**AREA:** HALLWAY

**TIME ALLOTTED:** 15-20 minutes (repeated several times)

**MATERIALS:** Teacher – Teaching Poster of Hallway Expectations

**GIFFEN CHARACTER**

|  |  |  |
| --- | --- | --- |
| **BE SAFE** | **BE RESPECTFUL** | **BE RESPONSIBLE** |
| \*Keep hands, feet and objects to yourself  \*Walk carefully  \*Stay alert  \*Walk on the arrows  \*Stay to the right | \*Quiet wave  \*Appropriate voice  \*Be respectful of others work | \*Keep hallways clean  \*Stay with the line  \*Go straight to your destination  \*Report any incidents to an adult  \*Accept consequences graciously |

**TEACH** A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe in the hallway.”

B. Guided Discovery: “Could someone tell us what we are going to learn an practice today?”

C. Definition of GIFFEN CHARACTER for the hallway: See above matrix for expectations.

1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.

2. Discuss the detail of the expectations with students.

**MODEL** A. **Adult/Teacher** demonstrate examples of not following expectations.

1. Respectful – Show example of not facing front. Talk with students about how else a person might not be following the Respectful expectation in the hallway.

2. Responsible - Show example of not leaving property alone (i.e., taking a pencil eraser along the wall, hitting or fiddling with a locker). Talk with students about how else a person might not be following the Responsible expectation in the hallway.

3. Safe - Show example of not walking on the right, but on the left. Talk with students about how else a person might not be following the Safe expectation in the hallway.

B. Choose a couple of students to “show” examples of following the expectations.

1. Respectful – Show an example for facing forward, keeping personal space, and following directions. Have students line

up in the hallway and face forward, use an arm length to show personal space, and use “Give Me Five” Body Basics for following directions.

2. Responsible – Show an example of being quiet and leaving property alone. Have the students show not talking (silence) and keeping hands to their sides as they walk down the hall.

3. Safe – Show an example of walking on the right side of the hallway. Have the students show all previous hallway expectations and include them walking on the right side of the hallway.

C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like in the hallway.”

**PRACTICE** A. Have all students line up on the right side of the hallway and have them walk down a hallway and back, with the adult

monitoring.

B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior in the hallway?”

**AREA:** RESTROOM (Boys at the Boys Restroom and Girls at the Girls Restroom)

**TIME ALLOTTED:** 15-20 minutes (repeated several times)

**MATERIALS:** 2 Adults – Teaching Poster of Restroom Expectations

**GIFFEN CHARACTER**

|  |  |  |
| --- | --- | --- |
| **BE SAFE** | **BE RESPECTFUL** | **BE RESPONSIBLE** |
| \*Keep hands, feet and objects to yourself  \*Walk carefully | \*Honor others privacy  \*Use a speaking voice  \*Use polite and kind words | \*Keep bathrooms clean and throw away trash  \*Flush  \*Wash your hands  \*Get in and out in a timely manner  \*Report any incidents to an adult  \*Use the bathroom for its purpose |

**TEACH** A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe in the restroom.”

B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”

C. Definition of GIFFEN CHARACTER for the restroom: See above matrix for expectations.

1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.

2. Discuss the detail of the expectations with students.

**MODEL** A. **Adult/Teacher** demonstrate examples of not following expectations.

1. Respectful – Show example of not using polite and kind words, and showing privacy (i.e., looking under the stall). Talk with students about how else a person might not be following the Respectful expectation in the restroom.

2. Responsible - Show example of not flushing the toilet. Talk with students about how else a person might not be following the Responsible expectation in the restroom.

3. Safe - Show example of not keeping hands to self. Talk with students about how else a person might not be following the Safe expectation in the restroom.

B. Choose a couple of students to “show” examples of following the expectations.

1. Respectful – Show an example of not talking (silence), and privacy (i.e., knock on the stall door before entering).

2. Responsible – Show an example for cleaning up their space (i.e., throw paper towel away after washing hands) coming into the restroom and going directly to the toilet, flushing the toilet, and being ready for next step.

3. Safe – Show an example of keeping hands to self. Have the students show all previous restroom expectations and include them washing their hands also to show all expectations.

C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like in the restroom.”

**PRACTICE** A. Have all students line up outside the restroom, and two at a time come into the restroom to show the following of the restroom

expectations with an adult monitoring.

B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior in the restroom?”

**AREA:** CAFETERIA

**TIME ALLOTTED:** 15-20 minutes (repeated several times)

**MATERIALS:** Adult – Teaching Poster of Lunchroom Expectations – trays – napkins – silverware – milk – trash can

**GIFFEN CHARACTER**

|  |  |  |
| --- | --- | --- |
| **BE SAFE** | **BE RESPECTFUL** | **BE RESPONSIBLE** |
| \*Keep hands, feet and objects to yourself  \*Walk carefully  \*Stay alert  \*Stay in your seat  \*Stay seated until your table is called  \*Wait patiently | \*Use encouraging, polite and kind words  \*Use a speaking voice  \*Raise your hand if you need help | \*Keep area clean  \*Throw away trash when table is called  \*Accept consequences graciously |

**TEACH** A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe in the cafeteria.”

B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”

C. Definition of GIFFEN CHARACTER for the cafeteria: See above matrix for expectations.

1. Show the Teaching Poster of Expectations and walk through the expectations.

2. Discuss the detail of the expectations with students.

**MODEL** A. **Adult/Teacher** demonstrate examples of not following expectations.

1. Respectful – Show example of not using polite and kind words, not using a speaking voice (i.e. "yo lunch lady, I ain't gonna pick that up), not raising hand. Talk with students about how else a person might not be following the Respectful expectation in the lunchroom.

2. Responsible - Show example of not keeping area clean (leaving tray and trash all over table) and not throwing away trash when called upon. Talk with students about how else a person might not be following the Responsible expectation in the lunchroom.

3. Safe - Show example of not walking (i.e., run through the lunchroom), staying in seat, waiting patiently. Talk with students about how else a person might not be following the Safe expectation in the lunchroom.

B. Choose a couple of students to “show” examples of following the expectations.

1. Respectful – Show example of using polite and kind words, using a speaking voice, raising hand.

2. Responsible - Show example of keeping area clean and throwing away trash when called upon.

3. Safe - Show example of walking safely, staying in seat, waiting patiently. Talk with students about how else a person might not be following the Safe expectation in the lunchroom.

C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like in the cafeteria.”

**PRACTICE** A. Students enter the lunchroom and follow the expectations all of the way through, with an adult monitoring.

B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior in the cafeteria?”

**AREA:** LEARNING ENVIRONMENT

**TIME ALLOTTED:** 15-20 minutes (repeated several times)

**MATERIALS:** Adult – Teaching Poster of Learning Environment Expectations

**GIFFEN CHARACTER**

|  |  |  |
| --- | --- | --- |
| **BE SAFE** | **BE RESPECTFUL** | **BE RESPONSIBLE** |
| \*Keep hands, feet and objects to yourself  \*Walk carefully  \*Stay alert  \* Use materials appropriately | \* Listen and talk at appropriate times  \*Use encouraging, polite and kind words  \*Be an active participant  \*Use an appropriate voice | \*Complete class work and homework  \*Work hard and do your best  \*Accept consequences graciously  \*Be prepared and ready for the day  \*Listen and follow directions quickly  \*Keep materials organized |

**TEACH** A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe in the learning environment.”

B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”

C. Definition of GIFFEN CHARACTER for the learning environment: See above matrix for expectations.

1. Show the Teaching Poster of Expectations and walk through the expectations.

2. Discuss the detail of the expectations with students.

**MODEL** A. **Adult/Teacher** demonstrate examples of not following expectations.

1. Respectful – Show example of not using polite and kind words, not using a speaking voice (i.e. "yo teacher, I ain't gonna do that math), not raising hand. Talk with students about how else a person might not be following the Respectful expectation in the learning environment.

2. Responsible - Show example of not completing work, not being prepared for day (no pencil) and not listening to directions. Talk with students about how else a person might not be following the Responsible expectation in the learning environment..

3. Safe - Show example of not walking (i.e., run through the learning environment), not staying alert, not using materials appropriately. Talk with students about how else a person might not be following the Safe expectation in the learning environment..

B. Choose a couple of students to “show” examples of following the expectations.

1. Respectful – Show example of using polite and kind words, using a speaking voice, raising hand.

2. Responsible - Show example of completing work, being prepared, listening to directions.

3. Safe - Show example of walking safely, staying alert, using materials appropriately. Talk with students about how else a person might not be following the Safe expectation in the learning environment.

C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like in the learning environment..”

**PRACTICE** A. Students enter the learning environment and follow the expectations all of the way through, with an adult monitoring.

B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior in the learning environment?”

**AREA:** ASSEMBLIES

**TIME ALLOTTED:** 15-20 minutes (repeated several times)

**MATERIALS:** Adult – Teaching Poster of Assemblies Expectations

**GIFFEN CHARACTER**

|  |  |  |
| --- | --- | --- |
| **BE SAFE** | **BE RESPECTFUL** | **BE RESPONSIBLE** |
| \*Keep hands, feet and objects to yourself  \*Stay seated | \*Use encouraging, polite and kind words  \*Listen and respond appropriately  \*Use the appropriate voice level  \*Enter and exit quietly  \*Wait patiently | \*Follow directions  \*Accept consequences graciously |

**TEACH** A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe in assemblies.”

B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”

C. Definition of GIFFEN CHARACTER for assemblies: See above matrix for expectations.

1. Show the Teaching Poster of Expectations and walk through the expectations.

2. Discuss the detail of the expectations with students.

**MODEL** A. **Adult/Teacher** demonstrate examples of not following expectations.

1. Respectful – Show example of not using polite and kind words, not using a speaking voice (i.e. "I don't have to be quiet"), not entering and exiting quietly. Talk with students about how else a person might not be following the Respectful expectation during assemblies..

2. Responsible - Show example of not listening to directions and not accepting consequences graciously. Talk with students about how else a person might not be following the Responsible expectation during an assembly.

3. Safe - Show example of not keeping hands, feet, and objects to self and not staying seated. Talk with students about how else a person might not be following the Safe expectation during an assembly.

B. Choose a couple of students to “show” examples of following the expectations.

1. Respectful – Show example of using polite and kind words, using a speaking voice, raising hand.

2. Responsible - Show example of following directions and accepting consequences.

3. Safe - Show example of keeping hands, feet, and objects to self, staying seated. Talk with students about how else a person might not be following the Safe expectation during assemblies.

C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like during assemblies.”

**PRACTICE** A. Students enter the assembly and follow the expectations all of the way through, with an adult monitoring.

B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior during an assembly?”

**AREA:** PLAYGROUND

**TIME ALLOTTED:** 15-20 minutes (repeated several times)

**MATERIALS:** Adult – Teaching Poster of Playground Expectations

**GIFFEN CHARACTER**

|  |  |  |
| --- | --- | --- |
| **BE SAFE** | **BE RESPECTFUL** | **BE RESPONSIBLE** |
| \*Keep hands, feet and objects to yourself  \*Move carefully  \*Play safely  \*Stay in designated area  \*Line up when called  \*Use playground equipment appropriately | \*Use encouraging, polite and kind words  \*Include others  \*Share  \*Take turns  \*Help others  \*Be a good sport | \*Follow directions  \*Accept consequences graciously  \*Report any incidents to an adult  \*Take care of and return playground toys |

**TEACH** A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe on the playground.”

B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”

C. Definition of GIFFEN CHARACTER for the playground: See above matrix for expectations.

1. Show the Teaching Poster of Expectations and walk through the expectations.

2. Discuss the detail of the expectations with students.

**MODEL** A. **Adult/Teacher** demonstrate examples of not following expectations.

1. Respectful – Show example of not using polite and kind words, not using a speaking voice (i.e. "shut-up, it's my turn on the slide"), not being a good sport, not sharing. Talk with students about how else a person might not be following the Respectful expectation on the playground.

2. Responsible - Show example of not listening to directions and not accepting consequences graciously. Talk with students about how else a person might not be following the Responsible expectation on the playground..

3. Safe - Show example of not keeping hands, feet, and objects to self and not playing safely, not using equipment appropriately. Talk with students about how else a person might not be following the Safe expectation on the playground.

B. Choose a couple of students to “show” examples of following the expectations.

1. Respectful – Show example of using polite and kind words, including others, sharing.

2. Responsible - Show example of following directions and accepting consequences.

3. Safe - Show example of keeping hands, feet, and objects to self, playing safely, line up when called. Talk with students about how else a person might not be following the Safe expectation on the playground.

C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like on the playground.”

**PRACTICE** A. Students enter the playground and follow the expectations all of the way through, with an adult monitoring.

B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior on the playground?”

**AREA:** BUSES

**TIME ALLOTTED:** 15-20 minutes (repeated several times)

**MATERIALS:** Adult – Teaching Poster of Bus Expectations

**GIFFEN CHARACTER**

|  |  |  |
| --- | --- | --- |
| **BE SAFE** | **BE RESPECTFUL** | **BE RESPONSIBLE** |
| \*Stay seated  \*Face forward  \*Keep hands, feet and objects to yourself | \*Use encouraging, polite and kind words  \*Listen to the driver  \*Speaking voices  \*Respect property | \*Keep the bus clean  \*Follow the rules of the bus  \*Keep track of your belongings  \*Report any incidents to an adult |

**TEACH** A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe on the buses.”

B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”

C. Definition of GIFFEN CHARACTER for the buses: See above matrix for expectations.

1. Show the Teaching Poster of Expectations and walk through the expectations.

2. Discuss the detail of the expectations with students.

**MODEL** A. **Adult/Teacher** demonstrate examples of not following expectations.

1. Respectful – Show example of not using polite and kind words, not using a speaking voice (i.e. "shut-up, it's my turn on the slide"), not listening to the driver, not respecting property. Talk with students about how else a person might not be following the Respectful expectation on the buses.

2. Responsible - Show example of not keeping the bus clean, not following the rules. Talk with students about how else a person might not be following the Responsible expectation on the buses.

3. Safe - Show example of not staying seated, not facing forward, not keeping hands/feet to self. Talk with students about how else a person might not be following the Safe expectation on the buses.

B. Choose a couple of students to “show” examples of following the expectations.

1. Respectful – Show example of using polite and kind words, listening to the driver, respecting property.

2. Responsible - Show example of keeping bus clean, following the rules.

3. Safe - Show example of keeping hands, feet, and objects to self, staying seated, facing forward, line up when called. Talk with students about how else a person might not be following the Safe expectation on the buses.

C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like on the buses.”

**PRACTICE** A. Students enter the bus and follow the expectations all of the way through, with an adult monitoring.

B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior on the buses?”