**Cool Tool for the Bathroom**

**Universal Expectations**: Chiefs Act Respectfully, Are Engaged, Stay Safe

**Purpose of the Lesson/Why it is Important**:

1. To establish the universal expectations in the classroom.
2. To encourage and maintain respect, engagement, and safety in the classroom.
3. To review, model, and practice desired behavior in the classroom.

|  |  |  |
| --- | --- | --- |
| **Act Respectfully** | **Are Engaged** | **Stay Safe** |
| * Raise your hand when expected * Use appropriate language, kind words and actions * Keep work area clean | * Bring materials to class * Give it your best * Participate * Complete assigned tasks on time | * Keep hands, feet, and other objects to yourself * Sit and move around the room appropriately * Follow directions |

We will use the complete gradual release strategy for each bullet point in the chart.

**Teach/Model (“I do”)--explain and model (examples, non examples, examples)** Teacher gives example(s) of desired expectations for the classroom.

* Raise your hand to speak
  + Raising hand appropriately
  + Patience
* Use appropriate language and kind words
  + Billy will you please pass the paper?
  + Thank you for helping
  + Listening to the speaker respectfully (show me 5)
* Keeping work area clean
  + Put things away after you use them
  + Keep papers organized (binder, desk, folders, mailboxes)
* Bring materials to class
  + Model carrying all items
* Give it your best
* Participate
* Complete assigned tasks on time
* Keep hands, feet, and other objects to yourself
* Sit and move around the room appropriately
* Follow directions
  + Listening skills

**Guided Practice (“We do”)**

* Example, Non Example, Example
  + Raising hands
    - Non-example - shouting out and waving arms
  + **Use appropriate language and kind words**
    - Saying something kind to your neighbor
    - Teacher - non example “Give me that paper!” rude tone of voice
    - Students give example of another way to resolve this
  + Keep work area clean
    - Student examples
    - Teacher non example - scattered papers, pencil on the floor, messy pencil box
    - Students fix problems
  + Bring materials to class
    - Student examples
    - Teacher non example - missing pencil - no folder - crumpled paper
    - Student fix problem
  + Give it your best, don’t settle for less
  + Complete assigned tasks on time
    - Student examples
    - Teachers non example - off task - forgets what to do or homework
    - Students fix it
  + Sit and move around the room appropriately
    - Sitting appropriately
    - Student non example
    - Sitting appropriately
  + Walking around room appropriately
    - Example
    - Non example
    - Example
  + Follow Directions
    - Example (good listening skills - following through)
    - Non example
    - Example

**Practice (“You do”)**

* Volunteers choose from a basket and all practice expectation or give an example.
* All Demonstrated Expectations
  + Raising hands
  + Walking safely
  + Sitting appropriately
  + Give it your best
    - Call and respond
  + Participate
  + Keep hands, feet, and other objects to yourself.
  + Follow directions
    - Give two step direction
* Provide Examples
  + Use appropriate language, kind words and actions
  + Keep work area clean
  + Bring materials to class
  + Complete assigned tasks on time

**Closing**

* Give feedback/praise.
* Restate the purpose of the lesson.
* State that re-teaching will occur as needed (review, model, practice).

**Future Follow-up Reinforcement**

* Provide verbal praise (school rewards when appropriate behavior is observed).
* Pre-correct and re-teach as needed.
* Review rules often.
* Discuss how students felt as inappropriate behaviors were handled.