

## **Jackson Park Hive Five Program**

**Setting: Classroom**

### **Skill and Critical Rule:**

“Today we are going to talk about ways to **BE KIND** in the classroom.”

“What are some ways we can **BE KIND** in the classroom?”

Ask student to define what **Being Kind** means. Shape their responses into observable behaviors (e.g. if they say to be “nice” ask for examples of being nice that equate to observable skills such as taking turns, asking someone to play . . .).

There are several ways to **BE KIND** to others. For Example, I heard you say:

- Include Others
- Use polite words
- Help others
- Be a friend

Review above key behaviors and any other skills the students identify.

### **Demonstrate and Role Play:**

#### **Demonstrations:**

I am going to show you some ways to **BE KIND** and some ways to **BE UNKIND**. I want you to watch me and see if you can tell if I am **BEING KIND**.

After each example, ask the students if you were **BEING KIND**. Ask what you might do instead during non-examples.

#### **Examples:**

- Student wanting to be first

- New student comes to class and has a different accent
- A student is called on and gives an incorrect answer
- On the way to lunch someone in front of you drops their lunch money
- Working in a group or with partner and you don't like how they are working on the project
- Someone comes by and knocks your book on the floor
- 

---



---



---

### **Role Plays:**

Set up a few practice sessions with your students (based on key behaviors of rule) or use older students to role-play **APPROPRIATE** examples of the skill.

Follow each role-play, review with all students.

Was he/she **BEING KIND**?

**How do you know?**

Today, we talked about **BEING KIND** in the classroom. As you can see, there are lots of ways to **BE KIND** in the classroom.

Ask students to identify key behaviors to **BEING KIND**.

### **Assignments:**

"Today, we will be watching you to see if you are **BEING KIND** in the classroom. At the end of the day, I will ask you to tell me what you did to **BE KIND**.

What should you do today?

What am I going to ask you?



# Cool Tool of the Year

**DISTRICT-WIDE: EXPECTATION (Elementary):** Respect the bus

**NAME OF THE SKILL:** Respect

**PURPOSE OF THE LESSON / WHY IT IS IMPORTANT**

*To teach students the behaviors to keep them safe while riding to and from school on the bus:*

1. Keep hands and feet to self at all times.
2. Make good choices when speaking to others.
3. Remain seated in assigned seat at all times.
4. Respect the bus and all property on it.
5. Follow the bus driver's directions.

**PRE-TEACHING ACTIVITY:** Have students compare the rules on the bus with the cool tool expectations. Determine which expectation is needed for each of the bus rules.

## TEACHING EXAMPLES:

1. You see another student standing instead of sitting. You then remember that we must stay safe and stay sitting forward because we will be hurt if the bus has to stop quickly. You choose to stay sitting to be safe.
2. You are on the bus and other students are yelling and/or name calling across the bus to other students. You know that loud talking and name-calling is not a positive bus behavior. You choose to talk in a normal voice and speak good purpose with a nearby friend.
3. You are on the bus and the driver is telling everyone to sit down in their seats. Other students are standing near their seats and not listening to the driver. You know that showing respect for the driver means following directions. You immediately sit down and follow the driver's directions.
4. You see a marker in someone else's backpack and want to draw on the seat. You remember that we keep our hands to ourselves and draw on paper, not objects. You choose to keep your hands in your lap and use a marker from home to draw on paper when you get home.

## STUDENT ACTIVITIES / ROLE PLAYS:

1. Role Play: On the bus, first, then in the classroom: Set up a chair behind another chair and have a student stand to turn around and talk. Have students practice sitting and reminding others, by speaking with good purpose, telling them we need to stay sitting to be safe.
2. Role Play: On the bus, first, then in the classroom: Have a student begin talking loudly to another student sitting on the far end of the bus and in the classroom. If possible, allow several others to do the same. Stop conversation and emphasize to students that this level of noise can be very distracting to the driver, causing the driver to look at the students and not on the road-which is unsafe. Select a student to politely resist a conversation across the room and choose to talk to a nearby friend.
3. Role Play: On the bus, first, then in the classroom: Ask students to show how they should sit on the bus. (Hands in lap, sitting in seat, feet on floor, facing forward). Ask if they know why they need to sit this way. Explain that distractions to the driver cause the driver to look at students and not on the road-which is unsafe.  
Student Input: Ask students for their ideas on what the drivers want the students to do. (Sit right away; listen to rules, quiet voices, etc.)
4. Role Play: On the bus, first, then in the classroom: Select two students. Student A, who has a marker visible in his/her backpack, and Student B, who considers taking it. Talk with Student B before the role play to ensure an appropriate response. Student B remembers to keep his/her hands to themselves and that he/she has a marker and paper at home to draw with.

## REINFORCEMENT ACTIVITIES:

1. Quickly re-teach students before dismissal about how to respect the bus.
2. Reinforce/reward positive behavior. Give Bus Buck.
3. Role Play when needed throughout the entire year. Behaviors need to be recognized and re-taught to achieve success.



# COOL TOOL

## Be Respectful

**School-Wide Expectation:** Students should follow the directives of adults and display the proper courtesy to others.

**Location:** Classroom

**PURPOSE:** To establish a respectful and pleasant environment within our classrooms.

### **Explanations:**

**Courtesy** is polite and considerate behavior.

**Respect** is the proper courtesy shown to a person.

Respectfulness is displayed by your level of cooperation and obedience.

### **Classroom Expectations:**

Students should remain in their seat and ask for permission to move.

Students should raise their hands for recognition.

Students should follow adult directives the first time given.

Students should pay attention when someone is speaking.

Students should take responsibility for their own mistakes.

Students should speak to their classmates in a respectful manner.

Students should explain why it is important to treat others the way you want to be treated.

**Key Words:** Please, thank you, yes, no, I'm sorry, may I, excuse me, no thank you

**STUDENTS SHOULD RECEIVE EAGLE BUCKS FOR USING "KEY WORDS"!!**



## Cool Tool

### Be Respectful

"Hands are not for hitting!"

**School Wide Expectation:** Students should respect each other. Students need to keep their hands and feet to themselves. Students should refrain from physical confrontations.

**Location:** All School

**Purpose:** Teach students how to resolve conflicts without resorting to physical confrontations. For example you can use the "DeBug" strategies, talk things out, and/or ignore.

#### Discussions:

1. A group of your friends has been playing a game in the cafeteria where they poke each other when least expected. What should you do? Should you play too? Are there consequences for this type of game? What could you do instead?
2. 2 people in your class have been picking on some other student. Your peers want you to join in. You think if this keeps happening there will be a fight. Do you join in? Do you tell a teacher? Do you talk to your friends?
3. You hear a rumor that someone wants to fight you afterschool. How should you handle the information?
4. While in line at the water fountain, Billy pushes you out the way. What should you do next?

Tiger Tickets should be issued to respectful students who are caught avoiding fights and conflicts with others.

# COOL TOOL-Bathroom Behavior

**School-Wide Expectation:** Students should show respect in the bathroom and use the facilities correctly.

**Location:** Building Wide

**PURPOSE:** Teach students safety and respect in the bathroom. Teach students cleanliness and hygiene in the bathroom

**Statement:** Please remind all students that they should be going to the bathroom in the toilet and only in the toilet!!!!

**Discussions:**

1. "I am in the bathroom and think it would be fun to swing on the stall door. This is what I've seen other kids do, I remember that I need to respect all things and property in the bathroom. I decide to use the bathroom appropriately and then leave quickly. Did I do the right thing? Did I show respect for the bathroom?"
2. I love playing in the water during bathroom time, it feels so good on my hands and it is really fun when I splash it on my friends! Sometimes I even wet my friends up or throw water on the floor and mirrors, Oh what fun! What happens to the bathroom when students play in the water? How do you think our Custodian feels when he has to keep coming to clean our bathrooms after we make a mess?
3. I just finished washing my hands and I dry them with some paper towels. I don't feel like walking to the garbage so I will just drop the towels on the floor and leave. What happens if all students just drop their garbage on the floor in the bathroom?

**Role Play**

Have students Role Play Bathroom Procedures "Get in and Get out"

Discuss the importance of using our school bathrooms properly.

**Tiger tickets should be issued to responsible students who are caught treating others kindly and avoiding physical confrontation.**



# COOL TOOL OF THE WEEK- BE RESPONSIBLE

## "HOLD YOUR TALK, WHEN YOU WALK"

**School Wide Expectation:** Students should be **SILENT** in the hallway (unless they have permission to talk to an adult).

### **Location: Building-Wide**

**Purpose:** To establish a peaceful and pleasant environment within our school.

**Explanations:** Students should apply decision-making skills to deal responsibly with daily social situations. Students need to always remember that other students are actively learning in their classrooms. A noisy hallway can be distracting for everyone in the building.

**SCENARIOS:** As you are walking to the cafeteria, you start talking to the person in front of you. A classmate asks you to please be quiet. What should you do?

While going to the bathroom Rhonda and Bill were talking. The teacher said after bathroom break the class would work on science. They returned to class and got out their reading books. How did they not hear her?

Your teacher asked everyone to put their finger over their lips in the hallway. Sam is talking in the hallway. Is he listening to his teacher?

Frank, when waiting to get into gym class, decides to play around with his friends. They are laughing and talking. The teacher asks them to quiet down please? Frank continues to talk. List or discuss some of the consequences that Frank might go through. For example: Time alone, detention, phone call home, clip moved, sad face, ect.

**REINFORCEMENT ACTIVITY:** Pre-teach line behavior expectations before leaving the classroom. Teachers can award "Tiger Tickets" to students who are displaying responsible line behavior.

# COOL TOOL OF THE WEEK- BE RESPONSIBLE

## "HOLD YOUR TALK, WHEN YOU WALK"

**School Wide Expectation:** Students should be **SILENT** in the hallway (unless they have permission to talk to an adult).

### **Location: Building-Wide**

**Purpose:** To establish a peaceful and pleasant environment within our school.

**Explanations:** Students should apply decision-making skills to deal responsibly with daily social situations. Students need to always remember that other students are actively learning in their classrooms. A noisy hallway can be distracting for everyone in the building.

**SCENARIOS:** As you are walking to the cafeteria, you start talking to the person in front of you. A classmate asks you to please be quiet. What should you do?

While going to the bathroom Rhonda and Bill were talking. The teacher said after bathroom break the class would work on science. They returned to class and got out their reading books. How did they not hear her?

Your teacher asked everyone to put their finger over their lips in the hallway. Sam is talking in the hallway. Is he listening to his teacher?

Frank, when waiting to get into gym class, decides to play around with his friends. They are laughing and talking. The teacher asks them to quiet down please? Frank continues to talk. List or discuss some of the consequences that Frank might go through. For example: Time alone, detention, phone call home, clip moved, sad face, ect.

**REINFORCEMENT ACTIVITY:** Pre-teach line behavior expectations before leaving the classroom. Teachers can award "Tiger Tickets" to students who are displaying responsible line behavior.



# **COOL TOOL OF THE WEEK 4-19-2010**

## **Intermediate Grades**

**School Wide Expectation:** Students should assist in maintaining a learning environment that is helpful to all students.

**Location:** Building-Wide

**Purpose:** To alleviate class disruptions

### **Explanations:**

Students should be able to exist in a learning environment without being a disruption to the teacher or other students.

### **FOR DISCUSSION:**

One of your classmates is making weird noises and trying to make the students around them laugh. What should you do?

#### **YOU SHOULD IGNORE YOUR DISRUPTIVE CLASSMATE**

Your friend is trying to tell you about something that happened at lunch during the class. What should you do?

#### **YOU SHOULD BE QUIET BECAUSE YOU CAN TALK ABOUT THAT THING LATER.**

You really want your teacher's attention right now!! You call out the teacher's name in class. Your teacher is now very angry with you. What should you have done differently?

#### **YOU SHOULD HAVE RAISED YOUR HAND AND WAITED FOR THE TEACHER TO ACKNOWLEDGE YOU.**

### **EXTENSION ACTIVITY:**

Find a partner and write your own scenario about a disruptive student. Show the incorrect behavior then show the correct behavior that would not disrupt the class.

### **REINFORCEMENT ACTIVITIES**

1. Compliment students who do not disrupt the class
2. Give tiger tickets lavishly to those students who display the proper behavior.

## **COOL TOOL OF THE WEEK 4-19-2010 Primary**

**School Wide Expectation:** Students should assist in maintaining a learning environment that is helpful to all students.

**Location:** Building-Wide

**Purpose:** To alleviate class disruptions

**Explanations:**

Students should be able to exist in a learning environment without being a disruption to the teacher or other students.

### **FOR DISCUSSION:**

One of your classmates is making weird noises and trying to make the students around them laugh. What should you do?

#### **YOU SHOULD IGNORE YOUR DISRUPTIVE CLASSMATE**

Your friend is trying to tell you about something that happened at lunch during the class. What should you do?

#### **YOU SHOULD BE QUIET BECAUSE YOU CAN TALK ABOUT THAT THING LATER.**

You really want your teacher's attention right now!! You call out the teacher's name in class. Your teacher is now very angry with you. What should you have done differently?

#### **YOU SHOULD HAVE RAISED YOUR HAND AND WAITED FOR THE TEACHER TO ACKNOWLEDGE YOU.**

### **EXTENSION ACTIVITY:**

Draw two pictures. The first one shows a student doing something disruptive in class. The second picture shows how a student should look or behave during class.

### **REINFORCEMENT ACTIVITIES**

1. Compliment students who do not disrupt the class
2. Give tiger tickets lavishly to those students who display the proper behavior.



## COOL TOOL

**UNIVERSAL EXPECTATION:** Be Responsible and Respectful

**NAME OF SKILL/SETTING:** Lunch time, Dining Hall

**SEL STANDARD:** 3B

### PURPOSE OF THE LESSON/WHY IS IT IMPORTANT.

1. To establish a positive atmosphere in the lunchroom.
2. To practice and maintain good manners.

### TEACHING EXAMPLES

1. You walk up to your classroom's table. The side that your friend is on is full. It would be easy to squeeze in but you remember your manners and look for an empty space to sit down.
2. Your best friend has Doritos. They are your favorite snack! You haven't finished your lunch and would like to trade your Cheetos for the Doritos. You remember that you need to eat your own food.
3. You see your friend from another class. You want your friend to see you, so you start to shout "HELLO." You remember to use your manners and smile and wave instead.

### STUDENT ACTIVITIES/ROLE PLAYS

1. Role-play how to find an empty seat and how to ask to sit at an almost-full lunch table.
2. Discuss why it is important to eat your own lunch.
3. Brainstorm lunchroom manners.
4. Practice a soft conversation voice.

### FOLLOW UP/ REINFORCEMENT ACTIVITIES

1. Pre-correct lunchroom manners (soft conversation voices, keep hands and feet to self, finding an empty seat, etc.)
2. Reinforce with gotchas.
3. Praise verbally.

**Cool Tool**

(example for students with moderate to severe disabilities)

School Wide Expectation: **Be Kind**

Name of the Skill: **Relaxation**

SEL Standard: **1A**

**PURPOSE OF THE LESSON/WHY IT IS IMPORTANT:**

1. To help students learn skills and techniques to relax and reduce tension
2. To learn to be kind by respecting oneself by increasing coping skills and reducing stress

**TEACHING EXAMPLES:**

1. Teach and utilize “Melts” or structured relaxation techniques in the classroom. Steps are attached.
2. Use body breathing script.
3. Schedule a relaxation time during the day based on data.

**KID ACTIVITIES/ROLE PLAYS:**

1. Students learn how to do a “melt” by following verbal and visual cues and watching staff model the techniques.
2. Students learn how to ask for a “melt” by being prompted by staff to ask for a melt verbally or with a picture with they are stressed.

**FOLLOW-UP REINFORCEMENT/ACTIVITIES:**

1. Model relaxation techniques frequently.
2. Provide positive rewards to student and staff that utilize the techniques.



## Cool Tool

(example for students with moderate to severe disabilities)

School Wide Expectation: **Be Kind**

Name of the Skill: **Personal Boundaries: Personal Space**

SEL Standard: **2C**

### PURPOSE OF THE LESSON/WHY IT IS IMPORTANT:

1. To teach appropriate physical boundaries
2. To be kind by respecting others personal space

### TEACHING EXAMPLES:

1. Modify CIRCLES program, use visual cues to show students appropriate social distances.
2. Use environmental cues to demonstrate boundaries (e.g. desk space, placemats on table, staying under showerhead, knock on closed doors and wait for answer, etc...)

### KID ACTIVITIES/ROLE PLAYS:

1. Ask students to find pictures in magazine and paste them to the visual model of the personal boundaries circles.
2. Students practice appropriate personal space with staff and students in the classroom (e.g. have a circle on the floor that students can practice standing in and around to demonstrate one's space)
3. Students practice appropriate personal space with staff and students in various areas of school.

### FOLLOW-UP REINFORCEMENT/ACTIVITIES:

1. Model expected behavior frequently and point out to students how adults maintain appropriate personal space.
2. Acknowledge and give verbal praise when students maintain appropriate distance from others.
3. Create large version of CIRCLES and display in classroom.

## COOL TOOL

**UNIVERSAL EXPECTATION:** Be Safe

**NAME OF SKILL/SETTING:** Whistle, Wait, Walk; Playground/Hallway

**SEL STANDARD:** 3A

### **PURPOSE OF THE LESSON/WHY IS IT IMPORTANT.**

1. To maintain safety on the playground.
2. To establish an efficient system to enter the building.

### **TEACHING EXAMPLES**

1. You have just finished going down the slide and you hear the whistle. You would like to go down again, but you wait and walk to the line.
2. You hear the whistle and begin to run so that you can be first in line. But then you remember to wait and walk.
3. You are swinging high on the swing. You hear the whistle. You would like to jump off, but you slow down and walk to the line.

### **STUDENT ACTIVITIES/ROLE PLAYS**

1. Discuss and brainstorm ways to end games and say goodbye to friends.
2. Model safely getting off equipment.
3. Role play, Whistle, Wait, Walk.

### **FOLLOW UP/ REINFORCEMENT ACTIVITIES**

1. Compliment students for waiting and walking to line.
2. Ask students who remembered to wait and walk. Did they see anyone?
3. Pre-correct behavior of wait and walk.



## COOL TOOL

UNIVERSAL EXPECTATION: Be Responsible, Safe, and Respectful

NAME OF SKILL/SETTING: The Quiet Path – Moving Quietly in the Hall/Hallway

SEL STANDARD: 3B

### PURPOSE OF THE LESSON/WHY IS IT IMPORTANT.

1. To maintain an environment that is safe, quiet and orderly.
2. To get from one place to another quickly and quietly.
3. To be respectful of other classes by using responsible behavior.

### TEACHING EXAMPLES

1. You see your friends or sisters or brothers in the hallway. You want to say hi but you know you shouldn't make noise. You wave and smile.
2. Your class is waiting in the hall to go to lunch. There are other classes in front of you. It is frustrating but you know you need to be patient, wait quietly and keep your hands and feet to yourself and stay to the right.
3. The class has worked hard on their art projects. They are displayed on the walls in the hallway. You are very proud of your work. You want others to walk by and look at your project without touching just like they would in a museum.

### STUDENT ACTIVITIES/ROLE PLAYS

1. Before students walk down the hall ask, "What are our hallway rules?"
2. Reinforce with gotchas.
3. Praise verbally.

### FOLLOW UP/ REINFORCEMENT ACTIVITIES

1. Have small groups of students walk down the hall communicating non-verbally then verbally. Discuss which is the appropriate way to communicate in the hall and why.
2. Practice walking down the hall while keeping hands and feet to selves and staying to the right.
3. Practice waiting for a class to leave before entering as well as allowing another class to pass by, while waiting patiently.



# COOL TOOL

## Be Ready

Location: Classroom

Expectations: To apply decision-making skills in the school environment

Purpose: For students to be ready and respectful during testing situations

### 1. Be prepared!!!

- a. Get to school on time
- b. Be comfortable yet alert (comfortable posture)
- c. Have all supplies you need at the time you begin
- d. Stay relaxed (take a few deep breaths)

### 2. Test time!!!

- a. Try to answer all questions (do not spend a lot of time on one question, move on and come back to the question later)
- b. Be cautious of the time but make sure you read each question carefully.
- c. If you have time, make sure you go back and check your work.
- d. If you change an answer make sure you thoroughly erase the old answer.

### 3. Your finish!!!!!!

- a. Remain quiet
- b. Read a book or draw

### 4. The hallway should be quiet to respect others who are testing

- a. Talk with a whisper to adults
- b. No talking allowed during bathroom breaks

**Stay relaxed, focused and do your best....**

Students who are on time for school should receive a Tiger Ticket!!!! Go Tigers!!!!!!



# COOL TOOL OF THE WEEK- BE READY

## "WALK THIS WAY"

**School-Wide Expectation:** Students will learn and practice how to be ready in the hallway during arrival, transitions and departure from school.

**Location:** Hallways

**Purpose:** To teach students the importance of being ready to learn immediately and to prepare for home.

**Explanation:** Students should learn and follow hallway expectations for before, during and after school. Teachers should pre-teach line and hallway behavior expectations before leaving the classroom.

**Ready Tigers Should (before school):**

1. Come to school on time and ready to learn.
2. Walk/stand on the yellow line quietly.
3. Go directly to the gym or classroom when directed by an adult.

(Dismissal/After School)

4. Gather all homework, supplies, journal and flyers
5. Put on all personal clothes and book bag
6. Wait for bus announcer from office/dismissal bell
7. Leave your room silently, walking on the yellow line
8. Remain quiet until you reach the front door

\*Facing the door\*

Bus 19 students should stand on the right silently.

Bus 20 students should stand on the left silently.

Tiger Tickets should be given to students who are modeling "Ready" behaviors in the hallway.....

## *Cool Tools*

***School Wide Expectation: Be Respectful- Self Respect-Respect for others and respect for property.***

***Skill: Use Kind Words***

***Purpose of Lesson/Why It is Important: To maintain an environment that is safe, quiet and orderly.***

***Steps:***

- 1. Introduce the concept that a way to be respectful to yourself and others is to use kind words when speaking to others and about yourself.*
- 2. Teacher describes and imitates the differences between a kind and an unkind word.*
- 3. Discuss why it is respectful, kind and important for the teacher you're your friends to hear kind words from you.*
- 4. Model how we should speak to others and maintain the property around us.*

***Student Activities/Role Plays:***

- 1. Teacher models kind words.*
- 2. Students model kind words.*
- 3. Teacher uses precorrects/reminders all day every day during the week.*
- 4. Students make a poster/sign of an individual/group being kind and respectful.*

***Follow Up/Reinforcement Activities:***

- 1. Puppets (used to demonstrate outside voices, kind words and appropriate body language).*

*First scenario: One puppet is hurt and is calling to the teacher. The class is too loud for the teacher to hear it.*

*Second scenario: Two boys are talking loudly about each other and the group cannot hear the teacher's directions for an art activity.*



## Cool Tool - Lunchroom Behavior

School Wide Expectation: Students will behave in the appropriate manner while in the lunchroom.

Location: Lunch Room

Purpose: To alleviate inappropriate behaviors during lunchtime.

Explanations: Students should be able to eat lunch and follow the procedures and rules for lunchroom behavior.

For Discussion:

What are the rules for the lunchroom?

1. Students will sit in assigned seats and remain seated until dismissal
2. If the student requires assistance they should raise their hand and wait to be acknowledged by the lunchroom supervisor
3. Students should clean up their table area when they finish eating.
4. When lunch is over students should have their tray ready for pick-up and disposal.
5. Students will line up by homeroom at the appropriate exit door. The students with lunch boxes or bags should carry them back to their classrooms.
6. No outside food is allowed in the lunchroom (with hot lunches).

Scenarios:

You want to get up to throw away your trash before lunch is over. Should you get up?

NO, YOU SHOULD REMAIN AT YOUR TABLE AND RAISE YOUR HAND TO ASK FOR PERMISSION TO WALK DURING LUNCH.

You are mad at the people you usually sit with for lunch and you want to sit somewhere else for the day. Should you switch tables?

NO! YOU SHOULD HAVE RAISED YOUR HAND AND WAITED FOR THE LUNCHROOM SUPERVISOR TO ACKNOWLEDGE YOU. THEN YOU COULD ASK IF YOU CAN SIT AT ANOTHER TABLE FOR THE DAY. IF THE SUPERVISOR SAYS NO THEN YOU MUST SIT AT YOUR ASSIGNED TABLE.

Students who display the proper lunchroom behavior should receive tiger tickets.

## COOL TOOL OF THE WEEK

**School Wide Expectation:** Students should follow the directives of adults and display the proper courtesy to others.

**Location:** Building-Wide

**Purpose:** To establish a respectful and pleasant environment within our school.

**Explanations:**

COURTESY is polite and considerate behavior.

RESPECT is the proper courtesy shown to a person.

Rude and disobedient conduct is considered a lack of respect.

Respectfulness is displayed by your level of cooperation and obedience.

**FOR DISCUSSION:**

If someone shows you respect then you should be respectful in return? Do you agree?

How do you feel when you treat someone with respect and they respond with rudeness?

What can you do to make this a more respectful world?

Do you consider yourself to be a respectful person?

What are the benefits of people treating others with respect?

**EXTENSION ACTIVITY:**

Write an essay that describes three things you could do to be a more respectful person.

Explain how that would affect your relationship with others and how it benefits you to be a respectful person.



## Cool Tool - Substitutes

School Wide Expectation: Students should respect substitutes and act responsibly

Location: Building-Wide

Purpose: To encourage appropriate behaviors when there is a substitute.

Classroom Discussion Topics:

- Teachers should make a list of what are the expectations when there is a substitute.

Scenarios:

- There is a substitute when you walk in the room. Your friends think it would be a fun to switch seats and trick the sub. Is this a good choice? What should you do?
- Your teacher went to a meeting and there is a math test. Some students tell the substitute that you need calculators even though your teacher told you that you shouldn't use them. What is the responsible and respectful thing to do?

Tiger Tickets are issued when students are caught being respectful when there is a substitute.

## Cool Tool - Getting Started

School Wide Expectation: Students should know, understand and follow the procedures in our school

Location: Building-Wide

Purpose: To promote a safe, productive, and friendly school environment

### Classroom Discussion Topics:

(Each teacher should discuss, role play and/or demonstrate each expectation)

- Entering the building
- Classroom behavior
- Hallway behavior
- Specials behavior
- Entering and returning to the classrooms
- Lunchroom behavior
- Dismissal expectations/leaving the building
- Explain the "Give me Five" procedures
- Discuss and explain the Tiger Tickets

Tiger Tickets are issued when students are caught doing the right thing without being told to do so. During the first two weeks back to school Tiger Tickets should be issued on a consistent basis to reward and promote positive behaviors.



## **COOL TOOL OF THE WEEK**

**School Wide Expectation:** Students should assist in maintaining a learning environment that is helpful to all students.

**Location:** Building-Wide

**Purpose:** To alleviate class disruptions

**Explanations:**

Students should be able to exist in a learning environment without being a disruption to the teacher or other students.

### **FOR DISCUSSION:**

One of your classmates is making weird noises and trying to make the students around them laugh. What should you do?

**YOU SHOULD IGNORE YOUR DISRUPTIVE CLASSMATE**

Your friend is trying to tell you about something that happened at lunch during the class. What should you do?

**YOU SHOULD BE QUIET BECAUSE YOU CAN TALK ABOUT THAT THING LATER.**

You really want your teacher's attention right now!! You call out the teacher's name in class. Your teacher is now very angry with you. What should you have done differently?

**YOU SHOULD HAVE RAISED YOUR HAND AND WAITED FOR THE TEACHER TO ACKNOWLEDGE YOU.**

### **EXTENSION ACTIVITY:**

Find a partner and write your own scenario about a disruptive student. Show the incorrect behavior then show the correct behavior that would not disrupt the class.

### **REINFORCEMENT ACTIVITIES**

1. Compliment students who do not disrupt the class
2. Give tiger tickets lavishly to those students who display the proper behavior.

# COOL TOOL OF THE WEEK

## Primary/Intermediate

**School Wide Expectation:** Students will behave in the appropriate manner while attending gym class.

**Location:** Gym Room

**Purpose:** To encourage appropriate behaviors during gym time.

### Explanations:

Students should be able to follow the procedures and rules for gym class behavior.

### FOR DISCUSSION:

What are the rules for gym class?

1. When the "Whistle Blows Once": You should Stop Moving, Be Quiet and Listen.
2. Gym shoes are required for class.
3. Do not talk without permission.
4. Follow directions the first time given.
5. Keep your hands, feet, and unkind words to yourself.
6. Stay in your squad until you are directed to move.
7. Gum or candy is not permitted in gym class.
8. Teacher permission is required to move any equipment.
9. Be respectful to yourself, your classmates, your gym teacher, and all equipment in the gym.

### Discussion Questions:

Your Gym teacher tells you to quiet down. However, others in your class continue to talk. What should you do?

You and one of your classmates are angry at each other today. You think that you can settle the matter during gym. Should you try to settle your differences during gym class?

### Reinforcement Activity:

On gym day, remind your students of your rules and expectations for them in gym and other places in the building.



## Cool Tool

### Be Respectful and Responsible

"Hands are not for taking!"

**School Wide Expectation:** Students will be respectful and responsible in our school

**Location:** Building Wide

**Purpose:** To promote a safe and secure learning environment

**Explanation:** It's important to be responsible and respectful while at school. This means to only use things that are yours or that you have permission for. If a student sees someone take something that is not theirs they should tell an adult.

#### Discussions:

1. As you walk to the cafeteria you see someone go into Mrs. McClora's desk. There was no adult in her office. What should you do?
2. A group of boys are talking in the library about how they stole calculators from the teacher. What would be a responsible decision?
3. You see a classmate go into someone's desk and take their fancy pencils and pens. Who should you tell first?
4. At breakfast your classmate asks you to put a muffin in your book bag for them. Should you?

Tiger Tickets should be issued to responsible and respectful students who are being honest in the school setting.

## Cool Tool of the Week: Physical Aggression - De Bug

### BE RESPONSIBLE

School Wide Expectation: Students need to De Bug. Students will solve problems with other students who are bothering them appropriately.

Locations: School wide

Purpose: Introduce the Rule/Why It's Important "Today we are going to talk about how to solve a problem with another student who is bothering you. It is important that students be able to solve his/her own problems when other students are bothering him/her."

#### Explanations:

Demonstrate the Rule (expected behavior vs. problem behavior—Good vs. Bad) There are 4 steps to De Bug:

1. **Ignore** Do not speak to the student who is bothering you. Turn around.
2. **Move away** Walk away from the student who is bothering you.
3. **Talk friendly and talk firmly** Speak in a friendly voice to the student who is bothering you. For example: Please stop tapping my chair. Speak in a firm voice to the student who is bothering you. For example: Stop tapping my chair!
4. **Get adult help** After you have tried all 4 steps and the student is still bothering, you may ask an adult for help. The adult will ask you if you have tried to ignore, move away, talk friendly, and talk firmly

#### Student Role Play/Discussions

1. There is someone who is constantly talking to you or in your space. What should you do?
2. Someone was sitting at your desk and took your pencil. You are mad that someone touched your things. Demonstrate what you can do.

Tiger Tickets should be issued to responsible students that are de bugging.



## Cool Tool - Speak UP!!!

School Wide Expectation: Students should be safe by speaking up. Students should tell a caring adult when they are facing a problem. Students should not take actions into their own hands.

Location: Building-Wide

Purpose: To encourage students to be safe and responsible in the school to ensure a safe and friendly learning environment.

Classroom Discussion Topics:

- Teachers should discuss with their students the appropriate way to discuss their concerns. Students should feel comfortable alerting an adult of problem situations. Safe zones should be identified - the front office, social work office, any supervising adult

Scenarios:

- Someone kicks you while you are standing in line outside. Do you kick back? Do you tell a caring adult?
- In the cafeteria someone snatches your food off of your tray. How do you react?
- In your classroom another student takes your pencil without asking. What is the responsible thing to do?

Tiger Tickets are issued when students are caught being safe by speaking up.

# COOL TOOL OF THE WEEK- BE RESPONSIBLE

## “HOMEWORK HEROES”

**School-Wide Expectation:** Students should apply decision-making skills to deal responsibly with daily academic and class expectations.

**Location:** Building Wide

**Purpose:** To teach students the importance of being responsible for their homework, property and actions in the school setting.

**Explanation:** Students must take personal responsibility for their homework, property and actions. Students should bring their blankets, pillows, homework and projects in when they are due. There is never an excuse for missing important assignments.

### **Responsible Tigers Should:**

1. Keep their rooms clean.
2. Complete all homework.
3. Bring all supplies to school.
4. Set goals.
5. Ask questions when you are not sure.
6. Stay on task.
7. Keep important items in a safe place.
8. Use school planners daily to remember assignments.

**Special Activity:** Students who bring their blankets, pillows and all their homework should receive 2 Tiger Tickets per day!!!! (Restrictions may apply. For the month of December only! Subject to teacher approval.)

**“Let’s Go, Homework Heroes!”**



# COOL TOOL

## Property: Respect, Responsibility and Ownership

**School-Wide Expectation:** Students should respect the property of the school and others. All students are responsible for the proper handling of borrowed property.

**Location:** Building Wide

### INTRODUCTION

Introduce the topic of property by providing a definition to the class.

**Property-** something you or another person owns.

### ACTIVITY

**Brainstorm:** Have the students brainstorm a list of objects in the classroom or on the school grounds that belong to themselves, classmates, teacher, and school.

**Discussion:** Discuss with your students what happens when property is damaged or destroyed. Explain how important it is to take care of all property.

**Tiger tickets** should be issued to responsible students who are caught treating property with respect.

# COOL TOOL - LUNCHROOM BEHAVIOR

**School Wide Expectation:** Students will behave in the appropriate manner while in the lunchroom.

**Location:** Lunch Room

**Purpose:** To alleviate inappropriate behaviors during lunchtime.

**Explanations:**

Students should be able to eat lunch and follow the procedures and rules for lunchroom behavior.

**FOR DISCUSSION:**

What are the rules for the lunchroom?

1. Students will sit in assigned seats and remain seated until dismissal.
2. If the student requires assistance they should raise their hand and wait to be acknowledged by the lunchroom supervisor.
3. Students should clean up their table area when they finish eating.
4. When lunch is over students should have their tray ready for pick-up and disposal.
5. Students will line up by homeroom at the appropriate exit door. The students with lunch boxes or bags should carry them back to their classrooms.
6. No outside food is allowed in the lunchroom (with hot lunches).

**Scenarios:**

You want to get up to throw away your trash before lunch is over. Should you get up?

**NO, YOU SHOULD REMAIN AT YOUR TABLE AND RAISE YOUR HAND TO ASK FOR PERMISSION TO WALK DURING LUNCH.**

You are mad at the people you usually sit with for lunch and you want to sit somewhere else for the day. Should you switch tables?

**NO! YOU SHOULD HAVE RAISED YOUR HAND AND WAITED FOR THE LUNCHROOM SUPERVISOR TO ACKNOWLEDGE YOU. THEN YOU COULD ASK IF YOU CAN SIT AT ANOTHER TABLE FOR THE DAY. IF THE SUPERVISOR SAYS NO THEN YOU MUST SIT AT YOUR ASSIGNED TABLE.**

***STUDENTS WHO DISPLAY THE PROPER LUNCHROOM BEHAVIOR SHOULD RECEIVE TIGER TICKETS.***



# COOL TOOL OF THE WEEK- BE RESPECTFUL

## "KNOWING WHEN TO QUIET DOWN"

**School Wide Expectation:** Students should respond appropriately when an adult says "GIVE ME 5".

**Location:** Building-Wide

**Purpose:** To establish a peaceful and pleasant environment within our school.

**Explanations:** Students should apply decision-making skills to deal responsibly with daily academic and social situations. Students can recognize that they have choices in how to respond to adults in their school.

**When an adult says "GIVE ME 5", students should immediately respond by:**

1. PLACING THEIR EYES ON THE SPEAKER
2. BEING QUIET
3. BEING STILL
4. HANDS FREE OR FOLDED
5. LISTENING FOR INSTRUCTIONS

### FOR DISCUSSION:

1. Amy is talking after the teacher said "Give Me 5". What should you do?
2. Bill heard the teacher say "Give Me Five" and he raised his hand. Is this the right thing to do?
3. The teacher is starting the movie for the class to watch. What should the students do until the movie starts? Is talking allowed during the movie?

### CLASSROOM FUN:

Teachers can practice going over "GIVE ME FIVE" with their class. Students can compete to see who can be quiet first and for the longest time. Winners can receive a Tiger Ticket!!!!

## Cool Tool - Bathroom Behavior

**School Wide Expectation:** Students should show respect in the bathroom and use the facilities correctly

**Location:** Building Wide

**Purpose:** Teach students safety and respect in the bathroom. Teach students cleanliness and hygiene in the bathroom

**Statement:** Please remind all students that they should be going to the bathroom in the toilet and only the toilet. Students should not be scratching the paint on the stalls.

### Discussions:

1. "I am in the bathroom and think it would be fun to swing on the stall door. This is what I've seen other kids do, I remember that I need to respect all things and property in the bathroom. I decide to use the bathroom appropriately and then leave quickly. Did I do the right thing? Did I show respect for the bathroom?"
2. I use the bathroom really quickly and think about scratching a message on the stall door for others to see? I decide not to and leave the stall. Was that the right choice? What are the consequences for scratching the paint?"
3. I just finished washing my hands and I dry them with the paper towels. I don't feel like walking to the garbage so I will just drop the towels on the floor and leave. What happens if all students just drop their garbage on the floor in the bathroom?"

**Role Play:** Have students role play bathroom procedures "get in and get out"  
Discuss the importance of using our school bathroom properly.

**Tiger Tickets** should be issued to responsible students who tell teachers about anyone who is defacing the bathroom



## Cool Tool of the Week: Physical Aggression - De Bug

### BE RESPONSIBLE

School Wide Expectation: Students need to De Bug. Students will solve problems with other students who are bothering them appropriately.

Locations: School wide

Purpose: Introduce the Rule/Why It's Important "Today we are going to talk about how to solve a problem with another student who is bothering you. It is important that students be able to solve his/her own problems when other students are bothering him/her."

Explanations:

Demonstrate the Rule (expected behavior vs. problem behavior—Good vs. Bad) There are 4 steps to De Bug:

1. **Ignore** Do not speak to the student who is bothering you. Turn around.
2. **Move away** Walk away from the student who is bothering you.
3. **Talk friendly and talk firmly** Speak in a friendly voice to the student who is bothering you. For example: Please stop tapping my chair. Speak in a firm voice to the student who is bothering you. For example: Stop tapping my chair!
4. **Get adult help** After you have tried all 4 steps and the student is still bothering, you may ask an adult for help. The adult will ask you if you have tried to ignore, move away, talk friendly, and talk firmly

Student Role Play/Discussions

1. There is someone who is constantly talking to you or in your space. What should you do?
2. Someone was sitting at your desk and took your pencil. You are mad that someone touched your things. Demonstrate what you can do.

Tiger Tickets should be issued to responsible students that are de bugging.



# COOL TOOL – LUNCHROOM BEHAVIOR

**School Wide Expectation:** Students will behave in the appropriate manner while in the lunchroom.

**Location:** Lunch Room

**Purpose:** To alleviate inappropriate behaviors during lunchtime.

**Explanations:**

Students should be able to eat lunch and follow the procedures and rules for lunchroom behavior.

## FOR DISCUSSION

What are the rules for the lunchroom?

1. Students will sit and remain seated until dismissal.
2. If the student requires assistance they should raise their hand and wait to be acknowledged by the lunchroom supervisor.
3. Students should clean up their table area when they finish eating.
4. When lunch is over students should have their tray ready for pick-up and disposal.
5. Students will line up according to the lunch supervisors directions silently. Students with lunch boxes or bags should carry them back to their classrooms.

Scenarios:

You want to get up to throw away your trash before lunch is over. Should you get up?

**NO! YOU SHOULD REMAIN AT YOUR TABLE AND RAISE YOUR HAND TO ASK FOR PERMISSION TO WALK AROUND DURING LUNCH.**

You are mad at the people you usually sit with and you want to sit somewhere else for the day. Should you switch tables?

**NO! YOU SHOULD RAISE YOUR HAND AND ASK YOUR SUPERVISOR IF YOU CAN SIT AT ANOTHER TABLE. IF THE SUPERVISOR SAYS NO THEN YOU MUST REMAIN WHERE YOU ARE.**

**STUDENTS WHO DISPLAY THE PROPER LUNCHROOM BEHAVIOR SHOULD**



# COOL TOOL - LUNCHROOM BEHAVIOR

**School Wide Expectation:** Students will behave in the appropriate manner while in the lunchroom.

**Location:** Lunch Room

**Purpose:** To alleviate inappropriate behaviors during lunchtime.

**Explanations:**

Students should be able to eat lunch and follow the procedures and rules for lunchroom behavior.

## FOR DISCUSSION:

What are the rules for the lunchroom?

1. Students will sit in assigned seats and remain seated until dismissal.
2. If the student requires assistance they should raise their hand and wait to be acknowledged by the lunchroom supervisor.
3. Students should clean up their table area when they finish eating.
4. When lunch is over students should have their tray ready for pick-up and disposal.
5. Students will line up by homeroom at the appropriate exit door. The students with lunch boxes or bags should carry them back to their classrooms.
6. No outside food is allowed in the lunchroom (with hot lunches).

## Scenarios:

You want to get up to throw away your trash before lunch is over. Should you get up?

**NO, YOU SHOULD REMAIN AT YOUR TABLE AND RAISE YOUR HAND TO ASK FOR PERMISSION TO WALK DURING LUNCH.**

You are mad at the people you usually sit with for lunch and you want to sit somewhere else for the day. Should you switch tables?

**NO! YOU SHOULD HAVE RAISED YOUR HAND AND WAITED FOR THE LUNCHROOM SUPERVISOR TO ACKNOWLEDGE YOU. THEN YOU COULD ASK IF YOU CAN SIT AT ANOTHER TABLE FOR THE DAY. IF THE SUPERVISOR SAYS NO THEN YOU MUST SIT AT YOUR ASSIGNED TABLE.**

**STUDENTS WHO DISPLAY THE PROPER LUNCHROOM BEHAVIOR SHOULD RECEIVE TIGER TICKETS.**