HERCULES ROAD STATE SCHOOL

POSITIVE BEHAVIOUR SUPPORT
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Use Toilets Appropriately

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Walk Around the School

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SECTION 18 Lesson Plan – Expectation – Be Respectful
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Lining Up

SECTION 23 Lesson Plan – Expectation – Be Safe
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SECTION 26 Lesson Plan – Expectation – Be Responsible
Behave in a Responsible and Safe manner during eating time.
ESSENTIAL SKILLS FOR CLASSROOM MANAGEMENT

SKILL 1  ESTABLISHING EXPECTATIONS

*To clearly articulate and demonstrate the boundaries of pro-social behaviour.*

It is important to have clear boundaries for social behaviour so that everyone is clear about what is and is not regarded as responsible and safe in a particular context.

SKILL 2  INSTRUCTION GIVING

*To give a clear direction about what to do.*

1. Clear, short instructions help students understand what you expect them to do.
2. Instructions help students organise what they are required to do.
3. Instructions cue to students that they need to be actively engaged with the curriculum.

SKILL 3  WAITING AND SCANNING

*To wait and look at your students for 5 – 10 seconds after you give an instruction.*

1. It gives students time to process the directions.
2. It indicates non-verbally to students that you mean what you say; increasing compliance.
3. You avoid filling all the available time with excess talk which can inadvertently train the class to stop listening to your voice.

SKILL 4  CUEING WITH PARALLEL ACKNOWLEDGEMENT

*To acknowledge students’ on-task behaviour with the intention of prompting others to follow suit.*

1. It cues other students to match the behaviour that is being acknowledged.
2. It is an alternative to a redirection, so can help you to avoid nagging or becoming too directive.
3. It contributes to a positive tone in the classroom.
SKILL 5   BODY LANGUAGE ENCOURAGING

*To intentionally use your proximity, body gestures and facial expressions to encourage students to remain on-task.*

1. It takes no time to do.
2. It promotes a positive tone in the classroom.
3. Body language is an integral part of communication and strengthens relationships.
4. It promotes on-task behaviour when used intentionally.

SKILL 6   DESCRIPTIVE ENCOURAGING

*To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you want them to repeat more frequently.*

1. It describes to students the behaviour that you know will help them to learn. This has a position training effect.
2. It reinforces the rules.
3. It promotes a positive, supportive learning environment.
4. It focuses on strength and is esteem building.
5. It stimulates students to take risks in terms of behaviour. They become more able to display the courage to tackle difficult work, or practise self-control.
6. It gives students information about their competence.
7. It directs attention to strategies that are useful for problem solving.
8. It strengthens your relationship with students.

SKILL 7   SELECTIVE ATTENDING

*To intentionally give minimal attention to unsafe off-task or inappropriate behaviour.*

1. It avoids unintentionally reinforcing off-task or disruptive behaviour, decreasing the likelihood that this behaviour will be repeated.
2. It gives you time to think of how to handle the student’s behaviour in a way that is productive.
3. It gives you time to attend to other students who are on-task.
4. It sends a message to all students about your expectations.
5. It is a powerful modelling device saying, “I can stay focused on my work despite the disruption."
6. It is a deliberate process used within a discrete timeframe, having a beginning and an end.
**SKILL 8  REDIRECTION TO THE LEARNING**

*To respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning.*

1. Initially, it provides a least intrusive, positive, learning-focused prompt to resume on-task activity; reducing the need for further correction.
2. It puts the responsibility for decision making onto the student.
3. It reinforces the important of on-task behaviour.
4. When linked with giving a choice, it reinforces to the student or group, information about your expectations and the likely consequences of the choices given.

**SKILL 9  GIVING A CHOICE**

*To respectfully confront the student, who is disrupting others, with the available choices and their logical consequences.*

1. It provides the student or group with information about your expectations and the logical consequences of the choice.
2. It puts the responsibility for decision making onto the student.

**SKILL 10  FOLLOWING THROUGH**

*Resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment or is extended off-task behaviour.*

1. It clearly establishes that you mean what you say.
2. It models assertive behaviour in the face of threat.
3. It models morally courageous behaviour.
Suggested Order of Teaching

Term 1
Week 1  BE A LEARNER, BE RESPECTFUL - Lining Up
Week 2  BE RESPECTFUL - Transitions
Week 3  BE SAFE, BE RESPECTFUL - Walk around the school
Week 4  BE RESPONSIBLE - Put Rubbish in the Bin
Week 5  BE SAFE – Wear your Hat
Week 6  BE SAFE – Bus Safety
Week 7  BE SAFE - Walking Inside
Week 8  BE RESPONSIBLE – Eating Time
Week 9  BE SAFE, BE RESPECTFUL - Keep Your Classroom Neat and Tidy
Week 10 Review lessons from term as needed

Term 2
Week 1  BE SAFE - Revisit Lining Up
Week 2  BE RESPONSIBLE - Revisit Transitions
Week 3  BE RESPECTFUL – Entering and exiting a room
Week 4  BE RESPECTFUL – Be Honest
Week 5  BE RESPECTFUL – Respect Personal Space
Week 6  BE RESPECTFUL - Use a Polite Voice
Week 7  BE SAFE – Keep hand, feet and object to yourself.
Week 8  BE AN ACTIVE LEARNER - Be Prepared
Week 9  BE A LEARNER – Return to class promptly
Week 10 Review lessons from term as required
Suggested Order of Teaching

Term 3

Week 1    BE SAFE - Revisit Walk on Concrete
Week 2    BE SAFE & RESPONSIBLE - Revisit Lining Up and Transitions
Week 3    BE RESPECTFUL - Invite Others to Join In
Week 4    BE A LEARNER – Always try your best
Week 5    BE RESPECTFUL - Follow Adult Directions
Week 6    BE SAFE - Stay Safe in the Playground
Week 7    BE SAFE – Walk on Hard Surfaces
Week 8    BE SAFE - Use Toilets Appropriately
Week 9    BE AN ACTIVE LEARNER – Be a good listener
Week 10   Review lessons from term as required

Term 4

Week 1    BE SAFE & RESPONSIBLE - Revisit Lining Up and Transitions
Week 2    BE RESPECTFUL - Treat Others The Way You Want to be Treated
Week 3    BE RESPECTFUL – Revisit Use polite Language
Week 4    BE RESPONSIBLE – Revisit Walk on Hard Surfaces
Week 5    BE AN ACTIVE LEARNER – Revisit Be Prepared
Week 6    BE SAFE - Revisit Wear a Hat
Week 7    BE RESPECTFUL – Revisit Transitions
Week 8    BE RESPECTFUL - Revisit Follow Teacher/Adult Directions
Week 9    BE RESPONSIBLE – Revisit Always Try Your Best
Week 10   Review lessons from term as required
# Lesson Plan
Expectation – Be Safe

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<tr>
<th>Skill</th>
<th>Bus Safety</th>
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<td>Context</td>
<td>On the Bus/Road Safety and waiting for the Bus.</td>
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## Introduction
- Discuss the importance of knowing and practicing Bus Safety rules. How can knowing the rules keep you SAFE? Others SAFE? How can it make the bus driver’s job easier? Why do our parents want bus riders to follow Safety rules? How does your behaviour affect other people riding the bus?

## Teacher Model
- Arrange 6-8 student chairs into rows, simulating the rows of seats on the bus. Use a larger chair to represent the driver’s seat. Model the proper way to enter the bus, sit down in a seat, then how to exit the bus.

## Role Play

**Example: (Student may model this)** When Mrs. Smith asks the line to stand up and proceed to the bus, Billy promptly stands up, picks up his swimming bag and follows the person in front of him to the bus.

**Non- Example: (Teachers only to model this inappropriate behaviour)** Sierra is walking in the aisle of the bus and sees no one is sitting in her favorite seat yet. She pushes Brent out of the way to get there before anyone else.

**Example:** Deanna and Kylee are sitting with each other on the bus. They are quietly talking with each other about the fun things they are going to do at Katie’s birthday party on Saturday.

**Student Examples:** Ask bus-riding students to share with non-bus riders the safe and unsafe practices they have seen when they have been on their bus.

## Review
1. Discuss with students how each person’s behaviour affects other people. Give examples of good behaviours as well as negative ones.
2. Break into small groups. Brainstorm ways people’s behaviour can affect others, in both positive and negative ways. Each group to choose a spokesperson to report back to the class the ideas shared in their group.
3. In groups, create one-act plays where good bus safety guidelines are used.

## Practice
**Throughout the day**
- During computer lab time, have class log on to There are great activities available to reinforce school bus safety rules. Share a story with your students about a time you rode a school bus. Give your own examples of safe/unsafe practices you have seen. What were the consequences?

## Homework
Discuss with the adults in your family the experiences they had when they rode a school bus. Was it any different from what it’s like today? Were the buses the same? How far away was the bus stop from their home? Report back to classmates some of what your family spoke about.
Road Safety

- Wait at the lights for the walk signal
- Wait quietly.
- Walk safely across the road.
Lesson Plan
Expectation – Be a Learner

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<th>Skill</th>
<th>Be Prepared and organised for class</th>
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<td><strong>Context</strong></td>
<td>Classroom</td>
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<tr>
<td><strong>Introduction</strong></td>
<td>Discuss with students the importance of being prepared and organised to learn Brainstorm times when students need to be prepared and organised</td>
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</table>
| **Teacher Model**      | - Model times when students need to be organised and prepared – you’re your equipment ready for class – sharpen your pencils, have an eraser, ruler and other equipment ready to start and book bag to go to library…  
                        | - Swimming Day, Tuckshop Day, Homework – make sure that students are aware the day before of what is required. |
| **Role Play**          | Example: *(Student may model this)* Cassidy comes into class at the beginning of the day, puts his hat in his bag, takes out his homework folder and places it in the box before sitting on the carpet ready for the role.  
                        | **Non- Example: (Teachers only to model this inappropriate behaviour)* Joanne wanders around the room looking for a pencil/rubber rather than be seated at her desk with everything ready.  
                        | **Example:** Julie gathers her hat and lunchbox before lining up quietly ready to go to morning tea.  
                        | **Student Examples:** Ask students to role-play real life examples and discuss. |
| **Review**             | Before entering class provide this pre-correct – Remember to be an Active Learner by having everything you need ready for the session (the younger the grade the more specific you will need to be). |
| **Practice Through out the day** | 1. Practice getting everything ready for a range of settings including music, P.E., LOTE, going to lunch and coming into class.  
                        | 2. Set up routines and practice whenever they apply (eg reading groups, maths rotations). |
| **Homework**           | Teachers remember that you also need to be prepared; this will then be modelled to the students. Devise lists or posters to display reminding students and others in your classroom what the routines and preparation requirements are. |
Be Prepared

- Put all your belongings in your bag or desk.
- Always have a sharp pencil, a rubber and a ruler.
- Have everything you need before you start.
Lesson Plan  
Expectation – Be Respectful

<table>
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<th>Be Honest</th>
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<td>Context</td>
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<thead>
<tr>
<th>Introduction</th>
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<tr>
<td></td>
<td>Discuss what is honesty? What is dishonesty?</td>
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<td>Discuss how honesty relates to trust?</td>
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<td>Why is honesty necessary?</td>
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<td>Think of a time when you doubted the honesty of a friend and how that affected you</td>
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<td>What are the possible consequences for a lack of honesty?</td>
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<tr>
<th>Teacher Model</th>
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<td>Teacher demonstrates finding money on the floor of the classroom. She/he picks it up and asks the class if anyone has lost some money.</td>
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<th>Role Play</th>
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<td>Example: (Student may model this)</td>
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<td>Sam uses the last tissues in the box and forgets to put the box in the bin. The teacher asks who used the last tissue and Sam admits that it was him and he forgot to get out the new box.</td>
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<tr>
<td>Non-Example: (Teachers only to model this inappropriate behaviour)</td>
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<td>Jenny makes up a story about Trevor and tells it to a group of friends. Trevor becomes upset and tells the teacher. Jenny denies that she said anything.</td>
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<tr>
<td>Example:</td>
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<td>Mark pushes in to the front of Kim in the line. Kim tells the teacher and she asks Mark if he pushed in. He says yes and goes to the end of the line.</td>
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<td>Student Examples:</td>
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<td>Ask students to role play real life examples and discuss them as a whole class</td>
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<td>1. Make sure you remember to be honest with your friends at lunch by always telling the truth</td>
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<td>2. Before performing in class tests remind students to the respectful and honest by only looking at their own work.</td>
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<th>Practice Through out the day</th>
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<td>1. When students are honest about their actions, praise them by saying “Thankyou for being respectful and telling the truth,” even if their actions were negative.</td>
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<td>Students can write a journal about what they have learned about being honest and what the consequences are of not telling the truth.</td>
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**Other Activities**

- Read and discuss
  a. The Boy who Cried Wolf
  b. Pinocchio

- Discuss some of the following quotes
  - The most important person to be honest with is yourself. - Unknown
  - There are no degrees of honesty - Unknown
  - Honesty is not the best policy, it is the only policy! – David B Haight
  - Do not do what you would undo it caught. – Leah Arendt
Be Honest

- Always tell the truth.
- Take Responsibility for your own actions.
Lesson Plan
Expectation – Effort-Always try your best

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<th>Always try your best</th>
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<td>Classroom/All settings</td>
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**Introduction**
- Discuss, getting ideas from students, what it means to always try your best. Write ideas on board
- Discuss how always trying your best will get you to where you want to be and successful in life. To achieve good things in life we always have to try out best even when it’s not easy. Discussing that our mind and what we tell ourselves we can and can’t do has a big impact on how successful we are at what we do. Use example of elite athletes who work and train really hard and use mind training and visualization to tell themselves they can win and achieve whatever it is they want to achieve. If an athlete didn’t put in the time and effort in training and believe in themselves they wouldn’t succeed. Explain its the same at school or work you have to put in the effort and tell yourself you can do it, then you will succeed.

**Teacher Model**
- Teacher comes up with some ‘always try your best’ positive acrostics of students’ names, teachers’ names or other words using sayings or words from sheet attached or from students or teacher ideas.
  - EG. Finish your work
  - Reach for the stars
  - Enjoy learning
  - Don’t give up

**Role Play**
- Example: (Student may model this) In pairs, one student says to the other “You can do it. You are smart and strong!” and partner says back “I can do it. I am smart and strong!” Partners then swap roles and say the opposite to each other.
- Non-Example: (Teachers only to model this inappropriate behaviour) Teacher sits down at a students desk with a sheet of paper and pencil in front of them, whole class watching. Teacher barely looks at the sheet of paper and throws their pencil and paper on the ground and in a loud whiny voices says “I can’t do. It’s too hard.” Ask if that student is trying their best. Explain there are other ways to go about things if you find something hard. Think about it carefully and have a go. If you really aren’t sure ask ‘politely’ for help from teachers or other students. Everybody needs help sometimes, teachers, athletes experts, its ok, but always try your best.
  - Example: Teacher picks the piece of paper and pencil back up to model a student who tries their best. “Teachers thinks out loud” as they ‘do their work’ on the paper sitting at the desk. “I’m not sure about this one. I’ll go on and do one I can do. Then I’ll go back, I’ll think of it later”, teacher writes pretend answer then goes back and smiles “I knew I’d get it”. Teacher keeps ‘working’ and ‘thinking out loud “I don’t know that word, I’ll quietly ask a friend who knows”, “Thanks, now I can do it”  
  - Student Examples: Ask students for examples of people always trying their best, real or made up, and discuss.

**Review**
1. Students develop ‘try your best’ acrostics for their names, friends names or other positive words.

**Practice Through out the day**
1. As students progress through each activity and return from breaks always remind them to ‘try your best’
2. Discuss and remind students of ways you can try your best at these times.
   - ‘Listening, thinking about what is being said, having a go, contributing ideas, telling yourself you can’

**Homework**
Students can have a go at writing positive ‘always try your best’ acrostics and share them with parents, siblings etc.
Be kind to yourself and others.
Erase negative thinking.
Strive and work hard for success.
Tell yourself “You can do it”.
Lesson Plan
Expectation – Be Safe

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<th>Skill</th>
<th>Treat Others the way you want to be Treated</th>
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<td><strong>Context</strong></td>
<td>All settings</td>
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| **Introduction** | 1. Read Tacky the Penguin by Helen Lester and discuss how the other penguins treated Tacky.  
2. Discuss what it means to be RESPECTFUL and treat others the way you want to be treated and why it is important. |
| **Teacher Model** | • Walk by a student’s desk and accidentally knock off his or her book. Pick up the book and quietly apologize. Ask the students what you did and said that was RESPECTFUL. |
| **Role Play** | **Example**: (Student may model this) On the way to lunch, Rosie saw Mark drop his lunch money. She picked it up and gave it to him.  
**Non-Example**: (Teachers only to model this inappropriate behaviour) During math class, the teacher called on Jemma to share her solution to the problem. Jemma gave the wrong answer and her classmates laughed.  
**Example**: Shawn saw Maree in her wheelchair at lunch. He picked up a ball and asked her if she would like to play catch with him.  
**Student Examples**: Ask students to role-play a real-life example and discuss their examples. |
| **Review** | Break into groups. Assign each group a different setting in the school (e.g., lunch area, verandah, library, music room, toilet, office). Ask each group to make a poster about RESPECT and treating others the way you want to be treated in that setting. Post the posters in those settings. |
| **Practice Through out the day** | 1. As you get ready to go to lunch, provide this pre-correct: “Remember to treat others the way you want to be treated in the playground.”  
2. Provide positive, specific feedback throughout the day: “Thank you for being RESPECTFUL of others and treating them the way you would want to be treated.”  
3. Have students share an example of RESPECTFULNESS they observed during the day.  
4. Brainstorm a list of places in the building where treating others the way you would want to be treated would be important. |
| **Homework** | List all the times you were RESPECTFUL and treated someone as you would like to be treated at home. |
Treat others the way you want to be treated

- Help your friends.
- Ask others to play with you.
- Be nice to each other.
Lesson Plan -
Expectation – Be Safe

Skill: Walking safely in the classroom

Context: Classroom

Introduction:
- Discuss the reasons why it is important to walk safely in the classroom, whilst using equipment.
- Walking inside classrooms ensures the safety of both oneself and others in the room.
- Walking shows consideration and concern for others and helps to maintain a calm and orderly learning environment.

Teacher Model:
- Teacher demonstrates walking safely around the classroom whilst carrying equipment safely, such as scissors.

Role Play:
**Example:** (Student may model this) Alex finishes using the scissors, he stands up and walks calmly over to Sarah and hands the scissors back her.
**Non-Example:** (Teachers only to model this inappropriate behaviour) John has finished his cutting and pasting. It is time to go to lunch he gets up leaves his chair out and runs out of the classroom spilling the glue pot and dropping the scissors.
**Example:** Glen has finished his work, he walks calmly over to the shelf and returns the scissors and glue and walks back to his desk while the other students are still working.
**Student Examples:** Ask students to role play real life examples and discuss.

Review:
1. Before entering or exiting the classroom remind students about walking indoors.
2. Before commencing an activity remind students how to move around the classroom with equipment and prior to finishing an activity remind the students how to move around the room.
3. **Allow enough time for students to pack up.**

Practice Through out the day:
1. Discuss and display poster.
2. Elect monitors for giving equipment out and collecting.
3. Have a special class signal, e.g. thumbs up, for the teacher and the class to use when they see anyone walking inside.

Homework

Expectation

**Extra Ideas:** Play “Red Light/Green Light” or “Follow the Leader” using different speeds and actions, including walking. Make a cardboard set of traffic lights with directions for movement written in each colour. Have children design safety posters to show why they should walk inside.

**Modifying Response/Behaviour:**
Ask students to go back and walk.
Write the reasons why everyone should walk inside.
Walking Inside

- Walk slowly
- Push your chair into your desk.
- Watch where you are walking.
- Be aware of what and who is around you.
- Wait until you get to the person before speaking.
## Expectation – Be Respectful

### Skill
Inviting others to join in

### Context
Whole School

### Introduction
- Ask students to share examples when they have encouraged or invited others to play with them.
- Ask students to share times when someone invited them to play, how did it make them feel?
- Make a list of supportive and encouraging words or phrases that are used out in the playground.

### Teacher Model
- Teacher models by starting to play a game and invites someone to join in. “Hey would you like to play this game with me?” or “Have you played this game before? Would you like to learn how?”

### Role Play Example: (Student may model this)
Bobby is playing marbles with Billy and looks up to see Ben standing by himself. Bobby says "Hey Ben do you want to join us?"

**Non-Example: (Teachers only to model this inappropriate behaviour)**
Sally is playing skipping with Sarah and looks over at Suzie sitting and staring at them. Sally yells out “What are you staring at, go away”

**Example:**
At lunch, John, is sitting with Jay. He sees Jim sitting by himself, he asks Jim, "Would you like to sit and talk with Jay and I?" Jim says "That would be great" John responds, "No worries."

**Student Examples:**
Ask students to role play real life examples and discuss.

### Review
1. Before lunch, provide this pre-correct: “Remember to be RESPECTFUL to others by including them in your games.”
2. Provide positive, specific feedback to students displaying the behaviour of inviting others to join in: “Tom, you are being so RESPECTFUL by inviting Chad to play with you.”

### Practice Through out the day
Allow students to work in groups, letting the students choose the groups. Also you could allow students free time. These activities allow students to interact with others and for you to observe them with others.

### Homework
Invite others to join in.

- Be respectful to others.
- Ask politely if others would like to join in.
- Play co-operatively together.
- Try to include everyone involved.
Lesson Plan
Expectation – Be Respectful

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<th>Respecting Personal Space</th>
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<tr>
<td>Introduction</td>
<td>Discuss aspects of ‘personal space’ leading to the conclusion that it is the area you need to have between yourself and those around you. Discuss personal space needed in a variety of situations concluding that the amount of space varies depending on the situation and how well you know and like the people around you.</td>
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<tr>
<td></td>
<td>• Being aware of and able to maintain personal space allows you to feel comfortable. Encroaching on someone’s personal space is intimidation and blocks effective interpersonal communication.</td>
</tr>
<tr>
<td>Teacher Model</td>
<td>• When talking to a student the teacher stands a reasonable distance away (not right in their face). This distance can be shown using a hoop or a piece of carpet etc…</td>
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<tr>
<td>Role Play</td>
<td>Example: (Student may model this) In pairs, one student starts walking toward their partner. When their partner starts to feel uncomfortable they say “stop”. Swap roles. Try this with different partners. Do the distances change? Why? Non-Example: (Teachers only to model this inappropriate behaviour) The whole class is asked to come and sit on the carpet. Jayden sat on George’s lap and did not hop off when he was asked. Student Examples: Ask students to model examples of personal space</td>
</tr>
<tr>
<td>Review</td>
<td>1. Play “Blindman’s (visually impaired person’s) Bluff” so children can practice using sense other than their eyes to judge how close they are to each other.</td>
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<td></td>
<td>2. ‘Control Tower’ – One child is blindfolded and their partner verbally directs them around other children, who are positioned randomly, until they cross the room</td>
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<tr>
<td>Practice</td>
<td>Practice ways you can use your body to gain and maintain your personal space, (e.g. Hands on Hips, elbows out, feet a part etc.)</td>
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<tr>
<td>Homework</td>
<td>Discuss personal space with your parents – is personal space between you and your parents different to that of you and a stranger?</td>
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Respect Personal Space

- Everyone likes to have their own space.
- Keep your hands and feet in your own space.
### Lesson Plan
**Expectation – Be Safe**

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<th>Skill</th>
<th>Wearing a Hat</th>
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<td>Context</td>
<td>All settings – Mostly classroom</td>
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#### Introduction
1. What is the school policy/rule to wearing a hat?
2. What are some of the other things we do to remain “sun-safe”
3. What does “Sun-Safe” mean to you?

Discuss the responses and make advertising slogans like – slip-slop-slap

#### Teacher Model
- Using different hats model and discuss the effectiveness of sun-safety of the designs.
- Discuss personal experiences of wearing a hat versus not wearing one the consequences of this.
- Re-discuss hat designs and why these work. What can the class do to encourage hat wearing? What can the teacher do to encourage the class to wear hats?

#### Role Play
**Example:** Students are attending the school interhouse swimming carnival. Many are sitting in the sun for long periods of time. The students who put their hats on straight away after swimming don’t get burnt on the face and shoulders and don’t end up with a head ache at the end of the day and miss out on the free swim.  
**Non-Example:** Student’s playing on the oval remove their hats everytime they play saying “my hat always falls off anyway”. These students are not following school rules and receive a “Time Out” for this.  
**Example:**  
**Student Examples:** Students to brainstorm and come up with personal examples from the school holidays, or summer or on school camp.

#### Review
Discuss the following:  
- Slip-Slop-Slap campaigns.  
- Wearing a hat in the playground and consequences of not – Pink Tickets etc.  
- Long term dangers and why we don’t think about these.  

Design a new hat for the school that is sun-safe and remains on while playing. Think about these points while designing:  
- What other features does it have?  
- What material is it made out of?  
- Is it stylish?

#### Practice
**Through out the day**
- Always wearing your hat.  
- Borrowing one to wear outside  
- Think and look at good examples of people in the school yard wearing hats

#### Homework
**Complete the design and create the new game, to try with the class in the next lesson**
Wear a Hat

During:
- Playtime
- P.E.
- Outside

If you do not have a hat you need to be in the undercover area.
Lesson Plan  
Expectation – Be Safe, Be Respectful

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<th>Skill</th>
<th>Keep Your Classroom Neat and Tidy</th>
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<tbody>
<tr>
<td>Context</td>
<td>Classroom</td>
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| Introduction | • Discuss the reasons it is important to keep a clean and tidy classroom.  
• A clean organised classroom allows for efficiency and increased on-task learning time. It helps to create a pleasant environment and promotes both pride in and commitment to their classroom |
| Teacher Model | • Teacher demonstrates picking up and replacing in the correct place a range of items eg: rubbish, pencils, books etc |
| Role Play | **Example:** (Student may model this): Billy finishes using the chess boards, he and Jake pack all the pieces away and put the game on the games shelf.  
**Non-Example:** (Teachers only to model this inappropriate behaviour) Kate has finished her colouring in. It is time to go to lunch she gets up gets her lunch box and goes – leaving chair out and pens everywhere.  
**Example:** Chris has finished his painting; he takes his paintbrush and palette to the sink and starts to wash up while the other students finish their painting.  
**Student Examples:** Ask students to role play real life examples and discuss. |
| Review | 1. Before commencing an activity remind students about jobs and responsibilities regarding clean up  
2. Prior to finishing activity remind who has set jobs eg: Teisha is on computer pack up today.  
3. **Allow enough time for students to pack up.** |
| Practice Through out the day | Elect monitors for the various tidying up jobs (Keep a jobs chart).  
Have children make or decorate labels to put on shelves and cupboards so things can be returned to their correct place.  
Make up a tidy up song or ‘rap’ song for children as they tidy up.  
Allow children to personalize their desk/group tables with group name signs etc. |

**Homework:**

**Extra Ideas:**
Tidy classroom flower garden: cut out coloured paper flowers, each time a teacher, teacher aide, student sees someone tidying up without being asked put their name on the flower and a description of what they did and pin it to a notice board.

**Modifying Response/Behaviour:**
Students spend their own time cleaning offending area  
Clean up an area in the playground
Keep your classroom neat and tidy.

- Put things away neatly when you finish using them.
- Return borrowed items to their owner or to the correct place.
- Keep your tidy tray and desk clean and neat.
- Pick up any rubbish and put it in the bin.
- Push your chair in when you leave your desk.
- Keep walkways clear.
### Lesson Plan

**Expectation – Be Safe and Respectful**

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<tr>
<th>Skill</th>
<th>Entering and exiting a room in an orderly manner.</th>
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<tbody>
<tr>
<td><strong>Context</strong></td>
<td>All settings</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>Discuss the times when students/adults need to enter a room. Why is it important to enter a room a certain way. How do students feel when people enter their bedroom without asking..</td>
</tr>
</tbody>
</table>
| **Teacher Model**                          | Teacher to demonstrate the appropriate way to enter a room  
  o Knock at the door and wait for an answer  
  o Politely ask for permission to enter the room/to see the person who is required |
| **Role Play**                              | **Example:** (Student may model this) Billy has been sent with a message to Mrs L'Estrange. Billy goes into the office and knocks on Mrs L'Estrange’s office door. Mrs L'Estrange invites Billy to come into her office and he gives her the message.  
  **Non- Example:** (Teachers only to model this inappropriate behaviour) Sam has gone to the toilet and when he returns to class he runs through the door laughing at a joke he was told and falls loudly into his seat.  
  **Example:** Holly needs to see the music teacher in the staff room at lunch time; she knocks at the door and waits for someone to answer. Still standing outside the door she politely asks to see Mrs Hammond please.  
  **Non- Example:** (Teachers only to model this inappropriate behaviour) Tori goes to the office to see Mrs L'Estrange, she stands in the door with her hat on and proceeds to talk to Mrs L'Estrange even though she is busy on the telephone.  
  **Student Examples:** Ask students to role-play real life examples and discuss. |
| **Review**                                 | 1. Before sending students to the office/another classroom etc provide them with the precorrect: “Remember to be respectful, knock on the door and wait to be invited in.”  
  2. Provide positive, specific feedback to students displaying respect: “It is great to see you showing my class respect by waiting patiently to enter the classroom”  
  3. Have students welcome visitors into your room (especially adults) in an appropriate manner wherever possible.  
  4. **Remember MONKEY SEE MONKEY DO – when you go to a classroom, office or other setting be sure to knock and wait and to enter the room fully rather than stand in the doorway.** |
| **Practice Through out the day**           | Practice this lesson in all the places students are likely to go and need to ask for permission to enter, ie: own classroom, office, reading recovery rooms, teacher aides room, staff room… |
| **Homework**                               | Make signs promoting respectfulness. Post the sign prominently near an entry to your classroom. |
Entering and Exiting a Room

- Walk in an orderly manner.
- Use an inside voice.
- Keep hands and feet to yourself.
- Sit at your desk or on the carpet.
- Knock on the door and wait until you are invited in when visiting another room.
- Walk quietly when leaving.
- Do not disturb others who are working.
Lesson Plan

Be Safe, Be Respectful

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<th>Skill</th>
<th>Transitions</th>
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<tbody>
<tr>
<td>Context</td>
<td>All settings</td>
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</table>
| Introduction | 1. “Today we are going to talk about being safe at our school and how to keep our bodies safe when we are walking or waiting in line.”
2. Where does our class walk or wait in line in our school? Discuss and record student responses. Supply specific answers for all settings eg tuckshop, after lunch/play, under cover areas, outside the classroom, on the oval, going to music/PE/Library etc.
3. Ask students to identify the best way to walk safely,
   - Staying on the pathways (not in the gardens)
   - eyes forward watching where you are going
   - keeping voices quiet
   - keeping your hands feet and body to yourself
| Teacher Model | • Demonstrate by BEING SAFE when walking in a line keeping body calm, thinking aloud each step.
• Model being safe by walking in a line keeping body calm.
• Model again and ask students if you did it right. Have students identify all the skills demonstrated to being safe by walking in a line keeping body calm.
| Role Play | Example: Kelly walked to the classroom hugging her library book, keeping her feet quiet as possible and not talking (Student may model this).
**Non Example:** Mark jumped from the top step to the bottom making loud noises and knocking into Paul. (Teachers only to model this inappropriate behaviour)
Example: James was still excited after playing basketball at PE so he put his hands in his pockets to keep his body calm while walking back to class. Anna needed to go to the toilet. She walked quietly and quickly with her partner to the toilet without disturbing other classes.
**Student Examples:** Ask students to role play a real-life example and discuss. Practice moving around the school.
| Review | 1. Tell students you are going to pretend the classroom is a hallway. Identify a route to travel. Provide feedback about being safe by walking in a line keeping body calm.
2. Travel the route in the classroom. Provide feedback about being safe by walking in a line and quiet.
3. Take students outside to practice walking to PE, music, walking back to class after playtime.
| Practice Throughout the day | 1. Before going outside provide this pre-correct “Remember to be safe by walking in a straight line and keeping your body calm as you walk to the oval”.
2. Positive feedback to students. Give the thumbs up sign and quietly state “You are doing a great job at being safe and keeping your body to yourself in line.”
3. Before leaving the classroom remind students of the rule.
4. When students return to class ask them to report “How they have been safe by walking in line by keeping their bodies to themselves.”

- Hokey Pokey – use this game to have students practicing controlling various body parts
- Heads, Shoulders, Knees and Toes - this is a great activity for practicing controlling speed of the actions as each labelled part is touched. Try going slow as a sloth.
- Establish stopping places along the route to different places in the school grounds. The students walk to the designated spot and then stop until the teacher tells them to walk to the next spot.
- Teacher walks in the middle of the line and flows to the back and front of the line as needed.
Transitions

- Walk to the left hand side.
- Eyes forward watching where you are going.
- Keep voices quiet.
- Keep your hands, feet and body to yourself.

*Stop at the identified areas*
Lesson Plan
Expectation- Be Respectful

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<td>Introduction</td>
<td>• Discuss the importance of good hygiene in the toilets</td>
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<tr>
<td>Teacher Model</td>
<td>• Teacher demonstrates the appropriate way to use toilet facilities</td>
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<tr>
<td></td>
<td>o Washing hands with soap and water</td>
</tr>
<tr>
<td></td>
<td>o Taking care to keep the water in the sink</td>
</tr>
<tr>
<td></td>
<td>o Walk at all times</td>
</tr>
<tr>
<td>Role Play</td>
<td>Example: (Student may model this) At lunch time Bill asks the teacher permission to go to the toilet. He walks to the toilet, washes his hands when finished and returns to the eating area.</td>
</tr>
<tr>
<td></td>
<td>Non-Example: (Teachers only to model this inappropriate behaviour) Aiden runs into the toilet with his friends, uses the toilet and fails to flush it. He then splashes water on the floor while washing his hands and flicking the light switches before running back to class.</td>
</tr>
<tr>
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<td>Student Examples: Ask students to role-play real life examples and discuss.</td>
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<tr>
<td>Review</td>
<td>Prior to releasing a student to go to the bathroom provide them with the pre-correct walk to the toilet and wash your hands when you are done. If students have their laces undone prior to going to the toilet have them do these up!</td>
</tr>
<tr>
<td>Practice Through out the day</td>
<td>Practice washing hands using soap and water without splashing the floor (relate the level of practice required to the level of the students).</td>
</tr>
<tr>
<td>Homework</td>
<td>Design posters to promote good bathroom hygiene, create a jingle/rap etc to go with this.</td>
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</table>
Use Toilets Appropriately

- Ask the teacher to leave the classroom.
- Collect a class pass and a buddy.
- Walk to the toilets.
- Use toilets responsibly.
- Wash your hands.
- Walk directly back to class.
### Expectation - Be Respectful

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<th>Skill</th>
<th>Walking around buildings and on hard surfaces.</th>
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<tr>
<td>Context</td>
<td>Around Buildings</td>
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<tr>
<td>Introduction</td>
<td>Discuss the reason it is important to walk around buildings. Discuss all the reasons students forget to walk and what they can think to themselves to help them remember to walk.</td>
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<tr>
<td>Teacher Model</td>
<td>Teacher demonstrates appropriate walking around during duties in the playground and in undercover areas</td>
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</tbody>
</table>
| Role Play                                 | Example: *(Student may model this)* Jamie carefully carries his lunch box as he walks to the lining up area to put it away before going to play.  
*Non-example:* Whitney runs from the playground, around the corner to the drink taps, bumping into Caroline, almost knocking her over. *(Teachers only to model this inappropriate behaviour)*  
*Example:* Tegan walks from the eating area to the playground, being careful not to bump into anyone.  
*Student Examples:* Ask students to role-play a real-life example and discuss. |
| Review                                    | Before going to lunch, provide this pre-correct: “Remember to be SAFE by walking around buildings and on hard surfaces.”  
“Provide positive, specific feedback to students who are displaying SAFE walking around buildings: “Good job of being SAFE by walking.”  
Talk to the teachers on duty on a regular basis to discuss how your students have been SAFE around buildings by walking. |
| Practice                                  | Practice walking in from the playground to the lining up areas and walking from the eating areas to the playground. |
| Homework                                  | After 5 days of walking on the concrete, create a certificate for “SAFE walkers around buildings and on hard surfaces” and take home for parents to see. |

**Quotable Quotes** "I hear and I forget. I see and I remember. I do and I understand."

*Confucius*
Walking around Buildings and on Hard Surfaces

- When going to play or eating… walk.
- When moving to classroom areas after breaks … walk.
- When going to the office or other rooms … walk.
- Around the school buildings ….walk.
## Lesson Plan
### Expectation- Be a Learner

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<th>Skill</th>
<th>Return to Class As Soon As Possible</th>
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<td>All Areas</td>
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<tr>
<td><strong>Introduction</strong></td>
<td>Discuss importance of returning to the classroom as soon as students are finished in the bathroom or getting a drink.</td>
</tr>
<tr>
<td><strong>Teacher Model</strong></td>
<td>Teacher demonstrates going straight to the toilets and returning to class without being distracted on the way.</td>
</tr>
<tr>
<td><strong>Role Play</strong></td>
<td>Example: <em>(Student may model this)</em> Trae raises his hand and asks permission to go to the toilet, he collects the toilet pass and returns a few minutes later. *<em>Non-Example: (Teachers only to model this inappropriate behaviour)</em> Kylie goes to the toilets but she stops to play with a friend in the quiet area on the way back to class. <strong>Student Examples:</strong> Ask students to role-play real life examples and discuss.</td>
</tr>
<tr>
<td><strong>Review</strong></td>
<td>Prior to allowing a student to go to the toilet provide the following pre-correct. “Remember to be an active learner by returning as promptly as you can.” With terminal time wasters set up a system to encourage them to return ASAP eg egg timer, certain time on the clock etc.</td>
</tr>
<tr>
<td><strong>Practice Through out the day</strong></td>
<td>Practice timeliness wherever possible throughout the day.</td>
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### Homework
Leaving and Returning to the Classroom

- Collect a buddy.
- Go directly to where you need to go.
- Return to class straight away.
## Lesson Plan
### Expectation - Be Respectful

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<th>Skill</th>
<th>Be an active listener/Listen to others speaking</th>
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<td>All settings/Classroom</td>
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### Introduction
1. "Think of a time when you were not RESPECTFUL and were not an active listener. What kind of problem did not listening cause you?"
2. Discuss and make a poster of what active listening looks and sounds like.

### Teacher Model
- Model coming into the classroom, sitting quietly on the carpet, bottom on floor, legs crossed, hands in lap, and eyes on the teacher ready to listen to the teacher's directions
- Model entering the classroom, sitting quietly at the desk, all belongings ready and still, eyes on the teacher ready to listen to the teacher's directions.

### Role Play
**Example:** Alicia gets her math book out of her desk, sits quietly, and looks at the teacher to give the class directions.

**Wrong Example:** *(Teacher to model)* While Mr McGoldrick introduces a guest speaker during the assembly, Luke lies down on the floor and pokes Mary who is sitting next to him.

**Example:** Robert stops talking and sits quietly when Mrs. Smith gives the attention signal in the lunch area. He shows he is RESPECTFUL and ready to hear what she has to say.

**Student Examples:** Ask students to role-play real-life examples and discuss them.

### Review
1. Create a list of times and places when being RESPECTFUL and actively listening are important.
2. Determine an Attention Signal that the teacher will use when students are to stop everything, be quiet and look at the teacher. – STOP, LOOK and LISTEN, clap a pattern or count “5..4..3..2..1”.

### Practice
*Throughout the day*
1. Before giving further directions, provide this pre-correct: "Remember to be RESPECTFUL by having your minds and bodies ready to listen."
2. Provide positive, specific feedback to students displaying active listening: "I appreciate / like how you all are being RESPECTFUL to me and each other by actively listening."
3. Give an attention signal and time how long it takes all students to stop everything, be quiet, and have their eyes on the teacher. Keep data throughout the day and make a graph of the times throughout the day; tie it to a math lesson on graphing, estimations, etc.

### Homework
Interview parents about how they are RESPECTFUL at work or home by actively listening to others.
Be a Good Listener

- Look at the person speaking.
- Keep your body still.
- Sit on your bottom.
- Ask relevant questions.
Lesson Plan

Be Safe

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<th>Skill</th>
<th>Keep hands, feet, bad words and objects to yourself</th>
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<td>Classroom and playground</td>
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**Introduction**

- Draw two columns on the board. One column for unsafe behaviours and one for safe behaviours. **You can discuss playground and classroom separately and teach as two lessons if you like.**

- Discuss with students what an unsafe behaviour is and what it looks like in the classroom/playground. Discuss with students what a safe behaviour is and what it looks like in the classroom/playground.

**Lead discussion towards keeping hands, feet and objects to self.**

**Teacher Model**

Teacher to role play unsafe behaviour examples.

Teacher walks into the classroom and sits down next to a student. As the teacher sits down they shove a student with their shoulder and kick them with their foot.

**Take students to the playground and role play examples in the playground.**

Teacher walks into the garden and picks up a stick. They walk around poking other children with the stick.

**Role Play**

Example: (Student may model this)

Organise students into small groups. Each group can demonstrate a safe behaviour example to the rest of the class.

Discuss with students what could have happened in each demonstration if the students involved had chosen to be unsafe instead of safe.

**Review**

1. Regularly review during the day. Before going to lunch remind students to be safe in the playground and keep hands, feet and objects to themselves.

2. Provide positive feedback to children who are displaying correct behaviour.

**Practice**

Through out the day

Continue to practice and reinforce students throughout the day and the week.
Keep hands, feet, bad words and objects to yourself.

- Keep your hands and feet to yourself.
- Be safe with objects.
- Play safe in the playground.
- Follow teacher’s directions.
Lesson Plan  
Expectation- Be a Learner, Be Respectful

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<th>Skill</th>
<th>Follow Adult/Teacher Directions</th>
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<td>All settings</td>
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</table>
| **Introduction** | • Ask students to share times when an adult or teacher has given them directions to follow.  
• Ask the students to share examples when they have been asked to follow directions.  
• Ask students about when the fire bell goes and what would happen if we didn’t follow the directions. |
| **Teacher Model** | • Teacher models that she would like the class to stand and move to the stairs. Teacher models to the class that you need to be listening in order to follow directions.  
• Teacher models how to carry out fire drill procedures. |
| **Role Play** | **Example: (Student may model this)**  
The teacher on duty is rewarding students with double delights as they sat down quietly by the second bell.  
**Non-Example: (Teachers only to model this inappropriate behaviour)**  
The fire bell has rung and the Teacher is trying to tell the class what they have to do; however, some students are talking and not listening to the teacher’s directions. Someone ends up getting hurt as a result of not listening to the teacher.  
Example:  
Teacher role plays Teacher Aide on lunch duty, observing inappropriate behaviour, students not following directions, by writing out a pink ticket, or someone getting hurt.  
**Student Examples:**  
Students role play Teacher Aide on lunch duty giving out double delights for students that follow the directions of the Teacher Aide. |
| **Review** | 1. Before lunch, provide this pre-correct: “Remember to be RESPECTFUL to ALL adults and Teachers by following directions.  
2. Provide positive, specific feedback to students displaying the behaviour of listening and carrying out adult and Teacher directions. |
| **Practice Through out the day** | 1. Chinese Whisper Activity: Where the teacher starts the whisper and it is passed through the whole class and the last students to hear it either says it out loud or performs the task.  
2. Ask students to write a recount of an incident at home, when something serious has happened because they didn’t follow directions.  
3. Play a Directions Activity: Teacher gives students directions e.g.: put pencil in top left hand corner of desk etc, to observe students listening skills and see how well they carry out teacher directions. |
| **Homework** | Follow parents and guardians directions at home. |
Follow Adult/Teacher Direction

- Be Respectful to all adults and teachers.
- Listen carefully to what adults and teachers are saying.
- Follow teacher/adult directions.
Lesson Plan
Expectation- Be A Learner

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<th>Skill</th>
<th>Stay Safe in the Playground/Use Playground Equipment Properly</th>
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<tr>
<td>Context</td>
<td>Playground</td>
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</table>
| **Introduction** | 1. Today we are going to talk about BEING SAFE in the playground. To help us get started we are going to brainstorm all the things we see being done in the playground that are ways to stay safe. For example we need to play only in approved areas as this helps to keep us safe.  
2. Brainstorm other ideas with students; record these ideas on butchers paper or similar. |
| **Teacher Model** | • At all times model behaviours that would allow students to remain safe in the playground  
  o Wearing a broad brimmed hat and shoes  
  o Using playground equipment correctly  
  o Playing school approved games only  
  o Staying in approved areas (not in out of bounds areas) |
| **Role Play** | Example: (Student may model this) Ben is out on the oval with his mates, they are all wearing hats and playing touch footy  
Non- Example: (Teachers only to model this inappropriate behaviour) Carly has a skipping rope and is playing horses with Felicity – she has the skipping rope tied around Felicity’s neck  
Example: Sally and Tom are playing soccer and using the soccer goals from their classroom. Nick helps them to set them up properly.  
**Student Examples:** Ask students to role-play a real-life example and discuss. |
| **Review** | Before going out to play remind students of ways to stay safe in the playground and how to use equipment correctly. |
| **Practice** | 1. Before going to the playground, provide this pre-correct: "Remember to BE SAFE in the playground by using equipment correctly."  
2. Provide positive feedback for students throughout the day: “Thank you for BEING SAFE by only playing …………….. ” |
| **Homework** | Take photos of students modelling correct behaviours and create posters to display |
Stay Safe in the Playground/Use Equipment Properly

- Use equipment correctly.
- Play in the correct areas.
# Lesson Plan

## Expectation - Be Safe

<table>
<thead>
<tr>
<th>Skill</th>
<th>Lining Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context</strong></td>
<td>All settings</td>
</tr>
</tbody>
</table>

### Introduction

1. “Today we are going to talk about being safe at our school and how to keep our bodies safe when we are waiting in line”
2. Where does our class wait in line in our school? Discuss and record student responses. Supply specific answers for all settings eg, under stage 2, outside the classroom, on the oval, going to music/PE/Library etc.
3. Ask students to identify the best way to line up safely,
   - On the first bell stop what you are doing, go to the toilet, get a drink
   - Arriving before the second bell
   - Sitting in straight lines
   - Legs crossed
   - Keeping your body to yourself
   - Quiet at second bell or when a teacher says 5,4,3,2,1 (Hands on heads optional for each stage)

### Teacher Model

- Demonstrate by being **RESPECTFUL/RESPONSIBLE** when waiting in a line by sitting in a straight line, legs crossed, keeping your body to yourself and being quiet
- Model being respectful/responsible by waiting in a line as above.
- Model again and ask students if you did it right. Have students identify all the skills demonstrated to being responsible/respectful by waiting in a line by sitting in a straight line, legs crossed, keeping your body to yourself and being quiet

### Role Play

**Example:** Mary sat down in a line, keeping her hands and feet to herself. *(Student may model this)*

**Non-Example:** Barry sat behind Joseph and poked him in the back. *(Teachers only to model this inappropriate behaviour)*

**Example:** Emily stopped playing hand ball as soon as the first bell rang, went to the toilet, got a drink and walked over to her line up area.

**Student Examples:** Ask students to role play a real-life example and discuss.

### Review

1. Tell students you are going to pretend the classroom is a lining up area.
2. Practice lining up using the defined rules above. Provide feedback about being Respectful and responsible in line by being quiet, in straight lines and keeping their bodies to themselves.
3. Take students to their stage area to practice being respectful and responsible when lining up. Provide feedback and praise for being respectful and responsible. Eg “I really like the way you were being responsible as you lined up on time and waited quietly. Great Work.”

### Practice

**Through out the day**

1. Before going to lunch, provide this pre-correct “Remember to be respectful and responsible by stopping what you are doing on the first bell, going to the toilet, getting a drink, arriving before the second bell, sitting in straight lines with legs crossed, keeping your body to yourself, being quiet at second bell or when a teacher says 5,4,3,2,1.
2. Positive feedback to students. Give the thumbs up sign and quietly state “You are doing a great job at being respectful and responsible by being in line on time and sitting quietly.”
3. Before leaving the classroom remind students of the expectations.
4. When students return to class ask them to report “How they have been respectful/responsible during lining up.
Lining Up

- Stop playing on first bell.
- Go to the toilet.
- Have a drink.
- Move to your class area before the second bell.
- Wait quietly for the class teacher.
- Keep your hands and feet to yourself while waiting.
**Lesson Plan**  
**Expectation- Be Safe**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Walk on hard surfaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context</td>
<td>Undercover Areas</td>
</tr>
<tr>
<td>Introduction</td>
<td>• Discuss the reason it is important to walk on the concrete. Discuss all the reasons students forget to walk and what they can think to themselves to help them remember to walk.</td>
</tr>
<tr>
<td>Teacher Model</td>
<td>• Teacher demonstrates appropriate walking on the concrete during duties in the playground and in undercover areas</td>
</tr>
</tbody>
</table>
| Role Play              | Example: *(Student may model this)* Jamie carefully carries his lunch box as he walks to the lining up area to put it away before going to play.  
*Non-example:* Whitney runs from the playground, around the corner to the drink taps, bumping into Caroline, almost knocking her over. *(Teachers only to model this inappropriate behaviour)*  
*Example:* Tegan walks from the table to the playground, being careful not to run into anyone.  
*Student Examples:* Ask students to role-play a real-life example and discuss. |
| Review                 | Before going to lunch, provide this pre-correct: “Remember to be SAFE by walking on the concrete.”  
Provide positive, specific feedback to students who are displaying SAFE walking on the concrete: “Good job of being SAFE by walking.”  
Talk to the teachers on duty on a regular basis to discuss how your students have been SAFE in the undercover areas by walking. |
| Practice Through out the day | Practice walking in from the playground to the lining up areas and walking from the eating areas to the playground. |
| Homework               | After 5 days of walking on the concrete, create a certificate for "SAFE walkers on the concrete" and take home for parents to see. Use a BEE DELIGHTFUL ticket and remind the student they were being safe! |

**Quotable Quotes** "I hear and I forget. I see and I remember. I do and I understand."  
*Confucius*
Walk on Hard Surfaces

- When going to class.
- When on walkways.
- When going to the toilet.
- When going to get a drink.
- When moving to playground area.
- When moving to another learning area.
## Lesson Plan

<table>
<thead>
<tr>
<th>Skill</th>
<th>Use Polite Language</th>
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</thead>
<tbody>
<tr>
<td>Context</td>
<td>Whole School</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>• Ask students to share times when someone said polite words to them. Ask students to share examples when they were polite to others and discuss how it made them feel. Make a list of polite words used in the classroom and other settings in the school.</td>
</tr>
<tr>
<td><strong>Teacher Model</strong></td>
<td>• Teacher models that his/her shoe is untied and he/she does not know how to tie it. The teacher asks a student: “I can’t tie my shoe. Would you please tie it for me?” After the student ties the teacher’s shoe, the teacher says “Thank you.”</td>
</tr>
<tr>
<td><strong>Role Play</strong></td>
<td><strong>Example:</strong> (Student may model this) Jason accidentally knocks a pencil off Katy’s desk. Jason picks up the pencil and says, “Sorry I knocked your pencil off.” Katy responds, “That’s okay.” <strong>Non-Example:</strong> (Teachers only to model this inappropriate behavior) While lining up in the hall at the end of the day, Allie bumps into Trevor. Allie does not say anything to Trevor. <strong>Example:</strong> At lunch, Michael. Cannot reach the utensil container. He asks Mark, “Would you hand me the utensils please?” Mark says “Sure.” Michael. Responds, “Thanks.” <strong>Student Examples:</strong> Ask students to role-play a real-life example and discuss.</td>
</tr>
<tr>
<td><strong>Review</strong></td>
<td><strong>Review</strong> 1. Before lunch, provide this pre-correct: “Remember to be RESPECTFUL to others by using polite language during lunch.” 2. Provide positive, specific feedback to students displaying polite language: “Tim, you are being so RESPECTFUL by using polite language with Charlie.” 3. Give students 10 cards with their names on them (or other items). Ask students to give their classmates a card each time the classmate shows RESPECT by using polite language. At the end of the day, have students count their cards. Discuss the polite language the students used to receive the cards. Also praise the students who have few of their own cards for their efforts to catch others using polite language.</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td><strong>Throughout the day</strong> 1. Throughout the day, as you say “thank you” to students, take time to teach them to say “You’re welcome.” 2. Discuss when polite language can be used in all settings of the school.</td>
</tr>
<tr>
<td><strong>Homework</strong></td>
<td>Share with your parents a time when you were RESPECTFUL and showed care and encouragement at school.</td>
</tr>
</tbody>
</table>

### Expectation- Be Respectful

### Other Activities
1. Discuss the “magic words” of “thank you,” “excuse me,” “I’m sorry,” and “please.” When you hear students using these words throughout the day, celebrate by blowing bubbles, ringing chimes, sprinkling magic dust, putting a star on the board, etc.!
2. Discuss how and when to give compliments. Have two students model how to give and accept appropriately a compliment. Have students pair up and practice giving and accepting compliments.
3. Assign students various polite words and ask them to draw a poster of a situation when the polite word should be used. Post these posters throughout the school.

### Quotable Quotes
“Treat everyone with politeness, even those who are rude to you. Not because they are nice, because you are.” **Anonymous**
Use Polite Language

- Be respectful to others
- Say please and thank-you
- Ask questions nicely
- Say sorry
Lesson Plan

Expectation- Be Responsible

<table>
<thead>
<tr>
<th>Skill</th>
<th>Put rubbish in the bin</th>
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<tbody>
<tr>
<td>Context</td>
<td>Undercover areas</td>
</tr>
<tr>
<td>Introduction</td>
<td>Discuss the importance of placing rubbish in the bin to keep everyone SAFE in the school grounds. What would happen if students did not carefully place rubbish in the bins?</td>
</tr>
<tr>
<td>Teacher Model</td>
<td>Model the appropriate and SAFE way to place rubbish in the bin.</td>
</tr>
<tr>
<td>Role Play</td>
<td>Example: Jesse drops a chip on the ground. She thought about just kicking it under the chair. But instead, she picked it up and walked quietly to the bin to throw the chip away. Non example: Josh runs from the table to the bin, stops three feet from the bin, and shoots his lunch like a basketball to the hoop. When the bag hits the trashcan, he shouts, &quot;He sinks the bucket.&quot; (Teachers only to model this inappropriate behaviour) Example: Wesley's table is dismissed to go to the playground. Wesley stands up, pushes his chair under the table, walks to the bin, and waits his turn to put his lunch rubbish in the bin. Student Examples: Ask students to role-play a real-life example and discuss</td>
</tr>
<tr>
<td>Review</td>
<td>Before dismissing students from their eating areas to throw away their rubbish and go to play, provide this pre-correct: “Remember to be SAFE and place your rubbish in the rubbish bin.” Provide positive, specific feedback to students who appropriately place their rubbish in the bin: &quot;You are being so SAFE by placing your rubbish in the bin! Way to go!&quot;</td>
</tr>
<tr>
<td>Practice Through out the day</td>
<td>Give the &quot;Cooee Card&quot; to the class/student that does the best job of BEING SAFE and placing its rubbish in the bin.</td>
</tr>
<tr>
<td>Homework</td>
<td>Make a poster to display the correct way to BE SAFE and place rubbish in the rubbish bin.</td>
</tr>
</tbody>
</table>

Related Literature *Just a Dream* by Chris VanAllsburg
Put your Rubbish in the Bin

- Walk to the bin.
- Wait your turn.
- Place all your rubbish in the bin carefully.
- Close the lid of the rubbish bin.
Lesson Plan
Expectation- Be Respectful

<table>
<thead>
<tr>
<th>Skill</th>
<th>Expectation</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eat only your food</td>
<td>Under Stages/Eating areas</td>
<td></td>
</tr>
</tbody>
</table>

**Introduction**
- Discuss why this is a school rule and why it is important to eat only your food. Why is it disrespectful to eat others food?

**Teacher Model**
- Role-play eating lunch with your friends. Your friend, Alex, had enough money to get an ice cream from the tuckshop. You do not have any money and you really want some ice cream. Think aloud what you will say to yourself to follow the rule.

**Role Play**
- **Example: (Student may model this)** Jill offers John her yoghurt. John remembers the rule of eating only your food and politely says, "No thank you."
- **Non-Example: (Teachers only to model this inappropriate behaviour)** Toby grabs a grape out of Savannah’s lunch box and pops it into his mouth.

**Review**
When students begin eating, provide this pre-correct: "Remember to be RESPECTFUL and eat only your food."
Provide positive, specific feedback to students who are eating only their food: "You are being so RESPECTFUL of others and eating only your food!"

**Practice**
- Throughout the day

**Homework**
- Make a poster about this rule to post in the eating areas.
Eating Area

- Walk to eating area.
- Eat quietly.
- Eat **only** your food.
- Place all your rubbish in the bin.
- Wait to be dismissed by the teacher.
- Walk to play area.