**Cool Tool for the Classroom**

**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.

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| --- | --- | --- |
| **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.