

Expectation: SHOW RESPECT

Definition and Critical Attributes

To show concern for others. To treat others with kindness. Behaviors that help people feel calmer, safer, friendlier, and more cooperative.

Examples	Non-Examples
Active Listening Hold door open Use good manners	Grab materials Call people names Make noises

Activities to Enhance Concept Development

Brainstorm ways in which we communicate verbally. Have students develop a list of positive/negative words they hear every day. Which words demonstrate RESPECT? Which words are “put-downs”? How do these words make us feel? Have students role play examples/non examples of the desired behavior.

Activities to Check for Understanding

The teacher will give one student a card that states they showed respect. The student that received the card will look for a student who is showing respect and pass the card along to that student. The staff will also participant in this activity with each other.

**Expectation:
OBSERVE SAFETY RULES**

Definition and Critical Attributes

To be aware of their surroundings and to take notice of any person or objects that could cause physical harm to someone or themselves.

<p>Examples Using materials/equipment correctly Sitting the correct way Be aware of your surroundings</p>		<p>Non-Examples Poking with pencil/scissors Leaning back in chair Running in the hallway</p>
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Activities to Enhance Concept Development
Brainstorm classroom safety issues. Role-play the examples/non examples of safety they have developed. Have speakers from the community to discuss safety. Ex: Fire, police, restaurant, and bus.

Activities to Check for Understanding

The teacher will give one student a card that states they observed safety rules. The student that received the card will look for a student who is observing the safety rules and pass the card along to that student. The staff will also participate in this activity with each other.

Expectation: ACT RESPONSIBLE

Definition and Critical Attributes

Being dependable in carrying out obligations and duties. Accepting consequences for your actions. Behaviors that promote reliability, self-reliance, duty, trustworthiness and the ability to make good choices.

<p>Examples Bring proper materials/agendas to class Return important papers Keep our school clean</p>		<p>Non-Examples Trash on floor Losing important papers/agendas Spitballs in the bathroom</p>
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Activities to Enhance Concept Development

Role play examples/non examples of responsibility. The teacher will use two clocks to give good examples and poor examples of being responsible. For example, at 7:00am, taking care of oneself may be getting ready for school while the non-example at 7:00am would show the student who is still in bed and as a result they will miss the bus.

Activities to Check for Understanding

The teacher will give one student a card that states they are responsible. The student that received the card will look for a student who is being responsible and pass the card along to that student. The staff will also participate in this activity with each other.

Expectation:

RESOLVE PROBLEMS

Definition and Critical Attributes

**Learn alternatives ways to deal with situations:
Behaviors that promote solutions which are positive, enhancing of self esteem, fair, timely, and supporting of the schools set of values and beliefs.**

Examples Staying out of fights Accepting consequences Sharing apologizing		Non-Examples Name calling Disagree with everyone Tell a lie
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Activities to Enhance Concept Development
Brainstorm a quick list of problem situations you may encounter in the classroom, ex: stolen pencil, won't return supplies, invading someone's personal space. Take the completed list and write each situation on a scratch piece of paper and place the paper in a hat. Students will come up in pairs to randomly pick out a situation. The pairs will then role play how to resolve the problem. Teachers may come up with surprise situations already placed in the hat. The teacher's role is to act as a facilitator.

Activities to Check for Understanding
The teacher will give one student a card that states they can resolve problems. The student that received the card will look for a student who resolved a problem and pass the card along to that student. The staff will also participate in this activity with each other