets hurt
- So we don't bother other students working in the classrooms
- So we know where all of the students are to keep them safe

Step 4: Demonstrate Rules

Class Line in Hallway:

Demonstrate - walking on blue line, staying with class (keep up), appropriate spacing, face forward, hands to side, use quiet voices, stop at the intersection where hallways meet

Individual student in the hallway:

Quietly walk directly to your location and carry a pass

<u>Rule</u>	<u>Example</u>	<u>Non-Example</u>
<u>Be Safe</u>	A student walks, facing forward, down the hallway A student keeps hands to side	A student runs down the hallway. A Student looking backward, not moving w/ line
Be Respectful	A student walks quietly down the hallway.	A student talks loudly to her friend as she walks with her class.
Be Responsible	A student walks directly to where he is supposed to go in a timely manner	A student walks the "long way" to and from his destination and stops to visit with the people in the office and in the halls.

Step 5: Provide Opportunities for Student Practice

- Have class practice walking as a group down the hall & teacher/staff provide specific feedback (e.g. "nice job keeping your hands to self that is very safe, great job looking forward and keeping mouths quiet; make sure we remember to give the person in front of us enough space)
- Teacher can demonstrate examples & non-examples and have students tell you what the teacher is doing that is right or wrong

Pawsitive Panthers in the Playground Structures

Lesson Plan

Step 1: Review School Wide Rules

Be Safe: Be free from harm of any kind (physical or emotional).

Be Respectful: Be polite and cooperative with others.

Be Responsible: Be dependable and trustworthy at all times.

Step 2: Teach Expectations for Specific Setting

<u>Pawsitive Panthers</u>	<u>Attitude</u>	<u>Working Hard</u>	<u>Safe</u>
<ul style="list-style-type: none"> • Respect the supervisors • Use positive and appropriate language • Walk to the line when bell rings • Make good choices 	<ul style="list-style-type: none"> • Follow directions • Accept consequences from all staff without complaining • Use kind words to solve problems • Include others and be a friend 	<ul style="list-style-type: none"> • Share equipment • Use helping hands • Follow the rules to specific games and activities 	<ul style="list-style-type: none"> • Use structures properly • Walk on blacktop • Stay in approved areas • Keep hands, feet, and objects to yourself • Report problems and injuries

Step 3: Tell Why Rules are Important

It's important to be safe, respectful, and responsible in the playground structures:

So students don't get hurt

So recess is a fun time for everyone

So we all get to use all the playground structures during recess

Step 4: Demonstrate Rules

<u>Rule</u>	<u>Example</u>	<u>Non-Example</u>
Be Safe	Ted waits his turn to use the bars, and doesn't crowd, grab or shove at the students already there. Next, Ted walks around to the top of the slide and waits patiently for his turn after the person in front of him is off the bottom of the slide	A student tries to climb over another boy as he climbs up the bars. Later he tries to grab a girl's legs as she is swinging. He then tries to climb up the slide when he gets to the top he turns around and runs into another student going down the slide

	and walks out of the way	
Be Respectful	Tanya sees another girl standing on the side of the playground and invites her to come and play with her. A student hears the yard duty supervisor calling her, and follows directions	A student ignores Gloria when she asks to play ball with her, saying get your own ball. A student makes fun of another girl who misses the ball when she tries to kick it. When a student hears a duty person calling her name, she pretends she doesn't hear it.
Be Responsible	A student hears the bell and stops playing on the structure. After getting off the structure, he walks over to where his class is lining up and quietly waits for his teacher.	When the bell rings a student continues to play on the structure. The student runs to the line, and pushes other students out of the line. The student cuts in line. The student yells at others who are waiting in line.

Step 5: Provide Opportunities for Student Practice

- Role-play to show how to be safe, respectful, and responsible in this setting.
- Boundaries and Use of Playground Structures
- Show students which areas are off limits & how to use playground structures
 - Enter each play area through the door
 - Rubber and sand stay in box & low
 - Behind fences are off limits
 - Slide
 - Monkey Bars
 - Swings
 - Encourage sharing, taking turns, and including others
- a) Have staff demonstrate each playground structure
- b) Have selected students practice each of the situations above with feedback
- c) Have staff demonstrate doing it with a few mistakes and have the students describe what the person did wrong and right.
- d) Demonstrate the appropriate actions again after a non-example.

Pawsitive Panthers with Playground Equipment

Lesson Plan

Step 1: Review School Wide Rules

Be Safe: Be free from harm of any kind (physical or emotional).

Be Respectful: Be polite and cooperative with others.

Be Responsible: Be dependable and trustworthy at all times.

Step 2: Teach Expectations for Specific Setting

<u>Pawsitive Panthers</u>	<u>Attitude</u>	<u>Working Hard</u>	<u>Safe</u>
<ul style="list-style-type: none"> • Respect the supervisors • Use positive and appropriate language • Walk to the line when bell rings <p>Make good choices</p>	<ul style="list-style-type: none"> • Follow directions • Accept consequences from all staff without complaining • Use kind words to solve problems <p>Include others and be a friend</p>	<ul style="list-style-type: none"> • Share equipment • Use helping hands • Follow the rules to specific games and activities 	<ul style="list-style-type: none"> • Use equipment properly • Walk on blacktop • Stay in approved areas • Keep hands, feet, and objects to yourself <p>Report problems and injuries</p>

Step 3: Tell Why Rules are Important

It's important to be safe, respectful and responsible with playground equipment:

So no one gets hurt

So recess is a fun time for everyone

So we all get to use all the equipment and play all our games during recess

Step 4: Demonstrate Rules

<u>Rule</u>	<u>Example</u>	<u>Non-Example</u>
Be Safe	Ted throws the ball safely to another student.	A student throws the ball on purpose to hit another student.
Be Respectful	Tanya sees another girl standing on the side of the playground and invites her to come and play catch with the ball. Student listen to the supervisor and follows directions.	A student ignores Gloria when she asks to play ball with her, saying get your own ball. A student makes fun of another girl who misses the ball when she tries to kick it. When a student hears a duty person calling her name, she pretends she doesn't hear it.
Be Responsible	Tim, while playing with a ball, hears the bell ring and immediately stops dribbling the ball and heads quickly over to the ball bin to drop it in. On the way to the ball bin he picks up his jacket. After dropping the ball in the bin, he walks over to where his class is lining up and quietly waits for his teacher.	Even though it's very cold and windy, a student ignores his teacher's reminder to the class to wear jackets. When the whistle blows while playing basketball, he continues to shoot several more baskets, and then slowly walks over to the ball bin, dribbling the basketball all the way. He tries to shoot a basket at the ball bin, but the ball hits the side of the building instead.

Step 5: Provide Opportunities for Student Practice

- Role-play to show how to be safe, respectful and responsible in this setting.
- Boundaries and Use of Playground Equipment
- Show students which areas are off limits & how to use playground equipment
 - How to get toys from bin (only school toys allowed)
 - Enter each play area through the door
 - Rubber and sand stay in box & low
 - Behind fences are off limits
- Playground Equipment Clean up and Dismissal
 - e) Demonstrate how to quickly return equipment to the ball bin and line up following the bell.
 - f) Have students practice the cleanup and dismissal routine with feedback
 - g) Have staff demonstrate doing it with a few mistakes and have the students describe what the person did wrong and right.
 - h) Demonstrate the appropriate actions again after a non-example.

Teaching School-wide Rules, Behavioral Expectations, & Routines

Starting the Year off Right

During the first week of school, we will focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings in the school. The PBIS team is organizing a set of events that hopes to provide students and staff with an entertaining, memorable, and positive first week of school in which everyone learns the rules, expectations, and routines throughout the entire school. To truly start the year off right we will need participation and support from the entire staff.

Why Teach The Rules, Expectations, and Routines During The First Week of School?

One of the major reasons to teach behavioral expectations and routines across settings is that so all staff agree on what is expected. This will improve consistency across staff in enforcing the school rules. Often staff members have different expectations about what behavior is acceptable in different settings which can confuse the students. A second major reason is that we cannot assume that students know the expectations and routines.

What are Routines?

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include: entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, process for sharpening your pencil in class, etc. Choosing routines should be a thoughtful process, since some routines can inadvertently set up students to engage in misbehavior. Routines should be taught and reinforced during the first week of school so that everyone in the school is

following the same set of procedures.

Booster Sessions: Re-teaching the Rules, Expectations, and Routines.

Like all good teachers, we must remember that we cannot simply teach the expectations and routines once. It is important to hold booster sessions to review the expectations. Booster sessions are especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations, increasing the number of acknowledgment events, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area.

Re-teaching of behavioral expectations and routines will occur as necessary throughout the year. The PBIS team will plan re-teaching.

Strategic re-teaching of sessions/settings will occur during the first week of school following: Winter Break, Spring Break

San Vicente Kick-Off Teaching Schedule- DAY 2

Times	Cafeteria	Bathroom	Playground Structures	Playground Recess Equipment	Hallway	Arrival and Dismissal
Support Staff:	(E. Mosqueda and Cafeteria staff)	(Domingues)	(Supervisor)	(Supervisor)	(Ortega)	(Holland)
8:15-8:35	Thomas	Solorio	Mosqueda	J. Ceja	Arriaga	Gomez
8:35-9:00	Saccone	Thomas	Gallegos	Mosqueda	Gomez	Arriaga
9:00-9:20	Solorio	Saccone	J. Ceja	Gallegos	Pantoja	Open
10:20-10:40	Viveros	D. Ceja	Esparza	Felix	Dominguez	Read-Cap
10:40-11:00	Felix	Viveros	D. Ceja	Esparza	Read-Cap	Dominguez

Day 3 of School

Times	Cafeteria	Bathroom	Playground Structures	Playground Recess Equipment	Hallway	Arrival and Dismissal
8:15-8:35	Arriaga	Felix	Pantoja	Sandoval	Esparza	J. Ceja
8:35-9:00	Gallegos	Arriaga	Mandujano	Gomez	Sandoval	Esparza
9:00-9:20	Hutton	Gallegos	Gomez	Mandujano	J. Ceja	Pantoja
10:20-10:40	Dominguez	Hutton	Saccone	D. Ceja	Viveros	Lopez
10:40-11:00	D. Ceja	Dominguez	Felix	Saccone	Lopez	Viveros

Day 4 of School

Times	Cafeteria	Bathroom	Playground Structures	Playground Recess Equipment	Hallway	Arrival and Dismissal
8:15-8:35	Mosqueda	Open	Thomas	Solorio	Saccone	Sandoval
8:35-9:00	Esparza	Mosqueda	Sandoval	Thomas	Mandujano	Saccone
9:00-9:20	Gomez	Esparza	Solorio	Lopez	Open	Mandujano
10:20-10:40	Read-Cap	Gomez	Viveros	Open	Gallegos	Hutton
10:40-11:00	Open	Read-Cap	Lopez	Viveros	Hutton	Gallegos

Day 5 of School

Times	Cafeteria	Bathroom	Playground Structures	Playground Recess Equipment	Hallway	Arrival and Dismissal
8:15-8:35	Sandoval	Pantoja	Arriaga	Read-Cap	Thomas	Felix
8:35-9:00	Mandujano	Sandoval	Read-Cap	Arriaga	Mosqueda	Thomas
9:00-9:20	J. Ceja	Mandujano	Open	Pantoja	Felix	Mosqueda
10:20-10:40	Lopez	J. Ceja	Dominguez	Hutton	D. Ceja	Solorio
10:40-11:00	Pantoja	Lopez	Hutton	Dominguez	Solorio	D. Ceja

The **first Friday** of the school year will end with an assembly, which will review school wide expectations and rules, rewards (PAW STORE and AR rewards), and assembly procedures and expectations.

Assembly Time:

lower grades (K-3rd) assembly 1:30-2:05

upper grade assembly (4th-6th) 2:05-2:45 (**prepare students for dismissal before going to assembly**)

Character Building Lessons

Why Should Schools Get Involved in Teaching Character?

It has to do with classroom management. When you build community, you need to teach students about themselves, about the kind of person they want to be. Then you have fewer management problems, and you can teach the curriculum better.

You are a character educator. Whether you are a teacher, administrator, guidance counselor, custodian, or school bus driver, you are helping to shape the character of the kids who interact with you. It's in the way you talk, the behaviors you model, and values you transmit. Yes, for better or for worse, you are already doing character education.

How Do You Reinforce Those Skills In The Classroom?

We reinforce them whenever we're reading about characters in books, people we're studying in social studies, events that have taken place, current events. We ask, "Do you think they were missing a life skill?" or "What life skill do you think they used?" We even talk about it when they raise gas prices: "How does that affect people, and what life skills do you need when things get more expensive?" It applies to everything.

Bottom Line-It is Important to Teach Students Character Traits!

It is the responsibility of staff to define, teach, remind, celebrate, and correct student behavior as related to the defined expectations. Pairing explicit instruction with consistent reinforcement is a more effective and positive approach to creating an atmosphere where appropriate social behavior becomes an established norm. Research has found that inconsistent responses to inappropriate behaviors and an over reliance on punishment does not generally result in a decrease of the inappropriate behavior.

Positive behavioral expectations support competence and academic achievement by providing a model of what appropriate behavior looks like in the school environment or out in our community. Repeated engagement in the demonstration of appropriate behavior helps to support social competence and allows students to achieve academically.

The next pages include the teaching schedule and character lessons for the academic year.

The Character Trait of the Month



San Vicente School
Soledad Unified School District

August/September – Responsibility and Safety

October – Respect and Bully Free

November – Reliability and Telling

December – Kindness

January – Perseverance

February – Honesty

March – Compassion and Physical Aggression

April – Patience

May – Cooperation



PBIS: Responsibility

Teach Children to Be Responsible

To be responsible is to do the things that need to be done. It's a person who is reliable, dependable, and does not blame others for their actions. The habit of blaming others greatly hinders people from meeting their responsibilities, (cause and effect). We want freedom to make our own decisions, however, it is not always clear to us that decisions carry consequences. This is a character trait that is a process and evolves; when people are able to meet their responsibilities, they feel proud of themselves and have a feeling of satisfaction.

We want our students to think, to make good decisions, to live up to their agreements, to behave, and to become independent. We know that responsible kids are successful kids. And we know that to start teaching responsibility early is to increase our chances of success. This is a good topic to start the year off with to help students learn to take responsibility for themselves - their actions, their words, their education, and their relationships.



PBIS Lesson Plan
Expected Behavior: Responsibility

Lesson Objective- Students will learn to be accountable for their actions and decisions. Students will learn to act independently for their actions.

Examples- I did my homework because_____, I studied my spelling words because_____, I walk in the walkways because_____. It's important to return my reading books to class everyday because_____.

Non-Examples- I forgot to complete my homework. You didn't remind me to return my books. My family went to Salinas and I didn't have time to study for my test.

Activities to Enhance Concept Development- Create a web with students listing numerous ways they demonstrate responsibility at school or at home. Also discuss being irresponsible. What are the positive and/or negative aspects of each character trait?

Activities to Check for Understanding

Provide students with additional mock scenarios and ask them to come up with responsible actions/decisions and consequences. Ask students to show irresponsible mock scenarios and consequences. You may also present/read mock scenarios and ask students if they demonstrate responsibility or irresponsible. Ask students to explain/justify their responses.

Bigger Picture/Citizen of the World- Discuss positive leaders, and point out some of the responsible traits they had to demonstrate in order to attain their goals or accomplishments. You may also connect responsibility to home environment. Which family members demonstrate responsibility?

Activities to Extend Concept Development-

Ask students to create a quick write and/or drawing that shows or talks about a time(s) they demonstrate responsibility.

1. Brainstorm responsible behavior. Have children answer: I am responsible when I...
2. Is it the responsibility of an athlete to act as a role model since they are in the public eye, or should they be able to live their life as they want, even if they are being irresponsible? What are the consequences of being irresponsible?
3. Give each child an envelope and tell them they will need the envelope at school tomorrow (you can make it for a longer period of time). It is their responsibility to keep the envelope safe and not to open the envelope. The next day tell those who have the envelope unopened, that they can now open their envelope. Inside is a note saying: Thank you for being responsible. You can have _____ minutes of free time on ____.
4. Write five things to say to yourself if you are tempted to act irresponsibly.
5. Describe something you have done that is responsible, and how you felt afterwards. Did you learn from it?
6. Describe what society might be like if no one was accountable for their actions. What would happen if no one kept their promises or commitments?

1st Grade: We talked about the new responsibilities the students have this year that differ from when they were in Kindergarten. I drew a large body on poster board and named it "Freddy First Grader". We then filled in the body with new responsibilities or activities they have now in first grade.

2nd Grade: We read the book *Regina's Big Mistake* and talked about how Regina was irresponsible in handling her mistake at the beginning of the book (crumpling up her paper) and how she was able to act responsibly at the end (admitting she made a mistake and trying to turn it into something better). We discussed ways that they could handle mistakes in a responsible manner (saying sorry, trying hard not to do it again, etc).

In 4th grade, we read Shel Silverstein's poem, Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out. We discussed how Sarah's responsibility of taking the garbage out literally started piling up on her. To demonstrate how our own responsibilities begin to pile up if we don't take care of them, I brought a bag of "clean" trash (crumpled up paper, paper towel tubes, empty water bottles, etc). We talked about one of the responsibilities the students' have: taking tests. We went through the different steps needed to do well on a test, such as paying attention in class, completing classwork and homework, reading the textbook or reading book, completing a study guide, studying several days in advance of the test, getting a good night's sleep, and eating a healthy breakfast. After we listed all of the steps, we went through them again, but this time, I asked the students what would happen if they did not do that step and threw a piece of trash on the pile. Soon, the pile so high it began to topple over and we talked about how hard it would be take on the responsibility of doing well on a test when you haven't been paying attention, haven't been completing the work, haven't been reading, and haven't been studying. That responsibility would seem too large and the "pile" would be too tall to tackle. After our discussion, each student wrote a promise to themselves to be responsible this year.

5th Grade: We discussed how our attitudes, thoughts, and actions can impact our ability to be responsible. If we have a negative attitude about something (I hate math), that leads to a negative thought (Math is useless and I don't have to do it), which leads to a negative action (Not completing math homework). Positive attitudes, in turn, lead to positive thoughts, which lead to positive actions. We can be much more responsible when we are believing, thinking, and doing something positive. These are the "keys" to responsibility success. Each student decorated a paper key with one way they planned to be responsible this year.

Responsibility (Suggested for grades 2-5)

Materials: A dollar bill

Look what I brought with me today. (*Hold up the dollar bill for the students to see.*) All of us know how to spend money. Do we all need money? What do we use money for? (*Briefly discuss needs and wants.*) When I hold this dollar bill in my hand it doesn't block my vision of the things around me. I can

see my family, friends, people who might need help, and I can see work that needs to be done. The problem comes when I hold money so close to me (*hold dollar in front of your eyes*) and that's all I can see or care about. If I love money too much, that can lead to trouble. I might begin to make foolish and selfish purchases, thinking only of myself instead of making responsible choices and thinking about the needs of others. Having money is not a problem. But if I love money too much- and hold it too close-it becomes a problem. What are some good and responsible things we can do with money?

Responsibility Tree (Suggested for grades K-3)

Materials: White, brown, and green construction paper. Tree trunk with branches and leaf stencils made from heavy cardboard.

Give each student one piece each of the white, brown, and green construction paper. Instruct them to use the brown paper to trace and cut out the tree trunk and then glue it on their white paper. Then use the green paper to cut and trace out leaves and then glue the leaves on the branches of the tree trunk. Students will then write responsible actions that they will perform on each of the leaves, such as take out the garbage, feed the dog, set the table...

Play the "What if....?" Game (Suggested for grades K - 3)

Materials: A sample lunch, for example, a sandwich, a piece of fruit, carton of milk Ask the students a series of "What if...?" questions.

1. What if the farmer who grew the grain to make the bread for this sandwich decided to play ball instead of harvesting the grain? (*Explain that we wouldn't have any bread to eat, than take the bread off of the sandwich.*)
2. What if the farmer who raised the animals for the meat decided he was just too tired to take the animals to market? (*Take the meat away*)
3. What if the dairy farmer decided it was too cold and rainy to go out and milk the cows in the morning? (*Take away the cheese and milk*)
4. What if the workers who harvest fruits and vegetables were too busy watching TV to work in the fields? (*Take away any fruit and vegetables*)
5. What if the store manager and employees at Food Co. didn't feel like working for a few weeks and played with friends instead? (*Take away everything else and explain that the store wouldn't be open and we could not get the things we need.*)
6. *See what can happen when people do not show responsibility? We count on others to be responsible and do their job correctly and on time. The jobs that you have are just as important. (Ask the students to give examples of their jobs.) When you do what is expected of you to the best of your ability, then you are being responsible and others can count on YOU!*

Role Play (Suggested for grades 3 - 5)

Materials: None

Divide the students into small groups and ask them to develop a skit about responsibility. Have each group present to the class. Be sure and discuss each skit after the students have finished and point out the responsible behavior.

Mr. "No Excuse" Moose (Suggested for grades K – 2)

Materials: Stuffed moose or a picture of one. To help students understand the importance of both accepting responsibility and following through, introduce them to your friend Mr. "No Excuse" Moose. Mr. Moose shows responsibility by doing what is expected of him. He does not blame others or make excuses. People can count on Mr. Moose to get the job done. Role play with the students different ways Mr. Moose would respond to a situation. For example, "It's time for Mr. Moose to take out the trash. Does he say, 'I'm too tired or ask someone else?' NO, Mr. Moose does not make excuses...he gets the job done!"

Responsibility Is My Bag! (Suggested for grades K - 2)

Materials: Paper bag

Give everyone a lunch-sized paper bag. Tell the students how they can show responsibility by helping to keep their family car neat and tidy. Explain that they will decorate their bag. When they are finished, you will put a small hole near the top so the bag can be placed over a switch or knob in the car and used as a trash catcher. Tell the students it will be their responsibility to empty the bag when it's full and put it back in its place.

Sweet Responsibility (Suggested for grades 2 - 5)

Materials: Small apples and wrapped candy, enough so that you have one for each student
Show the students what you have. Ask them individually which of the two items they would like and let them take the one of their choice. First speak to those that chose the candy, saying something like, "You have chosen the food that will give you quick energy. It is very sweet and delicious to eat. However, it doesn't last very long and it is mostly empty calories. A few minutes after you eat it, you'll be hungry for more." To those who chose the apple say, "The apple will also give you energy and it is sweet to the taste. However, the apple is nutritious and will supply you with extra vitamins. You will feel more satisfied and benefit from the energy it gives for a longer period of time. The decision to take the apple was a very wise one." Now, ask the children how you can compare the apple and candy to our responsibilities and the choices we face every day. Many of the choices we make can bring us immediate pleasure but have no long-lasting value (like the candy) or a wise and responsible choice will bring us a longer-lasting type of happiness and satisfaction (like the apple). Examples

1. You are working on your homework when a friend calls and invites you to come over and watch a movie. Which choice will probably give immediate pleasure and which choice would give you long- term satisfaction? Which is the responsible choice?
2. You have been saving your money to buy a new skateboard, but as you walk by the arcade you think about spending the money to play a few arcade games.
3. You have the opportunity to finish your science project ahead of schedule or play basketball with your friends.

A Symphony of Character (Suggested for all grades)

Materials: Musical instrument that you can play.

Bring in your instrument and draw a line of music on the board with notes. Play the music as written. Next, erase several of the notes and replay the music. Notice how different the music sounds. Explain the importance of each note in the composition. They all have a purpose to make the music work. It can be beautiful and complete only when each note is doing it's part. Each of us is like a note in a musical composition. When we do our part and take responsibility for our actions, then we can make beautiful "music" in our lives and for those around us.

Book Suggestions for Responsibility: Berenstain Bears Trouble at School, *Jan Berenstain*
Five Little Monkeys with Nothing to Do, *Eileen Christelow* The Ant and the Grasshopper, *Amy Lowry Poole*

Annie Shows Off, *Shelagh Canning*

Clean Your Room, Harvey Moon! *Pat Cummings* Pigsty, *Mark Teague*

Arthur's Pet Business, *Marc Brown* Mrs. Katz and Tush, *Patricia Polacco* Tops and Bottoms, *Janet Stevens*

A Day's Work, *Eve Bunting*

Betsy Who Cried Wolf, *Gail Carson* Crow Boy, *Taro Tashima*

Horton Hatches the Egg, *Dr. Seuss* The Paper Boy, *Dav Pilkey*

Your Job is Easy, *Carl Sommer*

Kate Shelley: Bound For a Legend, *Robert D. San Souci* The Boy of the Three Year Nap, *Dianne Snyder*

Why Do Mosquitos Buzz In People's Ears? *Verna Aardema*

PBIS: Safety and Procedures

Teach Children to Be Safe

Teaching children how to be safe is a combined effort. Children often take the lessons home and remind their parents how to be safe in and around the home and on the road. Students learn best and achieve their full potential in safe, secure, peaceful, and orderly learning environments.

Designing effective rules can be an important step in helping keep children safe. Rules are the guidelines that help all of us know how to act in different situations. Sometimes the rules are clearly stated. They might even be posted in writing:

- Keep your seatbelt fastened at all times.
- You must be 18 years old to vote.
- You must drive 25 miles per hour in a residential neighborhood.

Other times, the rules are not clearly stated or posted. As adults, we have come to know what is expected of us:

- Wait in line quietly at the grocery store checkout.
- Face the front in an elevator.
- Say, “Hi” when someone greets you.

These behaviors are examples of showing respect or being friendly. No one specifically taught us that it is respectful to face the front and give others personal space on an elevator, but we have come to know this.

Still other times, we have learned ways of behaving that keep ourselves or others safe. It may not seem like anyone has to tell us to do these things. When you think back to childhood, though, it is likely someone reminded you to do these or similar things:

- Walk when carrying hot coffee.
- Prop up gardening equipment, like rakes, instead of leaving them lying in the grass.
- Turn skillet handles so they don’t stick out where people might bump them.

Our parents, caregivers, or teachers may have taught us these behaviors. We have picked up on what others are doing and model their behaviors. Young children are just beginning to learn what it means to be in large groups and public places. They are also just beginning to learn that their behavior affects others.

There are two types of guidelines for classroom behavior: expectations and rules. **Expectations** are general characteristics or ways you would like children to behave. Examples might include:

- Be respectful.
- Be safe.
- Be friendly.
- Respect others.
- Be responsible.

Rules help define exactly what expectations mean. Rules are our way of communicating to children what it means to “be respectful.” Examples of rules are:

- Use walking feet.
- Clean up toys when you finish with them.
- Use gentle hands.

Follow directions.

The secret to warding off at least some behavior problems is establishing positive classroom procedures for daily tasks and activities. Your students will appreciate your consistency, and once they have internalized classroom procedures, the day will run that much more smoothly. Of course, choosing the right rules and procedures for your classroom is an individual decision. But be sure to define what you expect of students from the very beginning. Remember to take time to **teach procedures** during the first days and weeks of school.

Here is a list of general procedures to teach. You can adapt them to your grade level and school setting.

- **Entering the room:** Enter quietly and politely; remove your hat if you're wearing one; don't interrupt other students; follow the appropriate procedures for each time of day (e.g., morning, after lunch, after a special class).
- **Lining up:** Stand up quietly; push in your chair; take all necessary items; line up without touching others or talking; face the front of the line; watch where you are going.
- **Leaving the room:** Tell me where you are going; take the correct hall pass; do not run or play in the hallways or restrooms.
- **Beginning the day:** Enter the room politely; put away your backpack, lunch, and coat; turn in your homework; sit at your desk and read alone or do before-school work silently.
- **Ending the day:** Clean off your desk; leave out your work notebook; pick up any trash within three feet of your desk; stack your chair; collect your mail; wait quietly to be dismissed.
- **Taking out/putting away/caring for supplies:** Share group supplies; recap markers and glue; check the number written on the supplies to make sure they belong in your group basket; if something belongs to another group, return it to them quietly.
- **Participating in group lessons:** Do not bring anything with you unless I ask you to; politely find a place to sit where you can do your best learning; sit flat, not on your knees; listen carefully for new information; raise your hand to speak; do not speak when someone else is speaking.
- **Obtaining help with assignments:** Quietly ask the students at your table for help with directions if you need it; if you are working alone, raise your hand to get help from me; if you are working with a group, ask them for help in understanding how you do the assignment.
- **Handing in finished work/homework:** Make sure your name is on your paper; place your paper upside down in the "finished work" or "homework" basket.
- **What to do with unfinished work:** If I ask for work to be turned in, let me know if it isn't finished; if I ask you to keep an unfinished project, put it in your class work notebook.
- **When and how to use the school restroom:** If I am not teaching the whole group, stand by the classroom door with your hand raised; if I say "no," wait for a better class time to go; if I nod, leave the room quietly; do not play in the restroom; return to class before two minutes have passed (promptly).
- **When and how to use the drinking fountain or sink:** When I am not teaching

the whole group, you may get a drink; take only a three-second drink; you may bring a water bottle to keep on your desk; if you need to wash your hands, use only a little soap; wipe up any water you spill.

- **When and how to use the pencil sharpener:** At the beginning of each assignment, the person I've chosen to be the "Pencil Sharpener" will invite you to have him or her sharpen your pencil; if your pencil breaks during an assignment, use a community pencil; only the "Pencil Sharpener" can run the sharpener and empty it.
- **Being a classroom helper; learning a classroom job:** If you get a job on Monday, see the person who did the job last week during silent reading time, ask him or her for the job description card, and have him or her help you on the first day. For the rest of the week, it is your responsibility to remember to do your job.
- **Getting into work groups:** Take all the materials you will need; greet each other; complete the task doing your personal best; make sure each person signs the project; thank the others in your group.
- **Using the classroom library:** When I am not teaching the whole group, you may check out a book. To do so, select a book (you only have three minutes at the class library) and sign out the book on the sign-out sheet. Take good care of the book; when you are finished, return the book to the basket and check it off the list.
- **Handling seatwork pages:** As soon as you get a paper, print your first name and last initial at the top on the right-hand side and today's date at the top on the left-hand side.
- **Preparing for lunch:** Wait quietly at your desk; when your lunch number is called, get your lunch or lunch money and line up in order; take everything with you, as you will not be allowed to come back to the classroom after we leave for lunch; while you're waiting in line, think about the way you need to behave in the lunchroom and on the playground; while you're at lunch and at recess, find one person who is behaving responsibly and be prepared to tell the class what you noticed.
- **Getting a tissue:** You may get a tissue from the closest of the four tissue boxes whenever you need one; you don't even have to ask; throw the used tissue away immediately; make sure it lands in the trash can; get right back to work.
- **Lunch count/attendance:** "Hot lunch" means you are having school lunch; "cold lunch" means you brought a lunch from home; move your attendance tag/magnet/clothespin to the "hot lunch" or "cold lunch" sign/spot; wait patiently for your turn.
- **Throwing away trash:** You may throw away trash whenever you need to if I am not teaching the whole group; do not play basketball with your trash; make sure all trash lands in the can; pick up trash even if it isn't yours.

- **Turning in lost items:** Ask the people around you if they lost the item you found; if not, write your name and the date on a slip of paper and tape the item to it; if it is money or something valuable, put the item and slip on my desk for safekeeping; if not, put it in the Lost and Found box; give yourself a "pat on the back" for being honest.
- **Locating lost items:** Ask the people around you if they found the item you lost; if not, check the Lost and Found box; if it is not there, ask me at a time when I'm not teaching the class; if you find it, thank the person who turned it in; next time, try to take care of your things. *Consider going through the Lost and Found box at the end of each month with the whole class. If an item remains*

unclaimed, give it to the person who turned it in.

- **Pledge:** When you hear/see the signal, stop what you're doing immediately and stand up; place your right hand over your heart; say the Pledge of Allegiance respectfully; during the 30 seconds of silence, quietly think about the things you want to learn today and how you will act in class and on the playground.
- **Visitors in the classroom:** When visitors enter the room, let the designated classroom "host" or "hostess" greet them; when the host or hostess rings the chimes, get ready to listen to and look at the visitor — a smile is great!; when the host or hostess introduces the visitor, say, "Welcome to our class, _____"; remember, most visitors are here to watch you learn, so be ready to explain what you are working on; treat visitors respectfully.
- **Fire drill:** Stop everything; stand up and head for the door quickly, but without running or pushing; do not cover your ears; do not make any side trips; the classroom "fire chief" takes the fire drill packet and leads the line outside; the second person in line holds the classroom door for the rest of the class; the third person in line holds the outside door only for our class, then becomes the last person in line; wait patiently, calmly, and quietly in line outside until we are allowed to go back to what we were doing.
- **Signals for attention:** When I need your attention, I will ring the chimes (or sound the rain stick, open the music box, etc.); as soon as you hear the signal, stop what you are doing, look at me, and listen for directions.
- **Helping other students:** In a cooperative classroom, it is good to help one another; if someone needs help with directions or reading an assignment, help him or her if you are able; if someone needs help with understanding the problem, tell him or her to ask me for help; never put down another student who asks for help.
- **Organizing desk:** Remove all loose papers; decide if they should go home or stay at school; put papers that should stay at school in the front pocket of your work notebook; put pencil or art supplies in your school box; put your folders and work notebook on the left side of your desk tray; everything else goes on the right side; pick up your trash.
- **What to do during free time:** If you finish an assignment, first work on any unfinished assignments that are in the front pocket of your work notebook; when you finish those, you may choose to do your classroom job, read a book, write a story, illustrate a book, make up math problems, work on a research project, peer-tutor someone who needs your help, or create a song about what the class is studying.

Expected Behavior: Safety

Safe School and Classroom Environment

Lesson Objective- Students will learn to behave in a manner that will ensure the safety, and well being of all students. Students will learn to behave in a manner that will not hurt or harm him/herself or anyone else at school.

Examples- Walking at all times, following the school-wide rules, keeping bathroom floors clean and dry. Students will keep the floor in the cafeteria clean. Keep hands and feet to themselves.

Non-Examples- Jumping off swings, using playground equipment incorrectly (running up slide, swinging jump rope,) throwing food on the cafeteria floor, running in the hallway, classroom and other areas on and around campus. (release time areas; flag pole, and front office perimeter).

Activities to Enhance Concept Development- Discuss why it is important to have a safe learning environment for all students. Discuss the importance of behaving in a safe manner, and the positive impact a safe school environment has on learning, and the well being of others. Discuss negative impact of unsafe behavior, and its' effect on student learning, and health. Students may share other ways they can be safe in school by brainstorming behavior that will not hurt or harm anyone at school.

Activities to Check for Understanding- Review examples and non-examples of safe behavior, positive results of safe behavior, negative consequences of unsafe behavior.

Activities to Extend Concept Development- Students will create a drawing and/or write sentences illustrating/demonstrating safe behavior. Students will draw/write about how they feel coming to school knowing they will be safe.

Safety Rules Tour

Discuss why safety rules are important. In the classroom, review some safety rules. These might include rules in the classroom, in the school, when walking to school, and on the playground.

Tour the playground with the children and review specific safety rules.

- Discuss who made the rules for the playground.
- Why do adults make rules?
- What should you do if you or one of your friends needs help?

What should you do if you find something unsafe (e.g., a needle) on the playground? Create a class book. Children choose and illustrate classroom and playground safety rules. Children write one sentence or more sentences explaining their rule.

What Should I Do?

Give students scenarios to consider and discuss as a group, if you can, using pictures, videos, or even demonstrations on the playground or in the school hall. For example, “Ahmed’s ball is in the road because he threw it over the fence by accident. What should he do now?” or “Where is a safe place to play?”

Right Way or the Wrong Way?

A set of student volunteers will demonstrate the incorrect way to act responsible on the playground. Students that are observing will rate the performance by holding up pre-made signs that either say, “wrong way” or “right way”. A set of students will then demonstrate the expectation the right way. Students will then be asked to hold the signs up again.

Books that teach safety:

I Can Be Safe by Pat Thomas

How Should I Behave? by Mick Manning

Ready, Steady, Grow! by Sophie Piper

Manners on the Playground by Carrie Finn

Be Careful and Stay Safe by Cheri J. Meiners

PBIS: Respect

Teach Children to Respect

One of the most important things you can teach your students is respect. Keep in mind that respect is not the same as obedience. Children might obey because they are afraid. If they respect you, they will obey because they know you want what's best for them. The best way to teach respect is to show respect. When a child experiences respect, they know what it feels like and begin to understand how important it is.

Respect is an attitude. Being respectful helps a child succeed in life. If children don't have respect for peers, authority, or themselves, it's almost impossible for them to succeed. A respectful child takes care of belongings and responsibilities, and a respectful child gets along with peers.

How can you show respect to your students?

Be honest - If you do something wrong, admit it and apologize.

Be positive - Don't embarrass, insult or make fun of a child. Compliment them.

Be trusting - Let your students make choices and take responsibility.

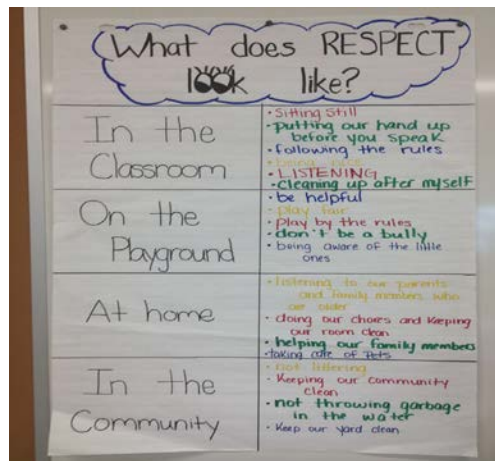
Be fair - Listen to each child's side of the story before reaching a conclusion.

Be polite - Use "please" and "thank you".

Be reliable - Keep promises. Show your students that you mean what you say.

Be a good listener - Give your full attention.

Teach your students to respect themselves. Self-respect is one of the most important forms of respect. Once we respect ourselves, it is easier to respect others.



PBIS Lesson Plan

Expected Behavior: Respect

Lesson Objective- Students will demonstrate respectful behavior toward their peers, teachers, and school staff.

Examples- Responding when spoken to, following directives the first time, actively listening to others (teachers and students) using phrases like please and thank you, stating requests in a positive manner, honoring a different perspective or point of view other than your own.

Non-Examples- Demanding instead of requesting, ignoring directives, arguing and/or questioning adult directives, name calling, using inappropriate language, mocking and/or making fun of others.

Lesson Vocabulary- Value, honor, esteem, appreciate, admire, rudeness, intolerance, mock, ridicule, scorn, criticize.

Activities to Enhance Concept Development- Introduce lesson vocabulary examples while providing students with a definition of respect. Ask students to think about what respect means to them. Have them think of instances or examples of respect they have demonstrated or observed. Have them pair share their responses. Discuss and connect respect to “The Golden Rule” i.e., treat others as you would like to be treated. Connect to empathy. Create a web and/or provide visuals that show different ways respect is demonstrated in our society, schools, and workforce. Point out how respect positively enhances our society, schools, and work places. Drawing from examples of respect and non-examples of respect, create and model scenarios that demonstrate both. Have students act them out.

(Ask) What does the word respect mean?

1. Showing consideration for other people and their property.
2. Caring for ourselves, family, community, and school.
3. Appreciating and accepting individual differences.
4. Treating others the way that you would want to be treated.

(Ask) How can you show respect?

1. Use kind words and good manners.
2. Listen to what others have to say.
3. Follow the rules.
4. Appreciate differences among people.
5. Take care of other people's property at school, home, and in the community.
6. Help others.

HOW TO BE RESPECTFUL?

Treat other people the way you want to be treated.

Be courteous and polite.

Listen to what other people have to say.

Don't insult people, or make fun of them, or call them names. Don't bully or pick on others.

Don't judge people before you get to know them.

General questions about respect:

1. Is there anything you dislike about the way people treat each other here at school? Do you know of any disrespectful behavior? Describe it. How do you feel about it?
2. What do you like most about the way people treat each other here at school? Does it have anything to do with respect?
3. What is a bully? Is bullying an act of disrespect? In what way? Are there bullies here at school? Can someone be a bully without meaning to be? How?
4. How can treating people with respect prevent fights?
5. When you are with a group of kids, what things might other kids do or say that make you feel good? What things make you feel bad? How does treating people with respect affect your friendships?

Activities to Check for Understanding - Provide visuals of scenarios/situations and ask students to respond if scenarios are demonstrating respect or disrespect. Have students explain their reasoning, making any connections to previous PBIS lessons on kindness and compassion.

(Ask) How would you practice respect if.....

1. Someone on the school bus is saying unkind words and "bullying" another student. What should you do?
2. One of your classmates or siblings shares a story you have already heard many times before. How should you react?
3. The park is closed for construction and the sign says "Keep Out!" Your friends want to play anyway. What should you do? What if someone takes a marker and starts writing on the sign?
4. Your teacher brings in a very special souvenir from her vacation. She allows it to be passed around the classroom. How should you handle the special treasure? What if it gets broken?
5. What should you do if you see a classmate or teacher with their arms full struggling to open a door? Or you see them drop a stack of papers on the ground?
6. Your coach chooses another player to put in the game and you feel it should be you?

(Encourage students to come up with a few more situations to discuss together as a class.)

Bigger Picture/Citizen of the World - Why is it important to be respectful in society? How would this trait help you in college, or the work force? Think of instances where respect or disrespect was displayed in our society, what were the consequences of each? How is respect connected to kindness, honesty, empathy?

Further Inquiry- Do we demonstrate respect towards ourselves? Yes? No? What implications does this have(self-respect).

Activities to Extend Concept Development- Ask students to write about a time they were respectful. Younger students can create a drawing showing a time they demonstrated respect. Have students create or add a way they can demonstrate a respectful attitude and behavior in class and/or around school.

Reaching Out With Respect (Suggested for all grades) Materials: paper

Practice firm handshakes in class with each other. Talk about how offering your hand and looking that person in the eye is a way to show respect. Discuss other ways our hands can show respect, applause, reaching out to help someone, putting our hand over our heart during the Pledge of Allegiance, handling delicate things with care, keeping our hands to ourselves, and cleaning up. Have students trace around their right hand on a piece of paper. On each finger have them write a way to show respect for others. Encourage students to share some of the statements they have written. If possible, display the hands in the room or hallway.

Simon Says: "Who are You?" (Suggested for grades K – 2) Materials: None

Students play a variation of Simon Says that highlight their similarities and differences. The objective is to teach respect and tolerance for each other. Tell them to watch carefully as they play the game because at the end each student must tell one new thing they learned about a classmate. Begin the game like this:

Simon Says: "Everyone with brown eyes, stand up."

Simon Says: "Everyone who has a cat, put your right hand up."

Simon Says: "Everyone whose favorite sport is basketball, stand on one foot."

Simon Says: "Everyone who speaks more than one language, jump up and down."

Simon Says: "If you like to eat spinach, nod your head, and so on."

At the end of the game have students sit down in a circle. Ask each student to share something new they learned about another student. Discuss respect for each other's uniqueness and how to appreciate our differences.

Out Of My Mouth (Suggested for all grades) Materials: You will need a tube of toothpaste and a paper plate

The theme of this activity is to watch what you say because you can't take it back. Select a volunteer to come up to the front and ask them to squeeze all of the toothpaste out of the tube onto the plate. Ask another volunteer to come up front. Once your volunteer is in place, ask them to carefully put all of the toothpaste back into the tube. Soon they will give up and respond that it is impossible. Explain to the class that getting the toothpaste out was much easier than putting it back in. Our words can be just like that. Once they come out of our mouths, we can't put them back in. This is why we should always take care to use kind words and speak respectfully to others. Thoughtless, mean, and angry words really hurt. Remember: The toothpaste was caught on a plate so it would not make a mess. Unkind words can't be caught this way, and what we say can make a big mess. Always take care to use kind and respectful words.

It's Not Easy Being Green (Suggested for grades K-1) – Materials: Song or video of Kermit the Frog singing, “It's Not Easy Being Green”

Play song or video for the students. Discuss what it means to be different and how it feels. For example, are you short or tall? Do you or someone you know have a physical disability? How do people from other countries and those who speak a different language feel? Ask the students to identify ways they can demonstrate respect to those people who are different from them.

Manners Matter (Suggested for grades 2-6) Materials: Copy of below poem

Talk about good manners and how they are an important way to demonstrate respect. Read the following poem to the students. (If you do not have copies of the poem you can write it on the board.) Have the students work in small groups to make a song or rap out of the poem. Select volunteers to present their version of the poem to the class.

We say, “Thank you.”

We say, “Please.”

We don't interrupt or tease.

We don't argue. We don't fuss.

We listen when folks talk to us.

We share our toys and take our turn. Good manners aren't too hard to learn. It's really easy, when you find

Good manners means...

Just being kind!

Sweet Respect (Suggested for all grades) – Materials: bowl of water, pepper, sugar, and a bar of soap

Begin by sprinkling pepper liberally on the water. Tell the students that the pepper represents the people around them-classmates, teachers, friends and family. Discuss the fact that how we get along with people is largely determined by how we treat and speak to them. Our words can be very powerful tools, either for good or bad, and it's important to learn positive and respectful ways of speaking to others. Take the bar of soap and tell the students it represents unkind and hurtful language. (Touch the bar of soap to the center of the water. The soap will repel the pepper and cause it to be dispersed to the side of the bowl.) Tell students that when we speak unkindly to others, they will not want to be around us, and they will scatter just like the pepper. Take a teaspoon of sugar and pour it in the center of the water. Compare the sugar to the sweetness of kind and respectful words. (The pepper will be drawn to the sugar.) Tell the students that being respectful towards other people usually causes them to be drawn to us and want to be our friend.

Race For Respect (Suggested for grades 2-6) – Materials: None

Divide the class into two groups. Assign Group 1 “Respect at Home” and Group 2 “Respect at School.” Allow 5 minutes for each group to come up with as many ways as possible to show respect at their assigned place. When time is up have each group read their list to the class. The group with the most respectful actions WINS!

Role Play (Suggested for grades 2-6) Materials: None

Divide the students into groups of 3 -5 and ask each group to develop a short skit about respect. Each skit should show a student responding to a situation in a respectful manner. Have each group present their skit to the class.

Heartful Respect (Suggested for grades 2-6) Materials: Hammer, nail, block of wood

Begin by striking the nail into the wood with the hammer. Explain to the students that this is what it feels like in a person's heart when they are teased, (hit the nail again) put-down, (hit the nail) excluded, (hit the nail) the victim of gossip or a cruel email etc. Next, remove the nail and say, "Even after "I'm sorry" is said, (show students the hole left by the nail) a hole is left in that person's heart. Don't be the kind of person that hurts the hearts of others. Treat everyone with kindness and respect.

STUDENT ACTIVITIES

1. What does it mean to treat other people with respect? Have your class brainstorm a list of do's and don'ts for treating people with respect. Ask for specific examples of each behavior they identify. Compare their list with the one at the top of this page. Hang the list up on the wall as a reminder.
2. Make a class contract in which the kids lay out a set of rules for having a respectful classroom. What will be the penalties for violating the rules?
3. Brainstorm ways to make your school environment more respectful. Create a list of recommendations, and place them in your school newspaper or on a poster.
4. Have the kids role play or use puppets to act out the following situation: Four good friends are planning to spend a day at an amusement park. Two of them want to invite another kid who's new in school. The other two don't want to include this person because he/she is different in some way (different race, a "dweeb," from a foreign country, etc.). After the role play have a class discussion. Then, have four others do another role play changing what it is that's different about the new kid. Repeat this process changing the difference each time.
5. Bring in articles from newspapers and magazines describing situations in which respect or disrespect are issues. Talk about who is acting respectfully, and who is acting disrespectfully in these situations.

Here are 35 activities students can do to learn the meaning and value of respect. There's one (and a few more) for each day of the month.

- Every day this week give a sincere compliment to someone. Create a weekly planner that will help you track your behavior. Each day you must write who you gave the compliment and describe their reaction.
- Look up the definition of respect. Write it down. Now describe ways you have acted respectfully or disrespectfully this week.
- Make a list of people you think are respectful and why you added them to your list.
- Think of someone who is respectful and talk about why they would be a good friend.
- Discuss why acting respectful is important.
- Work alone or with a partner to create a song, a rap, or a chant about respect. Your words should tell why respect is important and how it could make the world a better place. Write the rap on a piece of paper and be ready to respect it to the group if called upon.
- What are three ways you can show your teacher respect?
- What are three ways you can show your parents respect?
- Make a list of things people say who are respectful. Here are a few: "please." "Thank you." "I appreciate that." "May I hold the door?" "Pardon me." "I'm sorry I offended you."
- Make a list of things people do who are respectful. Here are a few: hold the door open for someone who needs help, listen without interrupting, don't talk back, whine, or sass, throw away trash.
- Watch a half hour TV show. Who was respectful or disrespectful, and why?
- Interview someone and ask what's one way to show respect to another person. Write it.
- List five ways we could show greater respect for our environment.
- What would you do if an adult was disrespectful to you? Suppose the grown-up yelled at you for something you didn't do. What do you say? What do you do? Describe your answer in 50

words.

- Design a bumper sticker about respect. Include on the bumper sticker: the word Respect, a motto or slogan for why you should use it and at least three words that describe it.
- Describe a respectful way to answer the phone.
- Suppose you're invited to your friend's home for a family dinner. What are some ways you could show respect and courtesy when you first arrive? At their table? When you leave? Write at least 50 words.
- Cut a long strip of butcher paper 3 x 36" (or use adding machine tape). Roll each of the ends around a pencil and tape the ends to the pencil. Use crayons, colored pencils or ink pens to draw a scene of what respect looks and sounds like in action. Roll up your movie and be ready to share your story.
- Make a campaign poster about respect. Make sure you include the word "Respect" and two reasons why someone would want to vote for having respect at your school. You could use construction paper, felt pens, crayons, magazine cut-outs and templates.
- Look up the word "respect" in a dictionary. Find at least 10 different words that mean almost the same thing as "respectful." These words are called synonyms. Write each synonym on a paper strip. Link your paper strips together to make a chain and staple the ends of each link.
- Use glue to write on bright-colored paper a few statements that respectful people would say to put a smile on someone else's face. Now carefully sprinkle the letters with glitter. You've made Sparkle Statements!
- Design a mobile using paper, string, and a clothes hanger. The mobile must show at least four different ways you can show respect to yourself, other people, and property.
- Read about John Muir. How did he show respect to the environment?
- List at least five synonyms for the word respect.
- Draw a picture of your head and cut it out. Or make your silhouette by standing in front of an overhead projector. Have a friend trace the silhouette that appears on a piece of paper taped on the wall. Cut out your silhouette. What kinds of things would a respectful character do? Write or draw at least 8 characteristics of respectful people inside the silhouette. Circle ones that you do.
- Make a banner about respect. You could make it from cardboard, burlap, material, wallpaper or construction paper. Decorate your banner with pictures and word cutouts that show respect. Include at least 10 ways to show respect to other people.
- Cut out a newspaper or magazine article about a person who showed respect. What did they do to demonstrate respect?
- Write a commercial about respect. Try to sell respect so others will want to start using it. For instance, say something positive that might happen in the world if more people showed respect to one another.
- Write a word for each letter in the word respect that means almost the same thing.
- List five antonyms for the word respect.
- Make a collage for respect on a piece of poster board. Draw pictures or paste magazine pictures that show different ways you can show respect to others.
- Find at least five pictures of people showing respect to others. Make a collage.
- Write a paragraph describing how the world would be different if more people showed respect toward one another.
- Create a recipe for respect. What ingredients do you need?
Design a campaign button that would help someone understand what respect means.
- Different people have different likes and dislikes. To emphasize that point, you might invite each student to share something he or she likes very much. That could be a food, an activity, a place or anything else. After students share, you might ask some of the students to identify things that other students like but they don't like as much. Conclude the discussion by emphasizing that people should treat one another respectfully in spite of their differences. Have students look through magazines for pictures that show people respecting others' differences or pictures of different kinds of people working or playing together. Create a class "We Respect Differences" collage.
- After talking about some of the things that *respect* means, you might start a class or small-group discussion about what respect does *not* mean. What kinds of things or actions could be considered disrespectful? Students might provide such responses as rudeness, malicious gossip, criticism, insults. As a follow-up activity, ask students to offer synonyms for the word *disrespect*. For example, *rudeness, dishonor, ridicule, scorn, disregard, ignore, disdain*

Examples of books that teach respect:

Nobody Laughs at a Lion

The Blind Hunter

Why We Remember

All I See is Part of Me

All The Colors of the World

Waiting For June

PBIS: Bully Free

Teach Children to Be Bully Free

Every October, schools and organizations across the country join together in observing National Bullying Prevention Month. The goal: encourage communities to work together to stop bullying and cyber bullying by increasing awareness of the prevalence and impact of bullying on all children of all ages.

Bullying can be verbal, physical, or via the Internet. It can severely affect the victim's self-image, social interactions, and school performance—often leading to insecurity, lack of self-esteem, and depression in adulthood. School dropout rates and absences among victims of bullying are much higher than among other students. Studies have shown that children who have been identified as a bully by age eight are six times more likely to have a criminal conviction by age 24. Children who are bullies may continue to be bullies as adults, and are more prone to becoming child and spouse abusers.

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

There are many roles that kids can play. Kids can bully others, they can be bullied, or they may witness bullying. When kids are involved in bullying, they often play more than one role. It is important to understand the multiple roles kids play in order to effectively prevent and respond to bullying. Both kids who are bullied and who bully others may have serious, lasting problems.

Types of Bullying

There are three types of bullying:

- Verbal bullying is saying or writing mean things. Verbal bullying includes:
 - Teasing
 - Name-calling
 - Inappropriate sexual comments
 - Taunting
 - Threatening to cause harm
- Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumors about someone
 - Embarrassing someone in public
- Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
 - Hitting/kicking/pinching

- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

Where and When Bullying Happens

Bullying can occur during or after school hours. While most reported bullying happens in the school building, a significant percentage also happens in places like on the playground or the bus. It can also happen travelling to or from school, in the youth's neighborhood, or on the Internet.

What is bullying?

- Bullying can happen to anyone
- Bullying can be one person or many people
- Bullying can happen anywhere

bullying can include:

- name calling
- deliberately leaving someone out
- teasing
- physical violence
- making people feel frightened or upset
- putting people down



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BULLYING

Bullying is saying or doing something to intentionally hurt someone else.



Bullies attempt to gain power over the other person.

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PBIS Lesson Plan

Expected Behavior: Bully Prevention

Lesson Objective- Students will learn to define and identify bullying. Students will understand how to effectively report bullying to obtain adult help. Students will be able to differentiate reporting vs. tattling.

Examples- **STOP: Is it severe? Traumatic? Ongoing? Power imbalance.** Cyber-bullying, social media, pictures, texting. Reporting-Helping someone out of danger or trouble.

Non-Examples- Accidentally running into someone, being hurt or pushed once by a specific student. Reporting someone who is talking in line. Seeking adult help when your friend got out of line to drink water. Tattling-Reporting to get someone into trouble.

Activities to Enhance Concept Development- Define bullying on a Chart poster, ask students for their definition of bullying using their own words. Ask students if they've ever been bullied. Ask students if they've ever acted like a bully? Provide students will mock scenarios or have a group of students act out bullying scenarios. Make the connections to previous lessons about Compassion when discussing the mock/acting out bully situations. Refer to "Walk a Mile in my Shoes" concept from lesson about Compassion. Share out how it feels to be bullied, how do you feel now if you've ever behaved like a bully? How does the connection with Compassion help us with preventing bullying? Discuss and define reporting vs. tattling. Discuss the ability to assess the level of danger when reporting a situation. Identify adults they can get assistance from. Brainstorm ways they can anonymously report bullying. Reinforce the importance of providing everyone with a safe learning environment. Be persistent in getting help, if you feel one adult is not helping, seek the assistance of another adult.

Reporting

*Can someone get physically hurt?

- *Is it against school/classroom rules?
- *Do I feel unsafe in this situation?
- *Will you be helping someone get out of trouble or a dangerous situation?

Tattling

- *Someone is talking in line
- *The bell has rang, whistle has blown and your friend runs to drink water instead of lining up.
- *Will it get someone into trouble?

Activities to Check for Understanding-






Ask students to provide examples and non-examples of bullying.

Ask students to distinguish between reporting vs. tattling.

Identify adults they can report bullying to.

HOW NOT TO BE A BULLY

Sometimes it is difficult to know what is or is not bullying. Often, actions start out just being fun, but may at some point actually turn into bullying. If you are not sure whether something has become bullying, stop and think and ask yourself these questions:

-  Are my actions or words hurting someone else's feelings?
-  Are my actions or words hurting someone else physically or making that person feel afraid?
-  Would I want someone else to do this to me?
-  Am I unfairly taking my anger out on someone?
-  Am I trying to control someone against his or her will?

Bigger Picture/Citizen of the World

Bullying Prevention- Self-Worth, Confidence, Family/School support, Positive and Assertive Attitude/Awareness, Set boundaries about disrespectful, prejudice, or unsafe behavior.

Activities to Extend Concept Development/Lesson Extension

Ask students to brainstorm ways they can prevent bullying.

Students can create a pledge or classroom banner where they commit to modeling behavior and a school environment that is a Bully Free Zone.

Wrinkled Wanda

On chart paper, have the participants trace an outline of a full body person. (See below for an example) Once the outline has been traced, the participants will write unkind, rude, and disrespectful statements all over the outline. These are statements that could be made to another person like, “You’re a loser, Nobody likes you, You are dumb.” Identify the drawing as a girl named Wanda. After Wanda is completely filled with a variety of negative comments, have the participants crumple the drawing, and then un-crumple it. Post the wrinkled drawings around the room. Explain to the class that these drawings are examples of what negative comments can do to a person who is bullied. Bullying comments can destroy a person’s self image and often leads to a defeated body language in the victim.

Next have the participants do the drawing again. This time write as many positive comments on the drawing as possible. Statements like, “You did such a nice job, or I enjoy your friendship. Fill it with really nice statements. Cut this drawing out, but don’t wrinkle it. Post these drawings around the room. This person is now just called Wanda. What is the difference between the two? Have the participants get into base groups and discuss how they would introduce this lesson to their students and invent any variations on the activity that would be helpful to their students.

Resources:

Kidpower.org

Face Bullying With Confidence

8 Kidpower Skills We Can Use Right Away

Skill #1. Act with Awareness, Calm, Respect, and Confidence

People are less likely to be picked on if they walk, sit, and act with awareness, calm, respect, and confidence. Projecting a positive, assertive attitude means keeping one’s head up, back straight, walking briskly, looking around, having a peaceful face and body, and moving away from people who might cause trouble.

To practice, show your students the difference between being passive, aggressive, and assertive in body language, tone of voice and choice of words. Have a student walk across the floor, coaching her or him to be successful, by saying for example; “That’s great!” “Now take bigger steps”, “Look around you” “Straighten your back.” etc.

Skill #2. Leave in a Powerful, Positive Way

The best self-defense tactic is called “target denial,” which means “don’t be there.” Act out a scenario where maybe your student is walking in the school corridor (or any other place where he or she might be bullied). You can pretend to be kid who is acting aggressively by standing by the wall saying mean things. Ask your child what these mean things might be because what is considered insulting or upsetting is different for different people, times, and places. If you can’t think of what to say, just point your finger at the child and yell, “BLAH! BLAH! BLAH!”

Coach your students to veer around you when you are pretending to bully in order to move out of your reach. Remind your students to leave with awareness, calm, and respectful confidence, glancing back to see where the “bully” is. Let your students practicing leaving in an assertive way, saying something neutral in a normal tone of voice like “See you later!” or “Have a nice day!” Point out that stepping out of line or changing seats is often the safest choice for getting away from someone who is acting unsafely.

Skill #3. Set Boundaries About Disrespectful or Unsafe Behavior

Remind children and teens that your values are to have a welcoming and safe environment for everyone – and that being cruel or hurtful is wrong whether it happens in person, via social media, by texting, online or in any other way. Set a good example by being thoughtful about what you say and do. Address immediately any

prejudiced language or remarks, even if it is “just a joke.” Teach children to speak up about disrespectful language directed at themselves or others by saying, “That didn’t sound kind.” Or, “That sounds prejudiced.” Or, “Please stop saying that.” Tell children that, if they don’t feel safe speaking up, their job is to get adult help.

Boundaries can also be important in dealing with aggressive or threatening behavior in situations where it is not possible to just leave. Of course, if this is happening, you are going to take action to stop this behavior right away. However, if a child is worried or has had this problem in the past, practicing how to get away safely in the moment can be very empowering. Ask the child for examples, such as being followed or trapped in the bathroom or hallway.

Pretend to follow your child and then very gently poke her or him in the back. Do this very carefully; the purpose is to practice what to do rather than being hurtful or scary. Coach your child to turn, stand up tall, put his or her hands up in front of the body like a fence, elbows bent to be close to the body, palms out and open, and say loudly, “Stop!” Pull back and coach your child to walk away.

Now pretend to be blocking the door in a classroom or bathroom. Point your finger at the child and yell, “BLAH! BLAH! BLAH!” Coach the child to set boundaries using a calm but clear voice, and polite firm words- not whiney and not aggressive. For example, “STOP! Please get out of my way. I just want to leave. Get out of my way. I just want to go.” Step aside and coach your child to walk away.

Show how to do it and praise your child for trying – even though she or he does not get it right to begin with.

Realize that this might be very hard and triggering for your child (and maybe for you too).

Children need support to learn these skills. The idea is that your child takes charge of his or her space by moving away and, if need be, setting boundaries as soon as a problem is about to start – so that your child doesn’t wait for the problem to become worse.

Skill #4. Use Your Voice

Yelling and speaking up loudly calls attention to a bullying problem. Suppose your child has somebody who is trying to push or hit or knuckle her or his head. You can practice by holding your child gently and very carefully acting as if you are about to do this.

Coach your child to pull away and yell “NO!” really loudly. Coach him or her to say “STOP! I don’t like that!”

Coach your child to look the person who is bullying in the eyes and speak in a firm voice with both hands in front of their body with palms facing outwards, like a wall.

If the person bullying does not stop, coach your child to yell for help. For example, “STOP! GET OUT OF MY WAY! HELP! GET THE TEACHER! _____(name) IS BULLYING ME!” Remind your child to leave and go to an adult for help as soon as possible.

Skill #5. Protect Your Feelings From Name-Calling

Schools, youth groups, and families should create harassment-free zones just as workplaces should, but this will take time to happen. Learning how to protect their feelings from insults can help kids to take charge of their emotional safety all their lives. Discuss with your child how saying, writing, emailing, or texting something mean makes problems bigger, not better.

The Kidpower Trash Can Technique helps to take the power out of hurting words by saying them, catching them, and imagining throwing them away. Doing this physically and out loud at home will help a child to do this in his or her imagination at school. Help your child practice throwing the mean things that other people are saying into a trash can. Have your child then say something positive out loud to himself or herself to take in. For example, if someone says, “I don’t like you,” you can throw those words away and say, “I like myself.” If someone says, “You are stupid” you can throw those words away and say, “I’m smart.” If someone says, “I don’t want to play with you” then you can throw those words away and say, “I will find another friend.”

Skill #6. Speak Up for Positive Inclusion

Being left out for reasons that have nothing to do with behavior is a major form of bullying. Exclusion of this kind should be clearly against the rules at school, in recreational activities, and in all youth groups. That said, it is important to realize that sometimes kids avoid another child because of her or his hurtful or negative behavior. In that case, adult leadership is essential in helping that child to develop more positive social skills and to negotiate win-win relationships.

In addition to getting adult help, a child who is being excluded can practice asking to join a game in a respectful, persistent, and powerful way. Start by pretending to be a kid who is playing a game with a group and wants to leave your child out. Coach your child to walk up and say cheerfully and firmly, “I want to play.”

Coach your child to sound and look confident and friendly, not whiny or aggressive. Ask your child the reasons that kids give for excluding him or her. Use those reasons so your child can practice persisting. For example, if the reason is, “You’re not good enough,” your child can practice saying “I’ll get better if I practice!” If the reason is, “There are too many already,” your child might practice saying, “There’s always room for one more.” If the reason is, “You cheated last time,” your child might practice saying, “I did not understand the rules. Let’s make sure we agree on the rules this time.”

Skill #7. Be Persistent in Getting Help From Busy Adults

Children who are being bullied need to be able to tell teachers, parents, and other adults in charge what is happening in the moment clearly and calmly and persistently even if these adults are very distracted or rude – and even if asking for help has not worked before. Learning how to have polite firm words, body language and tone of voice even under pressure and to not give up when asking for help is a life-long skill.

We have found that rehearsing what to do is helpful for both children and adults in learning how to persist and get help when you need it. To practice, pretend to be a teacher or someone else who your child might expect help and support from. Tell your child who you are pretending to be and where you might be at school. Have your child start saying in a clear calm voice, "Excuse me I have a safety problem."

Now, pretend to be busy and just ignore this child! Coach him or her to keep going and say: "Excuse me, I really need your help." Act irritated and impatient and say, "Yes. what is it now?" and keep being busy.

Coach your child to say something specific like in a calm and strong voice, such as, "The girls over there are calling me names and not letting me play with them. I have told them I don't like being called names and that I want to play but they won't listen." Or, "Those boys keep coming up and pushing me. I have tried to stay away from them but they keep coming up to me and won't leave me alone." At school, teachers want children to try to solve their problems first, so it is important for kids to be able to say what they have already done instead of expecting adults just to know, even if this problem happened under their noses.

To give practice in persisting, you can coach the child to deal with a variety of common adult reactions, such as saying, "That's nice!" as if you heard but did not actually listen. Or making irritated, minimizing, or blaming comments such as, "I'm busy!" Or, "Solve it yourself!" Or, "What's the big deal? Just stay away from those kids!" Or, even worse, "Don't be a tattletale."

In each case, coach your child to throw any hurting words away, say inside "I have the right to get help", touch your arm, and ask again, "Please, to listen to me this is important." Tell your child that sometimes adults don't understand but not to give up in asking for help and to say the specific problem again: "I do not feel safe here because (state specific problem again) _____." Or, "Having this happen is making me feel bad about going to school. Please, I really need you to listen." Or, even, "My parents told me I have the right to feel safe here."

Now change your demeanor so that your child can see you are listening and understanding and say "Oh! I am sorry I got irritated with you, and I am glad you are telling me. Tell me more and we will figure out what to do."

Remind your child that, if the adult still does not listen, it is not his or her fault, but to keep asking until someone does something to fix the problem. Tell your child to please always tell you whenever she or he has a problem with anyone anywhere anytime. Remember that it is the responsibility of adults to create safe environments for the children in their lives and to be good role-models for our children by acting as their advocates in powerful respectful ways.

Skill #8. Use Physical Self-Defense as a Last Resort

Children need to know when they have the right to hurt someone to stop that person from hurting them. Fighting is a last resort – when you are about to be harmed and you cannot leave or get help.

However, bullying problems are often not as clear-cut as other personal safety issues. Families have different rules about where they draw the line. Schools will often punish a child who fights back unless parents warn the school in writing ahead of time that, since the school has not protected their children, they will back their children up if they have to fight.

Learning physical self defense helps most children become more confident, even if they never have to use these skills in a real-life situation. Just being more confident helps children to avoid being chosen as a victim most of the time. There are different self defense techniques for bullying than for more dangerous situations — let your child practice a self defense move like kicking someone in the shins, pinching someone's leg or upper arm, or hitting someone in the chest. You can practice in the air or by holding a sofa cushion

Make friends with someone you don't know at school

If you've ever been isolated from others at school or you were new at school and it took time to make friends, you know what it feels like to be left out. Or even if you were never isolated, imagine how it would feel. Make friends with someone at school who you don't know. Invite them to sit at your lunch table or join you in an after school activity. You probably wish someone had done that for you. Be a leader. Take action and don't let anyone at school be in isolation.

Materials Needed: • Paper • Pens, pencils, markers

1. Tell students today we are going to talk about Bullying.
2. Give each student a piece of paper and ask them draw a picture of what bullying looks like.
3. After completing their picture have each student write a sentence starting with "Bullying is..." on their page
4. 4. Talk about bullying, that bullying is when someone does something on purpose to make you feel bad or hurts you and it's hard to stop.

Bullying can be hitting or pushing, teasing or calling names, taking things without permission, saying things about people behind their back, not letting them play, or sending mean notes, emails or text-messages.

Bullying makes people feel sad, mad, scared, unliked, alone, like they don't want to come to school anymore.

Using some of the bullying situations listed in the discussion section (above), have kids role play or use puppets to act out effective ways to handle those situations.

Have each child write down a bullying situation on a piece of paper. For younger children, list different situations on the board. Discuss ways to handle the situations without fighting. Have kids role play or use puppets to act out these situations.

Have the children create a mural showing various situations at school where bullying takes place. Have them draw cartoon word balloons or thought balloons showing what the characters would be saying or thinking if they were handling those situations effectively.

Select some students to act as "roving reporters". During recess, lunch or another selected period of time, have them observe, record, and tabulate how many different situations, dialogues, or actions demonstrated bullying behaviors. Have them report to the class and then discuss the results.

Have a brainstorming session to come up with ideas for how to prevent bullying behavior at your school. Put these ideas into a booklet and pass it out to the other students.

For younger children, following recess or lunchtime, have students identify, without using names, situations they observed where bullying behavior occurred. List these situations on a chart with the date. Discuss how the situations could be handled better. Continue this each day for a week and have children observe if there are any changes in the number of bullying situations or how they are handled.

For older students, have each student keep a journal to record bullying situations he or she observes each day. These can be discussed as a group on a daily or weekly basis. For the class, a chart can also be kept tabulating the number of incidences observed over a period of time to see if there are any changes.

Have students create pictures showing how to handle different bullying situations. These pictures can then be compiled into a book with titles for each page or section. Older children can create their own cartoon books individually or in groups.

Have students write letters to book characters giving them suggestions on how to handle other bullying situations they might encounter. For younger children this can be done as a group with the teacher writing down the ideas given by the students and having the children draw pictures to accompany the letter.

Write a letter to an imaginary bully, telling this person what he or she is doing that you don't like, why you don't like it, and how you want this person to behave instead.

Read aloud stories where bullying behavior is demonstrated and discuss how the characters handle the situation. Decide how the story would be changed if the situation were handled differently.

Book List:

- ✓ **Alexander and the Terrible, Horrible, No Good, Very Bad Day** by Judith Viorst.
- ✓ **A Bad Case of Stripes** by David Shannon
- ✓ **The Brand New Kid** by Katie Couric
- ✓ **Don't Be a Bully Billy: A Cautionary Tale** by Phil Roxbee Cox
- ✓ **How to Lose All of Your Friends** by Nancy Carlson
- ✓ **Judy Moody** by Megan McDonald
- ✓ **King of the Playground** by Phyllis Reynolds Naylor
- ✓ **Stop Picking on Me: a First Look at Bullying** by Pat Thomas

- ✓ **We Can Work It Out: Conflict Resolution for Children** by Barbara Polland
- ✓ **Being Bullied** by Kate Petty & Charlotte Firmin

Teach Children to Be Reliable

A rule of social character is that you should be reliable. That means you do what you promised to do and that others can count on you. People don't like to deal with those who are unreliable. They'd rather give their business and rewards to someone they can count on. Also, the reliable person feels good, knowing that he or she is trusted.

Reliable

A reliable person is one who has a track record of doing what he or she promised to do. If a person continually completes tasks she promised to do, she is then considered reliable. If a person says he will show up at 10:30, and he is known to be reliable, you can count on him to be on time. Being considered reliable means that you are conscientious and keep your promises. A reliable person does not make excuses. Reliable people keep their word, honor their commitments, pay their debts, and return what they borrow. Let's help our kids know the importance of trust in life in all that they do.

Unreliable

You cannot count on a person who is known to be unreliable to follow through on what he or she has promised to do. A person may promise to pick you up at the airport but then not show up, because "he forgot." Or a person may come to a meeting late, because she got involved in some other activity and lost track of time.

HOW TO BE A RELIABLE PERSON (AND FEEL GREAT!)



When you agree to do something, do it. If you let people down, they'll stop believing you. When you follow through on your commitments, people take you seriously.



Answer for your own actions. Don't make excuses or blame others for what you do. When you take responsibility for your actions you are saying "I am the one who's in charge of my life."



Take care of your own matters. Don't rely on adults to remind you when you're supposed to be somewhere or what you're supposed to bring. You take the responsibility.



Be trustworthy. If somebody trusts you to borrow or take care of something, take care of it. If somebody tells you something in confidence, keep it to yourself. It's important for people to know they can count on you.



Always use your head. Think things through and use good judgment. When you use your head you make better choices. That shows your parents they can trust you.



Don't put things off. When you have a job to do, do it. Doing things on time helps you take control of your life and shows that you can manage your own affairs.

Lesson Objective-Students will learn what it is to be a reliable person. It is the ability to keep promises, to be trustworthy, and never betraying someone who is counting on your word to follow through on your commitment.

Vocabulary- integrity, honesty, reliability and loyalty.

Examples- Be honest • Don't deceive, cheat, or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends, and country

Non-Examples- Not keeping our promises or following through on our commitments to others. Not doing what we say we are going to do. Forgetting to do something or showing up late.

Activities to Enhance Concept Development-

Discuss reliable as, "being able to be counted on." Have students brainstorm examples. Have younger students consider the statement, "I am reliable because _____." • Ask them to draw a picture of their reliable behavior. List reliable behaviors on the board as the children think of as many examples as they can. Have a class discussion about these behaviors. Assist the children in making posters of these behaviors to put up around the school. Consider the following examples:

- BE HONEST...don't lie, cheat, or steal.
- KEEP PROMISES . . . do what you say you will do.
- BE A GOOD FRIEND...treat others like you want to be treated.

Activities to Check for Understanding

Ask students to consider the following:

Are you a reliable person? In what ways are you reliable? In what ways are you, perhaps, not so reliable? What could you do to improve? Do your parents rely on you? What might cause your parents to stop relying on you? What would be bad about that? If you want someone to rely on you, who has most of the responsibility— you or the other person? Why?

Bigger Picture/Citizen of the World- Have students write or tell a story describing what life might be like if no one is reliable. Lead students in a discussion about being reliable. Who do you rely on? Why? How important is that others can rely on you? How important is trust in your relationships with friends, family, and teachers? How would these relationships be affected if they found you had not been reliable?

Activities to Extend Concept Development-

- Have students work in groups to write a play about someone who loses the trust of friends or family. Have them present it to the class.

- Brainstorm antonyms for the word "reliable." Ask students which list they would want friends to use when describing them?
- Have the class create a web of people that they can rely on at school, at home, and in the community.
- Have students watch a movie, TV drama, or sitcom paying particular attention to the behavior of the main characters with regard to being reliable. What behaviors did they find? How much unreliable behavior did they observe? Have a class discussion about these issues.
- Create two masks-one for reliable, another for unreliable. Have students use them to role-play situations.
- Divide the class into two groups. Ask one group to draw pictures of people being reliable in their actions. Ask the other group to draw people being unreliable in their actions. Have students from each group report to the class about their drawings.
- Make a circle of "TRUST." Pass a beach ball around the circle. Lead a discussion about trusting each other to get the beach ball around the circle. As a class or team, we are all relying on each other. When one of us drops the ball (or can't be trusted), we don't work as well. Remove students one at a time. How does it affect the group if others let the class or team down with untrustworthy behaviors?
- Make a wheel with the word "reliable" as the hub. Choose words for the spokes that describe being reliable.
- Have students recognize examples of being reliable exhibited by other students. Encourage them to write the behavior and the student's name on a slip of paper and place the paper in the teacher's or counselor's character box/desk. Nominated students' names may then be read each day to the class or on the announcements.
- Have students list the traits of a good friend. Which words relate to being reliable?
- Have students interview adults in their life. Ask the adult to explain different situations in which being reliable proved to be invaluable.
- Consider using the activity of the Trust Walk. Place students in pairs. Have one student lead his/her blindfolded partner through an obstacle course using words only. (Students may not physically lead each other.) Discuss how trust between the two played a part in the success or failure of the task.

Divide the class into small groups. Have each group develop a list of do's and don'ts for being a reliable person. Have them make oral reports to the class addressing the following questions: What happens when people live in accordance with these guidelines? What happens when they don't? In what ways does trustworthy and untrustworthy behavior affect our community and society? In what ways can/do young people demonstrate trustworthiness?

Books that teach reliability:

Aesop, The Boy Who Cried Wolf

Clemenson, Stephanie, The Principal's New Clothes

Polloco, Patricia, Pink and Say

Sachar, Louis, There's a Boy in the Girl's Bathroom (novel)

Sources:

Freeman, Sara. Character Education, Teaching Values for Life. Instructional Fair, 1997.

Hodgin, Duane, Ph.D. The Best of Character. Chattanooga, Tennessee: National Center for Youth Issues, 2001.

A Chain of Trust

Tell children that being reliable involves being honest in the words we use and in the ways we act. Explain that honest words and actions build "A Chain of Trust". To demonstrate this concept, give each child a 1" x 9" strip of paper. Have each child write one action he or she could do to demonstrate being reliable. (Younger students may dictate these to you while you write them on the strips.) Next, have the class sit in a circle. Begin by reading your example. Then tape the ends of your strip together to form a circle. Ask the student on your right to share his or her idea. Then thread his or her strip of paper through yours and tape the ends together to form two connected paper links. Continue around the circle until each child has added a link, forming a paper chain. Tell the children that each act of trust helped to build a strong chain. Explain that broken links, like dishonest acts, can damage the chain of trust. Stress that it is important to try hard to be honest in our words and actions.

**PBIS: Telling or Tattling
Teach Children Telling or Tattling**

One of the main strategies we encourage children to use when faced with bullying situations is telling an adult. Although this sounds simple and logical, there are many difficulties and roadblocks associated with this strategy. Younger children struggle to understand the difference between telling and tattling while older children struggle with their desire to deal with situations independently.

Tattling or ratting is defined by trying to get someone into trouble, or telling when there is no one being hurt and no rule being broken that could result in a dangerous situation.

Telling or reporting is defined as reporting unsafe behaviors to an adult in order to get help for someone – to get someone out of trouble.

Reporting bullying is both a right and a responsibility. Everyone has the right to be safe at school. Behavior that aims to hurt someone or behavior that breaks the rules can create a dangerous or frightening situation for everyone. The goal of telling is to keep people safe.

For older students the aim is to help them recognize that there will be times they do need adult help. At these times resisting peer pressure to keep silent may be particularly important. The focus is on helping them recognize when it is necessary to report bullying rather than attempting to deal with it themselves. It is also important to debunk myths about ‘ratting’.

It is important to be able to assess the level of danger in any bullying situation. Questions that help students determine whether to deal with bullying themselves or get adult help in a specific situation include:

- Could someone get physically hurt?
- Is it against the law? (stealing, assault, weapon)
- Am I in an unfamiliar location?
- Are the people unfamiliar?
- Would I be alone or away from others who could help?
- Do I feel unsafe in this situation?

Other Questions Teachers Can Use:

- “Are you telling me (state the behavior) to be harmful (tattling) or helpful (reporting)?”
- “Are you trying to get someone in trouble?” (tattling)
- “Are you trying to help me discipline my students?” (tattling)
- “Are you having a problem with bullying?” (reporting)
- “Are you helping a friend who is hurt?” (reporting)

Avoid asking questions like, “What happened?” or “Who started it?” When children complain about the actions of others, their responses are usually biased.

Tattling vs. Reporting



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TATTLING	REPORTING
Getting someone IN trouble	Getting someone OUT of trouble
Unimportant	Important
Harmless	Harmful or dangerous
Accident	Being mean on purpose

Lesson Objective- Students will learn to identify the difference between telling and tattling. Students will understand how to effectively report bullying to obtain adult help.

Examples- Telling an adult about unsafe behaviors/bullying in order to get help for someone, to keep someone out of danger, to keep someone from getting hurt.

*Could someone get physically hurt?

*Are actions creating an unsafe learning/playing environment?

*Is it against the law? (stealing, possessing a weapon, assault)

*Do I feel unsafe observing this behavior?

Non-Examples- Trying to get someone into trouble, or telling when there is no one being hurt, and no rule being broken that could result in a dangerous or physically harmful situation.

*Someone got out of line to drink water.

*You were accidentally pushed by another student while they were running.

*Someone didn't complete their homework

Activities to Enhance Concept Development- Provide students with a situation that models both reporting and tattling. Debrief and discuss each scenario. Have students share examples of situations where someone tattled on them and how they felt. Have them also share situations where someone helped them by reporting an incident to an adult.

Create a chart with two columns labeled "telling" and "tattling".

Chart their ideas/ responses.

Class discussion – the difference between tattling and telling.

Tattling is trying to get someone into trouble (no one is being hurt and no rule is being broken).

Telling is trying to get someone out of trouble (getting help when there are unsafe behaviors).

Try to decide if a child observing these situations should to tell an adult or if they would just be tattling. Make a list of rules to help decide if it is telling or tattling.

- In the back row of class, Billy makes a face at the teacher when her back is turned to the board.
 - On the playground, Roger is pulling other kids' hats off and throwing them over the fence.
 - In the cafeteria, Sarah does not drink all of her milk and throws it away.
 - After school, Sam tells a younger student that he is going to beat him up if he does not give him a candy bar.
 - On the bus, Torre is kicking the back of the bus seat that Susie is sitting in and it is annoying.
 - At home, Mark lets the dog outside without a leash on.
 - After school Mary decides to make macaroni and cheese on the stove even though Mom has told her not to use the stove when she is gone.
 - In the neighborhood, Cal decides he can ride his bike in the street when his parents are not home.
 - At the restaurant, Billy blows air through the straw into his cup and it foams over.
10. On Facebook, Kayla is getting hurtful postings calling her names.

Activities to Check for Understanding

Provide students with additional mock scenarios and ask them to identify if it is a telling scenario or a tattling scenario.

Bigger Picture/Citizen of the World-Developing the concepts of justice, fairness, intervening on behalf of those who cannot advocate for themselves.

Activities to Extend Concept Development-

Continue to use situations in class, as they arise, to explore the difference between telling and tattling. Ask students, who are tattling, if they think what they are telling you is going to keep someone from being harmed, or keep them out of danger. Will they get someone out of trouble or into trouble?

Extension Activities:

Today we'll talk about the difference between "tattling" and asking for help when you really need to. Listen to this story.

Julie was at the writing center. She was busy writing her name on a booklet she had made. Sean came to the writing center. He took one paper, wrote some letters with a pencil and then took another paper. He wrote some tiny marks on this paper. Then he took another paper and did the same thing. Julie didn't like him to take so many papers, so she went to tell the teacher.

Let's decide whether Julie is tattling or telling:

Was Sean breaking a safety rule or doing anything dangerous? No, he wasn't breaking any rules or hurting any one.

Did Julie really need help from the teacher?

No, she just wanted Sean to stop taking papers, or maybe she wanted Sean to get in trouble.

Sean was just writing on paper and then taking another one. It was not dangerous behavior. Sean was not hurting anybody. When Julie went to tell the teacher, she was tattling. She did not really need help to keep someone safe and Sean was not really breaking any rules.

Julie didn't need to tell the teacher to get Sean to stop taking papers. What else could she have done?

Ignore him, ask him to stop, invite him to write something with her, offer to make a booklet for him, remind him that we try not to waste paper but she didn't need to tell the teacher

Listen to what else happened:

Next Kerry came to the writing center. For some reason, he got mad at Sean and poked Sean with the sharp end of a pencil. Sean said to stop, but Kerry did it again. Sean had tears in his eyes. Then he said stop again, but Kerry didn't stop. Julie went right away to get help from the teacher.

Let's decide whether Julie is tattling or telling:

Was Kerry breaking rules or hurting anyone? Yes, he was hurting Sean and poking with a pencil

Kerry was hurting Sean and even when Sean told him twice to stop, Kerry still did not stop.

Was Julie tattling when she went to tell the teacher this time? No, because she really did need to help to keep someone safe.

When you ask the teacher or another adult for help because someone is in danger or is being hurt or having their feelings hurt, you are not tattling. You are trying to get help.

But, when children ask for help when they don't really need it, or when they only want to get someone in trouble, they are tattling.

Use the "talk it out" method.

Have the two disputing children face each other.

Listen to each other tell what happened.

Wait for their turn to speak.

Be polite.

Discuss ways to work out the problem.

Agree on what to do.

Shake hands.

Thoughts for Teachers:

Ask the children to follow these steps if they feel they are being bullied: First, ignore the behavior and avoid the person. If that does not work try to talk with him or her. If that is not helpful, say, "Leave me alone!" If the behavior does not stop, report it to the teacher.

Use an old telephone minus the cord, stuffed animal, or picture of a president. If a child has something to tell you that sounds like tattling, have them talk into the phone, tell a stuffed animal or the president what happened.

Provide a box with a hole in the top and a large note pad beside it. Tell the child who is ready to tattle, "I am teaching right now, but you may write down your name, date and what happened on the note pad and put it in the box." Younger children could print their name and draw a picture of what happened. Tell them that you will read their comments later and if necessary, take action. The complaints can be discussed at a designated time, perhaps the first few minutes of recess or at the end of the school day.

You could say, "I'm teaching now. You can work it out yourselves or we can talk about it after school." Often the result is that they begin to work on a problem together without teacher assistance.

Have a rule that if a child clearly tattles to try to get another child in trouble, both children will experience a consequence like missing recess.

In some classrooms students are not allowed to report for someone else. The child who is telling needs to be the one with the problem. If a child is being constantly bullied, it is often difficult for him or her to tell an adult. If you sense that this is the case, pay attention to the child's feelings (see Educator's Guide To Active Listening), communicate understanding and take steps to remedy the situation.

Stress the importance of treating each other with respect. If there is teasing, bullying or tattling on others, hold a class meeting. Let the students know that insulting others will not be tolerated. Encourage the students to discuss openly the things that are bothering them. Then undertake solving a conflict as a class.

Have a class meeting at a designated time when children share their positive experiences and/or their concerns. If a child comes to you and wants to tattle, say, "Can it wait until the class meeting?" They usually say "yes" and often forget by the meeting time. If they do not forget, the meeting is an opportunity for them to discuss their problem and express their feelings.

Books on Telling or Tattling:

A Bad Case of Tattle Tongue by Julia Cook Paperback

My Mouth Is a Volcano! by Julia Cook Paperback

What If Everybody Did That? by Ellen Javernick Hardcover

Building kind citizens may not be in our schools' curriculum, but it is an important goal of both educators and parents. Studies show that kind people are not only happier, they are healthier.

Kindness is like a muscle. For some it may be naturally stronger, but every person can build that muscle with practice. And practicing kindness can be simple if we build it into our routine.

Be kind to each other each and every day. Say hello, good morning, and goodbye with a handshake, high five, or hug. This may mean reminding yourself to take a break from preparing so you can greet kids and their parents as they arrive to school. Take this a step further and ask them a question about their day and listen actively.

Demonstrate kindness in your words and actions. When speaking to and in front of children, use a kind tone. If you need to discuss a problem with a child, pull him or her aside to have a private conversation. Allow the child acting out to hear and discuss how his or her behavior affects you and others.

Build community. Give children opportunities to get to know each other and learn to work together. One fun way to do this is to regularly provide opportunities to answer check-in questions or participating in icebreakers and/or cooperative games.

PBIS Lesson Plan

Expected Behavior: Being Kind to Others

Lesson Objective- Students will learn definition of kindness. Students will demonstrate kindness toward their peers, and adults. Students will model kindness (body language). Students will make a connection between kindness, and how it enhances and contributes to a positive learning environment.

Examples- Students will use kind words. For example, praising peers, “you did a great job!”, “do you need help?” , “would you like to play?”. Students will use their words to ask peers for what they need. Example, “will you pass ____?”, “excuse me, I’d like to walk through”. Smiling, pleasant attitude (body language)

Non-Examples- Not allowing others to join in while playing. Put downs, raising voice toward peers and others. Frowning, eye rolling when someone makes a request. Deliberately excluding others. Telling someone you are not their friend.

Activities to Enhance Concept Development-

Create a web/anchor chart defining kindness and soliciting responses from students to list examples. Acting out scenarios that model kind behavior. Acting out modeling non-examples.

Activities to Check for Understanding-

Students generate a “kindness word bank”. Students participate in a team building exercise, writing or saying a kind phrase or praise to a classmate and/or students think of one positive trait to acknowledge about a peer.

Bigger Picture/Citizen of the World

Think of a time someone showed kindness toward you or someone in your family. How did it make you feel? Did it change an event, or an outcome? Think of 2 ways you can show kindness to someone at home, in your community or at school everyday.

Activities to Extend Concept Development-

Students create a quick write and/or drawing on what they did or said to be kind to someone throughout their day.

Helping Others

Have kids brainstorm ways they can help at home or at school without being asked. It might include setting the table, helping a brother or sister get ready for school, or helping a new classmate feel comfortable at school. Have them commit to helping in some way.

Kindness Card Day

Everyone in the class writes something nice about someone else on a card. Distribute the cards and spend time reading what others wrote.

Lighthouse

Create a lighthouse with character traits angled out as light beams (e.g. kindness, respect, honesty, responsibility). Discuss how we can shine our light on others through kindness.

Kindness Tree

Create a big tree on your board (or on a bulletin board if you wish it to stay visible for a longer period of time) and each week attach a leaf to the tree that describes a different way to be kind: respect, helpfulness, gentleness, listening to others. Discuss the new kindness leaf at group time, and have children give examples of how to show that attribute.

Kindness Game

Have the children gather in a large circle and throw a ball to another person in the circle. When they throw the ball, have them say something kind to the other person. That person then throws the ball to another person and says something kind. Make sure everyone has a turn (both hears and says something kind). For the second round, explain they need to say something nice about themselves and allow time for everyone to have a turn.

Being considerate *(from Good Ideas to Help Young People Develop Character, Character Counts.)*

This activity has two parts: First, explain that being considerate means respecting others and thinking about their needs. Read statements and have children decide whether they are considerate or inconsiderate. Examples: "You act like others are just as important as you are." "You tell your classmate that his answer is dumb." "You interrupt to ask a question when someone is busy." "You ask a new classmate to play with you at recess." Then ask students to describe how to be considerate in different situations, i.e. "Your friend has been sick and has to stay in bed, and he is bored at home." "You see a younger student on the playground being bothered by someone else." "You are having a birthday party and can only invite a few friends." "A new classmate doesn't understand the class rules."

Pizza Friendship Activity

Each child gets a friendship pizza divided into sections. When they do a random act of kindness for someone, they get that person's signature on that one section. When all kids in the class have completed their friendship pizzas, they get a pizza party.

Friendship banner

Post a large poster on the wall. Each time someone shows kindness to someone else have them draw the action on the banner. The banner will soon be filled with kind activities.

Caring for the School

Have the class think of ways they can help care for their school (i.e, cleaning up the playground, cleaning up their desks, organizing the ball bins for recess, etc.) Vote as a class which activity to complete and do that activity.

Reaching Out to Those in Need

Have students create a list of situations were people might need help (a younger student is being bothered at recess, an older person needs help getting groceries out of their car, a classmate is struggling in math, etc.). Then have students brainstorm ways to help those people.

Let Me Help You Game (*From What Do You Stand for? by Barabara Lewis*)

Create an obstacle course that isn't too difficult. Pair off into partners. One partner wears a blindfold; the other is the helper. Start by having the blindfolded players try to navigate the obstacle course without help. They may refuse, or they may try and laugh, trip or fall. Next, have the helpers guide the blindfolded players through the course. Switch places so all players have the chance to experience how good it feels to give and receive help. After the game, discuss with students what it was like to give and receive help.

Tell Me; I'll Listen (*adapted from Good Ideas to Help Young People Develop Character, Character Counts*) Read or summarize the book *Angel Child, Dragon Child* by Michele Maria Surat, a story about a Vietnamese girl who is teased because of her language and dress. After she fights back, the principal assigns the tormenter to listen to her story and the two children become friends. Discuss how this story illustrates the importance of listening and understanding. Then divide the students into pairs and have them tell each other a story about what their family likes to do together. Try to pair up students who don't know each other very well and encourage them to be good listeners. Have the partner draw a picture or write a story about the other person's family and share their story or picture with the class.

Janitor Appreciation Day

Set-up a Janitor Appreciation Day and have your class clean the classroom for the janitor(s). Suggest that other classes clean their classrooms. Make a banner or card telling your janitor(s) how much they are appreciated or prepare a kindness basket for these special people.

Story about Kindness

Start each day with a story about kindness from the news, show a kindness video from www.randomactsof-kindness.org or www.values.com, or read a book about kindness.

Learning about Kind People in History

Study people from history whose kind actions made a difference. Then have students illustrate the person and the kind activities they did, and discuss them in class or write a report.

Kindness Skits

Have students work in groups to write a skit about acts of kindness and ways to serve others. Have some skits show situations where people are not being kind and how others stepped in to help. Present these skits to each other in class or to the whole school.

Complimenting Others

Discuss with the students what it means to compliment others. Explain that when you give someone a real compliment you comment on their abilities or talents; telling a person that you like his shirt or her new backpack is nice, but an even nicer compliment is when you tell someone they are good at something. Have each student write on a piece of paper something they are good at and exchange that paper with someone else. Have them take turns standing up and complimenting the person on their talent.

Compliment Cards

Have students think about the talents of their friends and families and have them write and design a card to compliment that person.

Kindness Posters

Divide students into groups of five. Hand out a poster board and markers to each group. Explain that as a group, they need to develop one idea to put on the poster that encourages others to be kind. Explain that simple is better. Some examples "Help an elderly person cross the street." or "Respect your teacher." Or "Smile and show a friend you care." Allow time for students to create and design their poster. Decide as a class when they are going to hold up signs around school, such as during lunch, after school, or during a passing period.

Valentine's Day

Before Valentine's Day, have students make hearts and write a way they can show respect and kindness to others in the class on each heart. Put all the hearts in a box. On Valentine's Day, have students pull an activity out of a hat and complete the activity written on each heart. Have students record comments and thoughts about the activity from students on a poster in the class or in journals. Activity could be expanded to include students in other classes, teachers, staff, administrators, etc.

Related books:

The Lion and the Mouse by Jerry Pinkney

Paulie Pastrami Achieves World Peace by James Proimos

How Kind by Mary Murphy

A Sick Day for Amos McGee by Philip Stead

The Invisible Boy by Trudy Ludwig

Hey Little Ant by Philip Hoose

Have You Filled Your Bucket Today?

Random Acts of Kindness Conari Press

Mufaro's Beautiful Daughters by John Steptoe

Each Kindness by Jacqueline Woodson

Good People Everywhere by Linea Gillen

The Golden Rule by Ilene Cooper

Because Amelia Smiled by David Ezra Stein

Little Bird by Germano Zullo

Pinduli by Janell Cannon

PBIS: Perseverance Teach Children to Persevere

Perseverance means having the self-discipline to continue a task in spite of being confronted with difficulties. It's not something you'll find listed in the Common Core standards.... *the student will persevere through difficult tasks*. However, as we all know, children aren't likely to get far in school (or life) without it.

Perseverance is one of the important traits developed by art experiences. Playing in a marching band, acting in a play, dancing with a company, sitting at a piano day after day to master a piece of music. It all develops perseverance.

When you hear the life stories of famous scientists, inventors, artists, and visionaries, they always have one trait in common: amazing perseverance. Most of them failed repeatedly before they experienced success. However, an internal drive for success and a “never give up” attitude defined their life and their work. You’ve heard many of these before.

Oprah Winfrey was fired from her first television job because she was “unfit for TV.”

Jerry Seinfeld was booed off the stage the first time he tried to deliver a comedy routine.

The manager of the Grand Old Opry fired **Elvis Presley** after his first performance, suggesting he “go back to driving a truck.”

Dr. Seuss was rejected many times before publishers accepted his first book.

What made these folks get back up and try again? Perseverance! How can we develop this critical trait in our students?

Encouraging Perseverance

Believe in each child's ability to achieve.

Instead of generalized praise, “You are so good/smart/special,” connect high performance and accomplishment to hard work and effort.

“You got an A on your test! I can see that you really prepared and worked hard.”

The connection also works in the reverse. “You didn’t do very well on your test. How much time did you spend studying? What can you do to get a better grade next time?”

Don’t reward or congratulate them only for achievement. Recognize effort and perseverance as well.

Expect students to finish what they start.

Be like a postage stamp, stick to something until you get there!” ~Josh Billings

Avoid accepting excuses for unfinished work.

Give positive feedback when a child puts forth extra effort.

Instead of telling a child, “I loved your dance performance. You are such a good dancer!” say, “I am so proud of your performance. All that time rehearsing in the studio really paid off.”

Help students realize that everyone makes mistakes; what is most important is that they keep trying.

Teach children how to regroup and start over.

Provide support, help them evaluate why things weren’t successful, and guide them in determining how to regroup and try again.

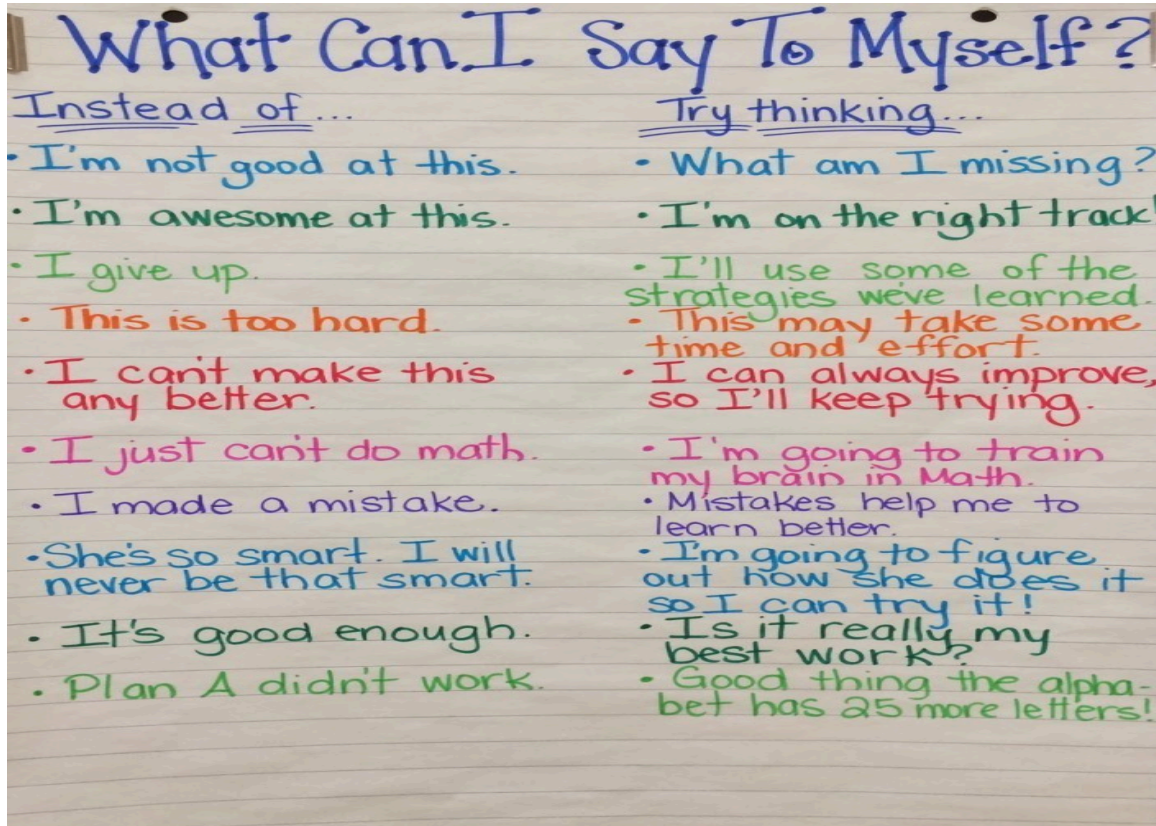
Motivate students to try new things.

“If you are not willing to learn, no one can help you. If you are determined to learn, no one can stop you.” Tell students that they are working on perseverance skills and let them know that struggle and failure are likely. Knowing that they are meant to struggle makes it much easier to deal with.

Encourage children to take responsibility for themselves and make constructive choices.

Be specific when talking to a child, "Thank you for picking up the jacket...way to be respectful."

Since perseverance is a necessary ingredient for student achievement, it needs to be encouraged. Helping children learn to be patient and to persist in spite of failure are attributes that will contribute to their future success.



PBIS Lesson Plan

Expected Behavior: Perseverance

Lesson Objective- Students will define and demonstrate perseverance. Students will identify actions, beliefs, characteristics to accomplish their personal best.

Examples- Doing your best, keep trying, show determination, give your best effort, study hard.

Non-Examples- Quit if it is too hard, do only what is easy, sloppy work, completing tasks too quickly

Activities to Enhance Concept Development- Students will give examples of what it looks like to practice perseverance.

(Ask) **What is perseverance?**

1. Staying with the task and not giving up.
2. Showing commitment, pride and a positive attitude in completing tasks.
3. Trying again and again and again.
4. Being patient and willing to work hard.

(Ask) **Can you name some people who have shown perseverance?**

1. Lance Armstrong, Thomas Edison, Harriet Tubman, Helen Keller, Stevie Wonder, etc.

Activities to Check for Understanding- Teacher: “Students, think of one time when you demonstrated perseverance.” What were you working to accomplish?”, “How did you feel to accomplish your goal?”

Bigger Picture/Citizen of the World-

Think of a time when you saw a grown up persevere. It can be someone from your family, someone who plays sports, or accomplished a goal. Can you give an example of what they did. Did their perseverance affect you in any way? As you are growing up, can you think of a time it will be important that you will need to persevere? What impact will the characteristic of perseverance have on your life?

Activities to Extend Concept Development-

Students will demonstrate perseverance at school at all times.

What are ways you can show perseverance?

1. When you are near the end of race and struggling to finish, find a burst of energy to cross the finish line.
2. Try a new sport or skill that is difficult and don't quit.
3. Study and work hard to improve your grades.
4. Save up your money and do extra chores to buy something special.
5. Help a younger child learn to ride a bicycle or play a new game.
6. Spend hours practicing to play an instrument.
7. Always finish what you start. Do not give up when things get tough.
8. Try something again, even if you failed the first time. Remember you had to learn to walk before you could run!

Thinking about perseverance.

Lead a discussion about what perseverance means and does not mean. For example, it means to keep working until the assignment is complete, instead of trying only a few times and quitting. With students' help, list the steps needed to learn a new skill such as riding a bicycle, learning to swim, or memorizing the multiplication table.

Abraham Lincoln and Perseverance

Abraham Lincoln once said, "People are about as happy as they make their minds up to be." Share that quote with students. Also share that Mr. Lincoln experienced many successes in his life, but he also failed in business in 1831, was defeated in his bid for a seat in the legislature in 1832, lost his bid for congress in 1843, lost his run for the Senate in 1855, and was defeated for Vice President in 1856. Yet, in 1860, Mr. Lincoln was elected President of the United States. List and discuss the qualities he must have had. For example: positive attitude, tenacity, diligence, courage, boldness, self-discipline, and determination.

Others Who Showed Perseverance

Have each student write a report on a person of their choosing who demonstrated perseverance. Some examples include: Albert Einstein, Helen Keller, Thomas Edison, Harriet Tubman, Franklin D. Roosevelt, Mother Teresa, Madame (Marie) Curie, Ray Charles, Rosa Parks, Lance Armstrong, or Christopher Reeve. Have them answer the following questions in their reports:

How did he or she show perseverance?

In what ways are you like the person in your report?

In what ways are you different from that person?

What did you learn about yourself from writing the report?

Stories of Perseverance Read aloud (and perhaps invite students to act out) stories of perseverance. For example, you might share [The Tortoise and the Hare](#), [The Little Engine That Could](#), or any other story that has perseverance as a theme. Arrange children into groups and challenge them to write a simple poem, a song, or a short story that exemplifies perseverance. Have them perform their works for each other or for children in lower grades.

Perseverance in the News Have students locate newspaper or magazine articles concerning a person who demonstrated perseverance after experiencing failure. Ask them to report what they learned.

Feelings of Perseverance Have students write or draw a picture illustrating a time when they persevered and succeeded even though they felt like giving up. Then discuss the feelings associated with their achievement, for example: pride, happiness, self-confidence, and self-esteem.

Perseverance Role Plays Invite students to role play -- or to use puppets to role play -- situations where individuals demonstrate perseverance. Examples: a child who stutters and

keeps trying to speak fluently, a child who has learning problems yet puts forth much effort to learn, a student in a wheelchair who tries to do new things.

Persevering In Spite of Obstacles Lead a discussion on how negative comments from others can influence a student's attitude toward learning. Discuss what children can do to prevent these remarks from hindering their efforts. Talk about ways one can be successful in spite of them.

Perseverance Role Models Invite a respected community member who overcame obstacles to speak to your students about his or her life. Ask the individual to discuss the principles that led to his accomplishments. After the visit, have children compose and send a thank you card or letter.

Easy vs. Difficult

Ask students to create lists of things that are difficult for them to do and easy for them to do. Then discuss the fact that every child has strengths and weaknesses; if children keep trying to do things on their difficult lists, they will most likely be successful.

Planning to Persevere Brainstorm and list obstacles, habits, and attitudes that prevent people from accomplishing their goals. Then have the children write down or draw a picture of what they want to be or do when they grow up. Arrange students into pairs and have them share their ideas. As a group list, generate a list of "general steps" needed to fulfill their dreams.

Life Stories Have students create a list of questions that they would like to ask an older relative or family friend. For example:

What was the most important thing that you learned from your mother or father?

What values are most important in your life today?

What are you most proud of doing?

Tell about a mistake you made. What did you learn from that mistake?

Describe a time when you kept trying even though you felt like giving up.

After completing the interview, have the children write a report on what they learned.

Icy Perseverance (Suggested for grades 2 - 5)

Materials: an ice cube for each student with a penny frozen inside

Begin your lesson by giving each student an ice cube. Explain that the first person to get the penny out of their ice **without** putting it in their mouth or hitting it with another object is the winner. You may want to continue your lesson until you have a winner. Afterwards discuss:

1. How does melting the ice cube compare to reaching your goals?
2. Did you ever feel like quitting? Why do some people quit before reaching their goals?
3. Could you have gotten the penny quicker had you broken the rules? Would you feel as good about winning if you didn't follow the rules?
4. How do hard work and perseverance help you achieve your goals?

Sink or Swim? (Suggested for grades K- 3)

Materials: Clear glass bowl with water, modeling clay (Not Play-Doh)

Roll clay into four balls, three of them small and one a little larger (like small and big marbles).

Drop each small one into the water and watch them sink. Tell the students that each ball represents a person that feels discouraged or frustrated by life's difficulties. We all feel like that at times. Just like the clay balls, you may want to give up and sink into a sad state of despair. (You can give the clay balls pretend names and talk about why each one might be feeling low. For example, Susie is struggling to finish her science project on time and wants to give up...)

Next, take the larger clay ball and start reshaping it to form the shape of a simple canoe. Talk about how this person is not going to give up when faced with a problem. They are choosing to have a positive attitude and show perseverance. Discuss how it's possible to work through the challenges and achieve your goal by "reshaping" your attitude. Put the "boat" in the water and watch it float. Now take each small ball and put them inside the "boat". Ask the students what can happen when a person has a positive attitude and decides to persevere. They not only achieve their goal, but are a positive role model for others. (10-Minute Life Lesson, by Jaime Miller)

All Shook Up! (Suggested for grades K-2)

Materials: Three or four plastic jars with tight lids, a plastic bowl, three or four pints of whipping cream, honey, plastic knives, and sliced bread

Pour a pint of whipping cream into each container and place the lids on securely. Pass the jars among the students giving each student several moments to shake the jar before passing it on. Remind them not to give up -- with perseverance they will have delicious butter. While the students are shaking the jars you may want to read a story. After a few minutes of shaking, stop the students and ask them what would happen if they gave up now. Explain that quitting keeps great things from happening. If we lose patience and give up, nothing good will develop. It should take about 10 minutes for the cream to separate into a lump of butter in each jar. Carefully remove the butter and place it in a large plastic bowl. Drizzle honey over the butter. Invite the kids to spread the delicious treat on a piece of bread. Perseverance is a "sweet" character trait to generously spread throughout our lives! (Edible Objects Talks, Lingo)

Reach for the Stars (Suggested for all grades)

Materials: Paper stars

Give each student a paper star. Have students write a dream or goal that they hope to achieve on their star and then decorate it. Tell the students that it takes perseverance to fulfill their dreams.

Act It Out! (Suggested for grades 3 -5)

Materials: None

Have students work in small groups to write their own skit demonstrating perseverance. Allow each group to present to the class. This activity may require a little more time, so check with your classroom teacher in advance.

Hands of Perseverance (Suggested for grades 3-5)

Materials: Copies of sign language alphabet

Obtain a copy of the sign language alphabet from the library or the internet. Make copies and handout to the students. Using the handout, teach the students to spell out the word perseverance as you discuss what it means. Then ask the students to spell out words that represent perseverance. For example: focused, determined, positive, sure, and goal. (The Best of Character, by Duane Hodgin)

Try, Try, Try Again!! (Suggested for grades 2-5)

Materials: None

Discuss this quote from Thomas Edison: "I never failed once when I invented the light bulb. It just happened to be a 2,000-step process." Consider how different life might be today if Mr. Edison had chosen to quit after his first few attempts to invent the light bulb. Have the students work in pairs or small groups to write their own quote for perseverance, and then share their quotes with the class.

I Think I Can, I Think I Can... (Suggested for grades K - 1)

Materials: Story of "The Little Engine that Could"

After reading the story of "The Little Engine That Could" have students form a long train, with you being the conductor. While you lead the train around the room have the students repeat the phrase "I think I can, I think I can. Remind the students that with perseverance they can do anything!

Stick to it! (Suggested for grades K-3)

Materials: Empty paper towel tubes, enough for each student to have one

Give each student a paper towel tube and explain that they will make a perseverance stick. Have students write the words "Stick to it!" on their tube and then decorate it. Explain to the students that they are to take the stick home. When they see a friend or family member show perseverance, they are to write that person's name on the stick. Encourage students to share with their family the names of people they saw showing perseverance. (You may want to bring a sample completed stick with you and talk about how you used it.)

Book suggestions for perseverance

Kindergarten: The Little Engine That Could, Watty Piper The Very Busy Spider, Eric Carle The Carrot Seed, Ruth Kraus

First Grade: Are You My Mother?, P.D. Eastman

The Isty Bitsy Spider, Iza Trapani Turtles Race with Beaver, Joseph Bruchac

Second Grade: Princesses Are Not Quitters, Kate Lum Tortoise and the Hare, Janet Stevens Wanda's Rose, Pat Brisson

Third Grade: Flossie and the Fox, Pat McKissack,

I Have a Dream, Margaret Davidson

Perseverance: The Story of Thomas Alva Edison, Peter Murray

Fourth Grade: Amazing Grace, Mary Hoffman

More than Anything Else, Marie Bradby Addy Saves the Day, Connie Rose Porter

Fifth/Sixth Grade: Wilma Unlimited, Kathleen Krull

Fly, Eagle, Fly, Desmond Tutu I Knew You Could, Watty Piper

PBIS: Honesty Teach Children to Be Honest

Honesty is defined as fairness and straightforwardness of conduct. Synonyms include sincerity, integrity, and trustworthiness. They're all good qualities to find in a person and certainly worthwhile to learn. After all, honesty is the best policy, right? It's true. However, teaching that concept to youngsters can be a challenge. There's a fine balance between

preaching and teaching when it comes to basic morals and behaviors. Teaching the value of honesty to children is part of the development of moral and emotional strength. The quality of honesty helps to develop character and solid self-esteem.

Teaching honesty and responsibility takes a considerable amount of time and patience, and it isn't anything like teaching kids how to tie their shoes, where they understand the basic concept after a few lessons. You'll have to keep hammering away at these lessons for a long time. Getting behind the deceitful words (or actions) and into the child's mind will help you practice preventive discipline. Teach honesty by encouraging kids to tell the truth and to let you know what's on their minds.

PBIS Lesson Plan

Expected Behavior: Honesty

Lesson Objective- Students will learn about the characteristics of Honesty. Students will learn Honesty is about being truthful in what you say and in what you do. Students will learn Honesty includes telling the truth (not lying), not hiding the truth (deceiving), and acting in a way that is morally right (not stealing, cheating).

Vocabulary- Loyalty, trust, truthfulness, deception, morals

Examples- Being truthful, loyal, trustworthy, telling the truth regardless of the consequences. Admitting when you are wrong. Keeping your promises and your word.

Non-Examples- Withholding the truth(deceiving), cheating, stealing, breaking promises, not keeping your word, unreliable

Activities to Enhance Concept Development- “Oh, What a Tangled Web We Weave” **Materials-**Ball of Yarn. Arrange ahead of time to have one student to role play this activity with you. You may think of your own mock situation or this one. Ask the student, about homework. The student will reply with a false response, such as my dog ate it. Wrap the yarn around the student once. Ask a follow-up question, how did the dog get your homework. The student will again give a false response. Wrap the yarn around the student another time. Repeat as necessary to illustrate that sometimes when you are dishonest, you might have to keep lying to cover up the original lie. Demonstrate how the student is tangled, and how our untruths may tangle us up too so to speak.

Ask them to compare this situation vs. someone who would have been truthful. Point out that when you are truthful, you don't have to remember your last lie and how to cover it up. Illustrate how you can become trapped by your lies.

Ask students to think about a time they were caught in a lie. How did they feel? Did they have to keep lying?

Activities to Check for Understanding- Provide mock situations and have students respond and/or role-play.

1. The cashier only charges you for two candy bars when you really bought three, what would you do?
2. Your friend told their parents they were going to hang out with you, but they really went somewhere else. Their parents are now looking for them; your friend, and called you, what do you say?

3. You promised your mom you would help her clean out the garage, but your friends just invited you to go to a party, how would you handle this situation.
4. There is a tray with cookies at the school cafeteria with a sign that reads “ 1 cookie per person” , but you notice no one is looking, should you take more?

Bigger Picture/Citizen of the World-How will being honest and trustworthy be beneficial to you as you are growing up? Finding a job, applying for college etc.

Activities to Extend Concept Development-

Ask students to write their own honesty pledge. This will be their promise to always be truthful in their words and actions. After they have finished writing their pledge, students may decorate it and sign their pledge.

Truth or Lie (K-3)

This is a simple game that helps kids really understand the basics of honesty. All you do is make a statement that they would be familiar with and then walk to the side of the line with the label truth or lie to represent if they think it's the truth or the lie. Here are some examples:

- * “I have purple hair.”
- * “You live in Soledad.”
- * “We came to school in an airplane.”
- * “We had birthday cake for breakfast.”
- * “I am shorter than all of you.”

After playing for a bit, let the children come up with their own truth or lie and have the class guess.

Share this true story of a boy whose honesty in T-ball gained him a mention in Sports Illustrated magazine.

Discussion point: Honesty earns the trust of others.

Share with your children this true story about a seven-year-old boy named Tanner Munsey. Tanner's reputation for being honest earned him a mention in the “Scorecard” column in the July 10, 1989, issue of Sports Illustrated magazine.

During a T-ball game in Wellington, Florida, Tanner attempted to tag a player leaving first base. When the umpire called the player out, Tanner immediately informed the umpire that he hadn't managed to tag the runner.

Two weeks later, Tanner encountered the same umpire in another T-ball game. This time, Tanner was playing short-stop and tagged a runner as they approached third base. When the umpire called the player safe, Tanner didn't say a word, but the umpire noticed his surprise at the call.

“Did you tag the runner?” she asked Tanner. When Tanner affirmed that he had, the umpire changed her decision and called the player out. When the coaches and other parents protested, the umpire stood by her decision, informing them that she had learned to trust Tanner, because of his honesty.

The Honest Mouth (Suggested for all grades)

Materials: Black licorice

Ask the students if anyone knows what happens when you eat black licorice? (*Put a piece in your mouth. You may want to put extra black food coloring on your piece before visiting the classroom; this will enhance the effect.*) A mouth that has eaten black licorice turns black. (*After chewing, open your mouth to show the result.*) Yuck! Not only does your tongue look horrible, but soon your teeth and even your lips get black. It takes a long time before your mouth returns to its normal color. Dishonesty has a lasting effect on you, just like the black licorice. Like the licorice leaves our mouths black for a long time, we can see the results of telling lies long after we've told them. Others will lose their trust in us, privileges will be taken away, and friendships will be lost. Telling lies will leave a black ugly mark on you--just like the black licorice. Remember: It's always best to be honest and true, don't let the stain of dishonesty leave its mark on you.

The Tower of Flour (Suggested for all grades)

Materials: Flour, dime, hard plastic cup, newspaper, butter knife, paper plate

Begin by spreading newspaper on a table. Place the dime in the center of the bottom of the plastic cup. Scoop flour into the glass. Pile it to the brim and press down firmly to make it compact. Place the paper plate on top of the glass and turn them over together on the newspaper. Tap the glass gently, and carefully lift it off. The flour

will remain standing in the shape of the glass with the dime on top. Explain that the dime represents the trait *honesty*. Next, take the knife and carefully slice off the edge of the “flour tower” being careful not to cut too deeply. This represents what happened when we tell lies. Our reputation is weakened. Others will not trust or respect us, and eventually the tower of trust falls. Notice how each time more flour is removed the dime’s position becomes more precarious. Continue until the dime drops in. (*10-Minute Life Lessons, by Jaime Miller*)

Role Play (Suggested for grades 3-5)

Materials: None

Divide students into small groups. Ask each group to write a short skit to present to the rest of the class in which a person has a choice to be either honest or dishonest. Be sure the students include consequences of the choice in their skit. *If you can locate an Abraham Lincoln’s hat you can put skit ideas on strips of paper and have each group select one and act it out.

The Honesty Song (Suggested for grades K-3)

Materials: None

Teach students to sing a song about honesty. They can help them write their own or you can teach them one like this: (*Sing to the tune of Yankee Doodle*)

Honest, honest I will be; truthful and sincere.

I’ll tell the truth and never lie; and will not cheat or steal. Honest, honest, I will be; you can count on me.

I pledge to always tell the truth and answer honestly!

The Cover Up (Suggested for grades 2 – 5)

Materials: Bucket or large cooking pot (about 8 inches across), one quarter, and enough pennies for each student to have one.

Fill the bucket with 6 – 8 inches of water and put the quarter at the bottom in the center. Begin by saying that telling a lie may seem like a simple way out of a problem. However, usually when we tell a lie we end up telling even more lies in order to cover up the first lie. (*Give an example, either made up or from your own personal experience.*) Explain to the students that their challenge is to cover up the quarter by using a penny. Have students come up one at a time and try to drop their penny (**from at least 2 inches above the water**) into the bucket and try to cover up the quarter. After everyone has had a turn to drop a penny in the bucket discuss the following questions:

1. How well did the penny cover the quarter?
2. How many actually landed on the quarter?
3. How does this activity compare to trying to cover up a lie that we told?
4. Does someone have to tell more lies to cover up the first lie?
5. What happens when you are caught lying?
6. How easy is it for others to trust you again?
7. Why is telling the truth easier than lying even if the truth may get you in trouble?

Other Ideas:

Interview one of your parents or family members. Ask them what characteristics they think are important to “make yourself the very best you can be.” Is honesty one of those characteristics? Write a report on your interview.

Develop a checklist for evaluating the honesty of a person. What criteria would you use to evaluate this characteristic? (You may want to write down how a person of honesty would respond in a series of situations.)

Students can describe three family members they feel are honest individuals.

Write a story or draw a picture about someone who demonstrates honesty. Examples could include: Honest Abe, your parents, or a special family member.

As a class activity in small groups, students define honesty and list what actions reflect honesty. After charting examples, students should do a “Gallery” walk where they star the best responses. Discuss the starred items and have students persuade the remainder of the class that the one chosen is the best. Create a class definition with examples.

In a daily journal for one week, note how many times you make a promise and keep that promise.

Direct students to create a storyboard reflecting a situation in which they made the decision to be honest.

In groups of four, have students brainstorm a list of words related to the theme of honesty and integrity that start with each letter of the alphabet. From their master list, they will write a story about honesty and integrity. Each student will then read a portion of the story to the class.

Book Suggestions for Honesty

Kindergarten:	Franklin Finders Keepers, <i>Paulette Bourgeois</i> , Berenstain Bears and the Truth, <i>Jan Berenstain</i> , Jamaica's Find, <i>Juanita Havill</i>
First Grade:	Arthur's Computer Disaster, <i>Marc Brown</i> To Tell Truth, <i>Patti Farmer</i> Sly Fox and the Chicks, <i>Carl Sommer</i>
Second Grade:	The Big Fat Enormous Lie, <i>Margorie Weinman Sharmat</i> Tyrone, The Double, Dirty Rotten Cheater, <i>Hans Wilhelm</i> Too Many Tamales, <i>Gary Soto</i>
Third Grade:	Liar, Liar Pants on Fire, <i>Diane DeGroat</i> Honest Abe, <i>Edith Kunhardt</i> Summer Wheels, <i>Eve Bunting</i>
Fourth Grade:	Liar, Liar Pants on Fire, <i>Gordon Korman</i> The Summer When I was Ten, <i>Pat Brisson</i> The Honest to Goodness Truth, <i>Patricia C. McKissack</i>
Fifth/Sixth Grade:	If You Had To Choose, What Would You Do? <i>Sandra McLeod</i> The Talking Eggs, <i>Robert D. San Souci</i> The Empty Pot, <i>Demi</i>

PBIS: Compassion Teach Children Compassion

Experts agree that fostering compassion in young people is among the best ways to prevent verbal, physical, and emotional aggression from taking root.

Call it compassion, empathy or plain old kindness: What could be more important than fostering this quality in our students? Yet exactly how to go about it is not as obvious as teaching kids their ABCs or how to set the table. How do we teach our students compassion, empathy, and to be kind human beings?

We model the kinds of behavior we expect.

We're nice and they learn to be nice back. Children may listen to your words, but more importantly, they learn from observing your actions. When you have a chance to practice a random act of compassion, do so!

We exercise patience.

Easier said than done, right? In the heat of the moment, it's hard to stay cool, calm, and collected to respond in a way that demonstrates the kinds of behavior we expect from our students.

We listen to our students.

Talk is cheap unless we're really listening to our students and having meaningful conversations with them. Sit down, look them in the eye, and show them they have your full attention and that you understand.

We teach resiliency by providing strategies.

Conscious conversations and showing our students we understand allows them to learn problem solving strategies.

People display compassion in many ways. Children and youth can better understand this trait when they have an understanding of what compassionate actions look like and sound like. They will then be more likely to incorporate the behaviors below into their daily lives.

What Compassionate People Say:

- You look upset.
- I understand how you feel.
- I'm sad that you got hurt.

- That happened to me too, once. It makes me feel sad for you.
- I'm so sorry that happened. Let me help.
- I bet it hurts a lot.
- What can I do to help?

What Compassionate People Do:

- Notice when people are hurting, and show that they feel for them
- Feel sad when they see someone crying or hurt
- Console others in pain

- Talk soothingly to those in pain
- Listen patiently to someone's problems, without interrupting
- Mirror facial expressions of the distressed person
- Volunteer time and resources to charity
- Encourage others to practice compassion



PBIS Lesson Plan **Expected Behavior: Compassion**

Lesson Objective- Students will demonstrate an understanding of the concept of compassion. Students will recognize the

elements of compassion in their behavior, behavior of others, and in images. Students will understand and apply key vocabulary words for compassion.

Vocabulary- considerate, kind, helpful, caring, thoughtful, patient, empathy

Examples- Understanding how another person feels. Showing concern through kind thoughts, words, and actions. Asking others how they are doing. Sending a card to someone if they are going through a hardship, illness, or loss. Helping others. Giving to others. Compassion is listening to others and also being patient.

Non-Examples- Thinking of only yourself, selfishness, not thinking of how others might feel or what they might need; indifference. Impatience, anger, aggression. Not sharing.

Activities to Enhance Concept Development- Introduce lesson vocabulary: kindness, patience, understanding, helpful, caring, empathy and considerate. Create a web listing examples and scenarios of compassion students have observed in classrooms, around school, and community.

Examples:

Jose showed compassion when he helped Eric clean up his work area so he could be released to recess.

Melody showed compassion when she noticed Cristian crying on the first day of school, held his hand, and reassured him that everything would be ok.

We made a card for our teacher when he/she was sick.

My dad helped our elderly neighbor clean up his yard.

Activities to Check for Understanding- Students act out/model scenarios showing compassion. Students can provide definitions and provide examples of key vocabulary words for lesson.

Bigger Picture/Citizen of the World- Identify key figures in our society, past or present, who have showed compassion through their deeds. Discuss how their acts of compassion have impacted our world. Is there a place/group in your community that you can be helpful, giving, and caring to?

Activities to Extend Concept Development-

Create a Compassion Collection Board, or a Compassion

Jar. Students may draw or write about acts of compassion they see at school, at home or in their community. From time to time, read them out loud to students, acknowledge the many examples the class has collected.

Divide the class into small groups. Have each group develop a list of do's and don'ts for caring behavior. Then make oral reports to the class addressing the following questions: What happens when people have caring behavior. What happens when they don't? In what ways do caring and uncaring behavior affect our school and community?

Brainstorm ways to make your school environment more caring. Create a list of recommendations, and place them in your school newspaper or on a poster.

Write two headings on the chalkboard: Caring and Uncaring. Take turns listing things under these headings. Then discuss what kinds of efforts it would take to move all of the items from the uncaring column into the caring column.

Wrinkled Heart (all grade levels)

Materials Needed

Red construction paper heart

Black marker

Procedures

Sit with the children and tell them the red construction paper heart represents the heart of a 5th grader (or another grade level). Ask, "How does it look?" Tell them to notice that it is a nice, big, red, happy heart. Say, "When you're in 5th grade, many things happen each day – some good, some not-so-good. These not-so-good things can really hurt our heart." Ask the students what someone could say or do to hurt their hearts. As a child gives an example of what could hurt a heart, put one fold in the heart.

Hurtful answers may include: Tease them, call them names, hit them, gossip about them behind their back, ditch them, tell secrets about them

Continue until you have folded the heart up. Then ask the children, "What have our hurtful words and actions done to our classmate's heart?" Answers typically include destroyed it and broken it. Ask how students think this person feels. Discuss.

Ask students, "Is there anything we can say or do to fix this heart?" As children give an answer unfold one crease in the heart.

Helpful answers may include: Apologize, say something nice, give a compliment, invite them over to play or eat lunch with you, listen to them, talk to them, be a friend to them.

After the heart has unfolded, ask the children, "How did we do? Did we fix this heart?" Usually you'll hear a yes and then "Well, no, because it's still kind of wrinkled." Allow them to discuss this.

Ask how this person feels now. Lead their discussion to the idea that although we have repaired the heart, the scars are still there. Even when we say we're sorry, people still remember the hurtful things we did. Ask, "Is it ok for people to do this?" Discuss with them that we all make mistakes and sometimes say or do something hurtful that we didn't mean. Ask, "What can we do to try to prevent saying or doing something hurtful to someone else?" Lead the discussion to the idea that we can think before we speak.

Write on the heart: No one has the right to put a wrinkle on someone else's heart. Hang the heart in the classroom, therapy room, or send home as a visual reminder to children. Teachers can review the lesson with students as needed by prompting them to look at the heart displayed in the classroom.

Reading nonverbal communication is key to the development of compassion. Yet, it is a difficult skill for many children and youth. Some activities you can do with your students to help develop this important skill are:

1. Play —Guess the Feeling. This is a take off on charades. To get ready, brainstorm as many different feeling words as you can and write each on an index card. As each student draws a card, he/she is to act out the emotion using only his or her body. No words are allowed. Everyone else tries to guess the emotion that is being acted out.
2. Make comic mood characters. With your students, cut out pictures from newspapers and magazines showing people depicting a wide array of different emotions. After gluing them on paper, guess together how each person feels based on nonverbal clues. Draw balloons over each person's head and write appropriate words to express what the character might say based on his/her body language.
3. Read with Feeling! Read the same passage with inflection for several different emotions (excited, tired, sad, angry, etc.) and challenge your students to identify the tone. Take turns reading or role-playing the same passage or different ones with your students.
4. Watch TV silently. Turn off the sound and watch the show together. Make a game out of trying to guess how the actors feel from what you see. Point out the kinds of nonverbal behaviors that show feelings (clinched fists, tightened jaw, blinking eyes, twirling hair, rolling eyes, looking away, etc.).

Here are 7 of the best picture books for teaching compassion:

The Great Fuzz Frenzy by Janet Stevens and Susan Stevens Crummel

Prairie dogs are confused and excited when a tennis ball ends up in their burrows, and prairie dog life is challenged when a frenzy breaks out over the fuzzy "thing." • Talk about community, sharing, and generosity

The Farmer by Mark S. Ludy

The farmer's patience and faith are tested by Mother Nature and difficult neighbors, but he remains giving and kind through it all. • Talk about generosity, kindness, and forgiveness

Dotty by Erica Perl and illustrated by Julia Denos

Ida is a girl who takes her imaginary friend with her to school. One day, Ida realizes that not everyone views imaginary friends like she does--until one important person shares her special friend with her. • Talk about differences, tolerance, and open-mindedness

Stellaluna by Janell Cannon

Little bat Stellaluna soon realizes that even though she may look different from little birds, they can still be friends. • Talk about important themes like fitting in, confidence, and acceptance
• Cool extension activities

How to Heal a Broken Wing by Bob Graham

"No one saw the bird fall." No one except the little boy who, with his parents, take the injured bird home and care for it until it is ready to fly free. • Talk about hope, healing, and kindness

Fly Away Home by Eve Bunting and illustrated by Ronald Himler

A homeless boy and his father live in an airport, trying not to be noticed by the busy passengers, workers, and flight crews. • Talk about homelessness, helping others, and gratitude

Unspoken by Henry Cole

This wordless picture book tells the story of one Southern girl who discovers a slave hiding in her barn. It is the story of an unspoken understanding between two children living completely different lives. • Talk about slavery, kindness, generosity, and changing history

PBIS: Physical Aggression Teach Children About Physical Aggression

Almost all students love recess. But schools find that behavior and safety problems can often occur on the playground for reasons that are easy to understand. Adult supervision on playgrounds may be limited. Also, students may not always know

what behaviors are expected of them on the playground, be tempted to engage in risky behavior on play equipment, or get involved in rough physical horseplay with other children that results in fights or injuries. For one reason or another, many children are not learning the problem-solving skills they need in order to avoid getting into a physical fight. As a result, they develop ineffective coping skills.

Developmental psychologists have long been interested in how parents impact child development. All children come from homes where parenting styles vary. In one home horseplay may be seen as a way to play together. In other homes, any form of play fighting is simply not permitted. Problems on the playground arise when parenting styles mesh. Some children see any form of touching as bad, "He hit me as he walked by." While other children push their way in line, while waiting their turn, or playing tag games on the playground not realizing they are doing something wrong. How many times have we heard from parents, "We teach him to stand up for himself. If someone hits him, we've told him to hit back." As educators we need to make it very clear when talking to parents, "That may be your rule at home, but the rules at school are different. No child is allowed to hit here. Not ever."

Sometimes we unknowingly misdirect kids coping skill development by teaching them how to make excuses and blame others. When a parent says to a child, "Why did you hit your little brother, Tommy?" not only are they asking Tommy to make an excuse, but if he doesn't, they'll readily provide one: "Maybe you were angry." The question "why" always indicates that we're looking for an excuse or reason, when really what we want to learn is what he was trying to accomplish. So a better question is "What were you trying to accomplish when you hit your brother or friend?" because it gets to the facts of the action. *Why Tommy did what he did is not as important as what he was trying to accomplish.*

The question "why" doesn't lead to a change in behavior, but the question "What were you trying to accomplish" *does* lead to that change, because when a person tells you what they were trying to accomplish, there's a window there where you can tell them how they can do it differently next time. If we're not careful,

by the time kids are seven or eight, we've taught them how to make excuses and justify inappropriate behavior. If they're old enough to process this, you can ask them, "What can you do differently next time to accomplish this without hitting or getting into trouble?" Younger kids often can't process this yet, so you walk through it with them. Give them some suggestions: "You can say fighting is not okay at our school; you can ask yourself was this an accident; you can walk away; you can ask an adult for help; you can apologize for bumping someone; you can come and tell me that you need some time alone."

PBIS Lesson Plan

Expected Behavior: Reduce Physical Aggression Safe School Environment

Lesson Objective- Students will learn to identify and define physical aggression. Students will identify strategies that will help them defuse physical confrontations by using assertive behavior

(responding) techniques. Students will distinguish between aggressive (reacting) behavior, and responsive behavior. Students will identify adults they can go to for help.

Essential Question-How can school become a safer place for you? How can our school become a safer place for everyone?

Lesson Vocabulary-Aggressor, target, bystander, “I” statement as a respectful way to express a concern, assertive behavior, respond, react, impulse, self-control, pause, respect, right, reflect.

Examples- Keep hands, feet, and objects to yourself. Walk away if someone wants to fight. Ask an adult to help. Report aggressive behavior to an adult. Talk it over. Stay away from a physically aggressive person. If you accidentally hit someone with ball, backpack etc., acknowledge accident and apologize. Expressing your needs, using your words, respond vs. reacting, using “I statements” Standing up for your rights while still being respectful.

Non-Examples- Name calling, throwing a ball/object at someone, hitting/pushing back when someone hits/pushes you, punching, throwing objects, reacting, acting on impulse.

Activities to Enhance Concept Development-

With assistance from students, create an anchor chart listing what they define as acts of physical aggression. What does physical aggression look like, what does it sound like? Have children talk about how they might feel when someone hits them.

Model scenarios using the respond vs. react techniques. Provide scenarios where stopping and pausing is modeled to students. Teach children these super powers!

Calm Down Power — stop yourself from being upset. Practice pretending to be upset and then breath slowly and deeply in and out, squeeze the palms of your hands together, and straighten your back. Remind students to use the Calm Down Power when they start to get upset.

Mouth Closed Power — stop yourself from saying something that might be hurtful or inappropriate. Younger children might need to practice by pushing their lips together and putting their hands over their mouths to help them to stop. You can rehearse by going over a situation that happened (i.e. being rude about another child being “stinky”) and having them get ready to say something mean and then stop. You can then come up with other situations on different days.

Hands Down Power — stop yourself from hitting or hurting others. This can be done by pressing your hands down at your sides or putting them into your pockets so they are hard to get out. Role-play situations. Then have a cue —when you say “hands down” their hands go to their sides or into their pockets.

Move Away Power — move yourself to a quiet spot to calm down. Find a spot where you can go and take a breath or two, jump up and down, take a lap on the track, whatever helps you to calm down, but is away from kids you may hurt or may hurt you.

Walk Away Power – moving away from trouble. Practice by pretending to be a kid who is about to push or poke another child. Without actually doing it, coach the children to leave with an attitude that is aware, calm, respectful, and confident.

Model and use “I” statements on sentence strips and encourage students to use “I” statements when responding to a physical aggression. Demonstrate moments to pause and think, in an effort to minimize impulsive behavior.

I Statements

I feel _____
(name the emotion)

When you _____
(state what the aggressor did)

Because _____
(explain why you feel that way)

I want you to _____
(tell the aggressor what you want them to do)

Identify alternative reactions to situations. Give children several scenarios and play a game of “What could you do instead of hitting?” Examples below:

Someone took the car you were playing with. What could you do?

Someone knocked your blocks down. What could you do?

By accident you bump into Henry in the hall. What could you say to apologize?

Someone bumped into you in line. What could you do?

What are some things you could do or say to someone who cuts in line? (“Why don’t you wait your turn?” “Could you hold on a minute? I’m almost done.” remind each other to share, if you can let it go, let it go; some things aren’t worth fighting about)

Someone picked up your beads and they fell off the string. What could you do?

Identify and discuss consequences of physical aggression that would include consequences for the aggressor, target, and bystander. Help them problem solve by coming up with solutions of what they can do instead of hitting. Write feelings and solutions on a chart. Make connections with previously taught PBIS lessons on compassion, empathy, and school safety.

Teacher notes safety and well being as a fundamental right at school. Note and point out all school personnel and students are responsible to work on this right on a daily and ongoing basis. We are all contributing to building and maintaining a positive, safe, healthy school and social climate.

Activities to Check for Understanding-

Teacher provides scenarios and students will share steps and strategies they would use to defuse physically aggressive situations and resolve conflicts using dialog, “I” statements. Students identify adults at school they can seek out for help.

Students will make connections to our PAWS expectation of being safe, and previous PBIS lessons on compassion, kindness and respect.

Activities to Extend Concept Development-

Ask students to identify future situations where this technique might be helpful. Create a class bulletin board where students “pledge” to act in a safe manner at school. Ask students to provide a drawing or produce a written response that illustrates their pledge and commitment to act in a safe manner at school on a daily basis.

**PBIS: Patience
Teach Children to Be Patient**

Let's face it: No one likes to wait — least of all active children who haven't yet learned why patience matters. Nor have they developed the coping skills to be able to wait successfully. Still, teaching your students patience is important. They'll need it to be successful in school and in life. Some kids are naturally more patient than others. That's why it's helpful for you to observe your students and understand that

for some kids, waiting comes easily, while for others it's really difficult. The truth is that some people are naturally more patient than others. While some people seem to breeze through stressful events and long waits, others have difficulty in the same situations. For some people, learning to be patient requires more practice and, well, patience! Children are no different. All children have different temperaments, and some children are naturally more patient than others.

PATIENCE

Patience is “waiting without getting upset.” Some things just take time—like growing up, traveling from one place to another, or learning something new. A patient person responds to these situations with a positive outlook and attitude. This includes trying new approaches and “pushing through” in order to overcome obstacles.

Patience is a necessary part of life. Instead of getting frustrated when you face a difficult situation, patience helps you respond the right way—without getting upset or losing your temper. This makes everyone’s life better at school, at home, while driving in the car, or when checking out at the grocery store.

I WILL:

- Wait my turn.
- Not complain when I don’t get my way.
 - Accept what cannot be changed.
 - Use my time wisely.
 - Try and try again.

PBIS Lesson Plan **Expected Behavior: Patience**

Lesson Objective- Students will learn the characteristics of patience. Students will learn patience is the ability to wait for an outcome without getting upset. Students will discuss the meaning of patience and share times they have had to demonstrate patience. Students will discuss ways to show patience. Students will demonstrate

patience by taking turns during games and activities.

Vocabulary-persistence, waiting, taking turns, acceptance, tolerance

Examples- Waiting your turn without getting upset or angry. Giving others time to give or think about their answer, take their turn, or finish their work.

Non-Examples- Complaining or nagging when you don't get your way. Not taking turns. Telling others to, "Hurry up!" Pushing, getting in front of someone in line, or wanting to always be first. Interrupting someone.

Activities to Enhance Concept Development-

Teachers and students will discuss what patience means, when we demonstrate it, and share how difficult it can be at times. Students will watch a video clip and listen to a story to discuss patience and then practice showing patience during game playing and relay race activities. Students will do a writing activity after the lesson where they share what they learned and how it applies to their lives.

Materials Needed:

Video and internet connection, book "the Carrot Seed," (or any other book that teaches patience), board games, plastic spoon and fork, cotton balls, song (audio), and writing journals.

Procedures

The teacher and students will discuss the meaning of the word patience and give examples of times they or someone they know demonstrated patience. Then they will watch a video clip from the movie "Surf's Up" (<http://www.wingclips.com/movie-clips/surfs-up/making-the-board>) and discuss how patience was demonstrated in the clip.

They will then read a book together called "The Carrot Seed" and discuss how patience was shown and how it was difficult at first for the main character to show patience. Discuss how showing patience can be difficult at times.

Then the teacher will introduce several board games and put students in cooperative groups. Before playing, they will discuss how you show patience when playing a game. Students will play games and after, discuss together if patience was difficult during game playing.

A final activity will be to have a cotton ball relay race as a class where there are two teams and one uses a spoon and one uses a fork with a cotton ball on it and has to do a relay where they walk to the other end of the room, keeping the cotton ball on their utensil. The team wins when all of its players finish before the other team. Then switch utensils between times. Discuss how patience was demonstrated in this activity and whether or not it was easy.

Ending activity- sing the patience song together

<http://singdancelearn.com/character-education-songs/patience-song/>

Students will then write in their Character journals about patience- what it means, how to show it, and what to do when it is difficult.

Activities to Check for Understanding

The teacher can read additional books on patience and hold follow-up discussions after the activities to see how students are demonstrating patience in their lives. Students can do a self-assessment on how well they are doing. They can also review and sing the song periodically.

DISCUSSION STARTERS:

- What are some times you have to wait with patience? Can you name five specific examples from school or home?
- Think about the examples you just gave. What about these situations can you control? What is out of your control?
- What is the opposite of patience? (complaining, nagging, griping, fussing) What does this accomplish? How does complaining affect your attitude?
- How do you think patience can help you in life?

Bigger Picture/Citizen of the World How will you be patient at school, at home, or in our community. How can you encourage people to be more patient? What strategies can you suggest to others?

Activities to Extend Concept Development

Discussion point: "A patient man calms a quarrel."

Watch for opportunities to talk about how patience calms a quarrel. You can even use a real quarrel as an example. In this case, discuss how patience could have stopped it. Talk about how hot tempers stir up trouble and discord. Review how responding with love and patience could have changed the situation. The discussion questions are provided to help stimulate dialogue.

Questions for discussion

- What caused the fight?
- Did anyone try to stop it? If so, how?
- How would it have turned out differently if one person had been patient?
- How would it have turned out differently if both people involved had been patient?
- Did anyone try to show love?
- How does the verse, "Love is patient, love is kind" apply to this quarrel?
-
- ***Have fun reinforcing patience.***
- Standing in a circle with a ball, try to accomplish a set number of tosses to each other without dropping the ball. Say the rhyme below as you throw the ball, taking turns deciding what to eat for the treat (cookies) when you are done practicing patience. You may also change the person's name in the rhyme. For example, "Patient Mary tossed a cherry."
- - Patient Polly tossed a bally.
 - This is what she said: "Are you ready for my throw?"
 - Things go better when we're patient, this is how I know.
 - I throw, you catch – then we all eat cookie dough.
- Predetermine how many passes you want to complete and what the reward will be when you meet your goal. Encourage each thrower to be patient. Talk

about how being patient can help you accomplish the task. Emphasize that if you are impatient and throw the ball quickly before the other person is ready to catch it, it makes reaching the goal harder for everyone. Do not set an overly lofty goal or this activity may try the patience of the parents more than the children!

Books on Patience:

Betty Bunny Loves Chocolate Cake by Michael B. Kaplan

Harriet, You'll Drive me Wild! by Mem Fox

Leo the Late Bloomer by Robert Kraus

Llama Llama Red Pajama by Anna Dewdney

Magic Seeds of Patience by Efrat Haddi

PBIS: Cooperation Teach Children Cooperation

How often has this scenario played out in your classroom? You've planned a fantastic lesson that involves students working together and learning together. In your well-crafted plans, the students are engaged in the activities, supporting one another, and growing as a learning community. Sounds wonderful, doesn't it? So why

don't these activities always work out as planned?

Although there may be many factors at play, it could simply be that your students are unable to work together properly because they do not know how to support one another. By using cooperative games, students will become critical thinkers, learn to work with one another, and apply these skills to accomplish team goals. The best part? Your students will have FUN while developing these skills!

Cooperative classroom games differ from competitive games, as games (e.g. basketball, soccer) tend to focus on winning or losing, while cooperative games do not have to have a sole winner, as the objective is for all teams to succeed. Competitive games sometimes result in poor self-esteem for students who are on the losing end and not all students have the competitive edge needed in order to win. Think about that student in your class who has great ideas, but is not athletic or competitive. How do we address such needs when that student does not want to participate in the competitive aspect of games?

Co-operative classroom games are the solution, as all students will benefit since no one is left out and the focus is on the success of the team as a whole. When students are provided with a challenge, students are given the freedom to work together to solve the challenge by discussing various strategies, communicating their ideas, and putting their plans into action. These games have the student's development in mind, as students are the primary decision makers with little teacher direction.

HOW TO BE A COOPERATIVE PERSON









LISTEN carefully to others and be sure you understand what they are saying.



SHARE when you have something others would like to have.



TAKE TURNS when there is something that nobody wants to do, or when more than one person wants to do the same thing.

-  **COMPROMISE** when you have a serious conflict.
-  **DO YOUR PART** the very best that you possibly can. This will inspire others to do the same.
-  **SHOW APPRECIATION** to people for what they contribute.
-  **ENCOURAGE PEOPLE** to do their best.
-  **MAKE PEOPLE FEEL NEEDED.** Working together is a lot more fun that way.
-  **DON'T ISOLATE OR EXCLUDE ANYONE.** Everybody has something valuable to offer, and nobody likes being left out.

PBIS Lesson Plan
Expected Behavior: Cooperation

Lesson Objective- Students will learn that cooperation means working together for a common purpose. They will work with their classmates to make good decisions and choices cooperatively to get a task done.

Vocabulary- work together, partnership, pull together, contribute, association

Examples- We can do more working together than alone. Every person has a unique contribution to make to a group. Success is gained when everyone works together. Two heads are better than one. Things in life come easier if you know how to get along and cooperate with others.

Non-Examples- Not listening to other peoples' opinions. Not being supportive of other peoples' ideas. Unwilling to work with a partner you are assigned and not caring about their feelings. Taking more than your fair share when offered something.

Activities to Enhance Concept Development-

Ask the students these questions before doing the activity.
What makes working in groups fun?
What can make it not fun?
What does the word "cooperate" mean?
What is the difference between cooperating and just going along with the group?

Saving Sam

materials: paper clips, cup, gummy worm and life saver

This is an activity for the first day or as an introduction to the scientific method or to just allow students to work in groups so that you can get to know them better.

Setting Up the Scenario

Sam is stuck on a boat, and how he got there is not important, but Sam can't swim and the boat is capsized. To get to shore, Sam needs to retrieve a life jacket from underneath the boat so that he can float to shore. You and your partner's job is to save Sam by retrieving the life jacket from under the boat and putting it on Sam. Unfortunately, the only tools you can use to accomplish this task are paperclips. (1 per person, or you can give them 2 per person). You cannot touch Sam, the boat, or the life preserver with your bare hands.

A gummy worm is used to represent Sam, a gummy life saver is the life preserver and an overturned cup represents the boat. *It also may enhance the activity to mention that worms are hermaphrodites, and

Sam is technically both boy and girl, which makes the name rather appropriate.



Some Uses For this Activity:

1. Problem solving, cooperative learning, scientific method
2. Getting to know kids at the beginning of school, watching how they work together to solve a problem

Activities to Check for Understanding-

Discussion Questions

1. How did you and your partner(s) figure out how to save Sam?
2. Would it have been easier if you were working alone? Why or why not?
3. Was there a clear leader in your group? Did someone call the shots or make decisions about how to save Sam.
4. Could Sam be saved if you had only one paperclip?

Bigger Picture/Citizen of the World-

Discuss some things you do at school that require cooperation. How can you work together outside of school? In teams, groups, and in their town? How do they work together at home? Does working together work better than working alone? How?

Activities to Extend Concept Development-

Pyramid Building

Put groups of 3-4 kids in a group. Use 6 plastic solo cups and a rubber band with 4 pieces of yarn tied to it. They have to work together to use the rubber band to stack the cups in a pyramid without touching them with their hands.



Making Music

Break the kids into four groups and tell them they're going to make music. One group claps, one group whistles, one group taps on their seats, one group makes shushing sounds with their mouths (like cymbals). Each group plays their sound when you point to them. The object is for each group to get itself coordinated into something that sounds good without talking to the other member(s) of the group. In order to accomplish this they have to listen to what each other is doing and adjust accordingly. Point to the groups one at a time, letting each group get their act together. Then, start adding the groups together allowing time for them to adjust what they're doing until they start to sound good. Eventually, you'll have all the groups going at once in a well coordinated ensemble.

When the concert is over, ask the kids what made this activity fun and why it required cooperation to make it work. What would have made it work better? If it didn't work, why not?

Making Up an Animal (or whatever students want to invent)

Break the class or group into small teams (five children per team is a good number). Their assignment is to invent a new animal. They must name it, draw it, and decide how and where it lives. Afterward, have each team present its animal to the

class and tell exactly how they worked together to create it.

Design a "How to Cooperate" poster that illustrates the cooperative behaviors listed at the top of this column. Keep it displayed on a wall.

What's good about cooperating? Make a list of all the benefits.

Think of a really good experience you had as a member of a group. What made it good? Think of a bad experience. What made it bad? What can you learn from the comparison?

Are you a cooperative person? For each of the cooperative behaviors listed at the top of this column, rate yourself on a scale of one to five (1=awful, and 5=terrific). For each of these behaviors give an example of how you are either good at it or not so good at it, and what you could do to improve.

Describe a time you had difficulty cooperating. What made it difficult? What did you do about it? Is there something you could have done that would have made it easier?

Imagine that you get out of bed one morning in a rotten mood and you feel like being totally uncooperative for the whole day. Write about all the things you could do that would make your friends and teachers look at you and say, "Boy, are you being uncooperative today!"

Think of a time somebody (a friend, classmate, family member, etc.) was very uncooperative with you. Write a pretend letter to that person describing what he or she did, how it made you feel, and what you want this person to do differently in the future.

Write about a problem in the world that might be solved if people would cooperate more. Why aren't they cooperating now? How could they do a better job of cooperating?

Have a discussion about cooperation in the family. In what ways do you cooperate with each other, and how does that make things nice? In what ways do you not cooperate enough, and how does that make things difficult or unpleasant? Make a "family cooperation" chart and see if you can do something about improving the cooperation within the family.

For one week keep a daily record of all the things you do that require cooperation (at home, at school, and everywhere else). At the end of the week give yourself a grade on how cooperative you have been.

Pick one television program and watch it with your family. Afterward, have a family discussion about things people did in the program that were examples of either good or bad cooperation. Make a list of these examples.

What's in a name?

You can play this game with students of all ages, grade and level, depending on variations; however, we recommend this activity for grades 1-3 as it really helps students break the ice, especially at the beginning of school!

Arrange students in partners. Have one student begin talking about their first name to their partner, telling them what it is (if this is the first day of school or if they are new, or in case they didn't already know). Once they have said their name, they can now share a little bit about it (give students about 2 minutes for the introduction). Some of the things you may encourage students to talk about are the meaning of their name, unique ways to spell it, why they were given it, what their name means in other languages, if they were named after someone, nicknames, last name, etc. After about 2 minutes, they are then to switch and let their partner discuss their name as well.

Remind students to pay close attention as their partner discusses their name! Encourage them to continue to pay close attention throughout the activity! Once both partners have shared their names, pair one set of partners with another set of partners, forming a group of 4. The idea is to have each student introduce their partner to the two new students in the group. Encourage students to include as much of their partner's description as they can remember. Each student gets a chance to introduce their partner. Watch and enjoy as your students listen carefully, repeat and get to know their peers!

Wave Stretching

This is a quick, fun, cooperative building activity with which to begin any lesson. Students have fun together as they listen to one another, and physically repeat what they have asked them to do. Watch how they look at each other, and literally mimic one another. It's so fun to watch how attentive they are and how they work together to get the game rolling!

Have students form a large circle (you may even choose to do this in small groups depending on the space). Begin by picking one student within the circle. Have them call out a stretch. Going either clockwise or counter-clockwise, every student must do the stretch one by one. The idea is to pass the stretch as you go along. Once the stretch gets back to the original student you chose, have the next student call out a new stretch. The other students will have to hold the initial stretch until the new stretch makes its way to them. You can play this activity for however long you'd like; however, depending on the age and grade level, you may want to limit the number of stretches and eventually increase in number as they become more familiar with them game, or as they learn additional stretches.

Balloon Bop:

This is such a fun game for all students! Great for the younger students to begin learning cooperation, but also great for the older students as they begin to master skills! You can play this as a whole class or in groups (your choice in number of students, size of group).

Materials: Balloon(s)

Students begin by standing in a circle, holding hands. The teacher drops one balloon into the circle. The goal is for students to see how many times they can tap the balloon into the air (***students may tap the balloon with hands, arms, heads, shoulders, chests, or knees—but NO feet***), keeping it up in the air, without losing connection (***all students must continue holding hands***). In order for this to work effectively, students have to work cooperatively, each of them making sure they are not letting go of their neighbor's hands. They will soon figure out that they must all move together, as a circle, so to make sure they do not lose connection. If the balloon falls to the ground or a student taps the balloon with their feet, the count begins again. Depending on grade level, you can add more balloons to make it more challenging!

Before playing: Teacher can model how to tap the balloon lightly in order to keep the balloon up in the air. Try this with the students individually and then in partners. Once they are successful at keeping their balloon in the air without dropping their partner's hands,

add more students to the group until they form one whole circle.
Let the game begin!

All Aboard

A great activity to encourage students to cooperate and work together in order to solve a problem. This activity is best suited for students in grade 4 and up.

Tie a piece of rope in a loop large enough for all students in your class to fit within it and lay it on the ground. Invite all your students to sit inside the circle. Once they have accomplished this, congratulate them for working together to make sure they all fit and now challenge them to see if they can do even better. To challenge them further, make the rope smaller. Now, invite your students once again to sit within the circle. Once they have accomplished this, congratulate them again and see if they are up for another challenge. Continue to make the rope smaller and smaller until you see that your students are beginning to run out of solutions as to how they can all fit within the circle. Eventually, the circle will be much too small to fit every student. The goal is for students to cooperate with each other and work close together to come up with creative solutions. As you watch your students, encourage them by asking questions or to think about the various ways they can go about trying to fit everyone in. You will be surprised with some of the solutions they come up with such as putting only hands in, feet in, fingers in, etc. At the end, discuss what you observed and invite feedback. You will find that your students will just love them and the best part – they all worked together and had fun!

Books about cooperation:

Brenner, B - Mr. Tall and Mr. Small
Bridwell, N - Cleo Cooperates (board book)
Brimner, L - The Messy Lot
Brown, Marc - Locked in the Library
Brown, Marcia - Stone Soup
Caseley, J - Grandpa's Garden Lunch
Cooper, H - Pumpkin Soup
Day, A - Frank & Ernest Play Ball
de Paola, T - Too Many Bunnies
Disalvo-Ryan, A - City Green
Edwards, J - Dumpy and the Big Storm
Ernst, L - Zinnia and Dot
Foster, K - Bat's Surprise
Galdone, P - Little Red Hen
Goldman, L - Rainbow Fish: Tattle Tale
Goley, E - Learn the Value of Cooperation

Acknowledgment System Overview

Why Do We Want To Recognize Expected Behavior?

It is not enough just to teach expected behavior, we also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. In fact, research on effective teaching has found that teachers should engage in a rate of 4 positive interactions with students to every 1 negative interaction (4:1

ratio). It is very easy to get caught up focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

At San Vicente we use Paw Bucks to acknowledge students for positive behavior. All staff is involved in handing out Paw Bucks to students for following school rules. Students then use the Bucks to buy items from our Paw Store. Each month teachers rotate through a 15-20 minute schedule where students are allowed to buy items for 5 Paws, 10 Paws, etc. from the store. Students are also allowed to save their Paw Bucks to buy bigger prizes.

Who Should Be Handing Out Acknowledgments?

All staff in the school should acknowledge students for positive behavior. This includes general and special education teachers, classified staff, supervisors, and even substitute teachers.

How and When Should I Recognize a Student?

When recognizing students with an acknowledgement it is important to identify specifically what behavior the student engaged in and link it to the appropriate school rule. For example:

Ethan, I wanted to thank you for helping pick up the books someone knocked on the floor, you were being very responsible and it really helped me out. Here is a Paw Buck for being a helper. Thank you Ethan.

Ideally, students should be given these acknowledgements immediately following the behavior and be told exactly why they received it. In order to promote expected behavior it is important that students know when and why they are being acknowledged.

How Many Acknowledgments Should Be Given Out?

The goal is for the program to touch all students in the school. All students should feel like they have a good chance of being recognized for good behavior. Even the most challenging students engage in appropriate behavior much of the time. The challenging students probably have more to benefit from such a program than other students.

Consequence System

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences should focus on teaching, remediation, or logical consequences as much as possible (i.e. if a student breaks a window they work it off in restitution, etc.). In providing

consequences we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed.

In order to maximize student instructional time staff are encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop a clear discipline plan, which teaches expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for their classroom. If teachers are experiencing pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting the principal.

It is essential that staff and administration agree on the following:

- What problem behaviors should be sent to the office?
- What problem behaviors are expected to be dealt with in the classroom?
- What is the sequence of disciplinary responses in the school, or what alternatives are there?
- What are the procedures for an office referral?

The following pages contain materials outlining the consequence system at our school:

- San Vicente Elementary Administrative Referral
- San Vicente Elementary Behavior Management (office versus staff managed behavior)
- San Vicente Elementary School Discipline Procedure Flow Chart
- San Vicente Elementary Minor Infraction Form

School-Wide Information System (SWIS)

Office referrals and suspensions are entered into a database that provides easy access to discipline information across the school and for individual students. The PBIS team will look at discipline data on a monthly basis to make decisions about School-wide programming and individual students in need of additional support.