



Andersen Junior High School

2024 - 2025 Positive Behavior Intervention Support (PBIS) Handbook

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A General Overview

School-wide PBIS is a research-based framework that has been proven to improve school climate, reduce problem behavior, and increase academic instructional time in schools (for additional information go to www.pbis.org). Two primary areas of emphasis in PBIS are prevention and instruction of social behavior. PBIS is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, all students are more likely to meet those expectations.

Features of School-Wide Positive Behavior Plan

- Increases instructional time
- Increases academic achievement
- Builds better relationship with students
- Reduces classroom disruptions
- Reduces office referrals
- Reduces student time out of classrooms
- Improves school culture/community/safety
- Provides consistency campus wide

Andersen Junior High School has developed school-wide procedures to accomplish the following:

1. **Define Behavior Expectations.** A small number of clearly defined behavioral expectations are defined in positive, simple, rules. The three core expectations are ***Be Respectful, Be Responsible, and Be Safe***. These expectations are defined across school settings in the expectations matrix included in this handbook.
2. **Teach Behavior Expectations.** The behavioral expectations and school procedures are taught to all students, and are taught in real contexts. Behavioral expectations are taught using the same teaching formats applied to academic instruction. When teaching, behavioral expectations are linked to: Be Respectful, Be Responsible, and Be Safe. The rationale for the rules and behavioral expectations are presented for each setting; then staff demonstrates examples of what the expected behavior looks like in the setting. Teachers will use common scenarios in the setting to demonstrate the expected behavior, but may also demonstrate 1 or 2 examples of the ‘wrong way’ to do it – it is also important for students to learn what is not acceptable behavior, but there should be more focus on the desired behavior. Next, students are given the opportunity to practice the “right way” until they demonstrate fluent performance. Lesson plans for each setting are included in this handbook.

3. **Acknowledge Appropriate Behaviors.** Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. Giving regular positive feedback when students use behaviors they have been taught is a critical step to teaching and maintaining desired behavior. AJHS has developed an acknowledgment system to encourage regular recognition of desired behavior in the school. Positive or negative environments for students and staff are the result of the accumulation of individual positive or negative interactions. Research suggests that a 5:1 positive to negative ratio fosters the most positive and productive school environments. Positive interactions can occur in many meaningful ways (thumbs up, smile, verbal praise), but the goal of an acknowledgment system is to provide a regular reminder to staff throughout our busy days to catch kids doing the right thing. As a school we will strive to achieve and maintain a 5:1 ratio for all students.

Through the PBIS Rewards program, Jag Bucks will be given by individual staff members to recognize students or colleagues for engaging in positive behavior. Staff members can award bucks to students across all school settings, whether they teach the student or not. When giving out bucks, we should always clearly identify the specific positive behavior the student is being recognized for and match it with one of the school's expectations "Be Respectful, Be Responsible and Be Safe". Instructions on the procedure to use in rewarding PBIS bucks are described in more detail later in the handbook. Additionally, school-wide drawings will occur frequently students per grade level for their positive behavior.

Defining and Teaching Behavioral Expectations

Students respond to clear, consistent expectations and predictable adult responses to behavior. In order to establish a positive, predictable school environment it is important to clearly define behavioral expectations, establish agreement across staff, and actively teach those expectations from the beginning of the year to all students in the school. All staff should participate in the instruction of behavioral expectations during the first week of school and throughout the school year to create a consistent, united front. The program is used to identify important behavioral expectations across school settings.

The Matrix is used to guide lesson planning and teaching of prioritized behavioral expectations across settings. In PBIS, instruction of social behavior is viewed in much the same way as academic instruction. The same principles of effective academic instruction apply for teaching social behavior. In the same way that we shouldn't punish kids if they can't do math problems, we should not punish students for not knowing the behavioral expectations or routines... instead we must teach them. It is our responsibility to prepare our program to be successful socially by teaching behavioral expectations and school routines from the beginning of the school year, followed by periodic review throughout the year. We also understand that effective instruction of social behavior should:

- a) Occur in the natural setting, for example we should teach expectations and routines for lunch, passing periods and after-school activities behavior on campus, not in the classroom.
- b) Focus on what to do instead of what not to do, for example teach how to keep hands and feet to self, instead of what not to do.
- c) Physically demonstrate or model the expected behavior, not simply talk about it
- d) Give students the opportunity to actively practice the expected behavior in the real setting with feedback
- e) Link expected behavior to the School-wide rules

Acknowledgement System

On a daily basis, a student can earn PBIS Jag Bucks when they are caught being respectful, responsible, and/or safe by a staff member (see matrix for examples). PBIS points are intended to serve as a reminder to staff to catch kids doing the right thing, in pursuit of a 5 to 1 positive to negative ratio at Andersen Junior High School. All students should receive PBIS points when they engage in positive behavior... we do not want to exclude those students who are always engaging in appropriate behavior or those students who are more at-risk for challenging behavior. All students deserve and need to be recognized for positive behavior, and all students engage in positive behavior.

All staff members, volunteers and substitute teachers should have the opportunity to hand out PBIS bucks whether they teach that particular student or not and can be given out across all school settings. This is a school-wide effort to increase recognition of positive student behavior. Recognition of positive behavior is an important step in teaching students appropriate social behavior.

How does the process work?

1. A staff member observes a student displaying one of the behaviors outlined on the expectations matrix or another positive behavior in school.
2. The staff member gives the Jag Buck to the student while complimenting the student. **Bucks should always be accompanied with a verbal explanation to the student identifying which school-wide expectation was being followed**, and the specific behavior they are being recognized for. For example, "Wow, thank you for being **RESPECTFUL** by stopping to **help pick up Jenni's books**. That was very **Respectful**, you've earned a PBIS buck." (...you were being very respectful when you...) and identifying the specific behavior that earned the Jag Buck.
3. Teachers have the option of giving the entire class Jag Bucks for positive behavior.
4. School-wide drawings will occur every week. Quarterly celebrations will recognize students for their positive behavior. An end of the year PBIS Assembly with prizes will be the culminating event that recognizes positive behavior

Correction System – Responding to Problem Behavior

We only earn the right to use consequences for problem behavior after explicitly teaching and reinforcing the behavior we expect. Despite our best attempts to set students up for success in a positive environment that prevents problem behavior, kids will still occasionally engage in problem behavior – they are kids! When responding to problem behavior at AJHS, we will be guided by the following principles:

1. We will respond to problem behavior only in ways that maintain the safety, well-being and dignity of the child.
2. A primary focus of responses for problem behavior is the instruction of the expected behavior.
3. Our primary goal in responding to problem behavior is to minimize the loss of instructional time for that student and all other students in the setting.

Primary goals in responding to problem behavior are to identify minor problem behavior early and quickly and calmly redirect the student back to the task at hand. If the student does not respond to initial redirects, pre-planned consequences may be required.

Level 1: Redirect

Staff are encouraged to deal with minor problem behavior in the classroom. The response to many behaviors will be a simple redirection and return to instruction (e.g. redirect to task, a calm response to engage in the expected behavior, or recognizing a neighboring peer for the expected behavior).

Level 2: Redirect/Private Conference

- A. Pull the student aside quietly. (Example questioning ;“What are you doing? What are you supposed to be doing?”)
- B. Explain the expectation that needs reinforcement. “It wasn’t (respectful, responsible,and/or safe) when you _____.”
- C. Ask the student to review the expected behavior. “What will you do differently to be (respectful, responsible, and/or safe)?”
- D. Give the student immediate positive feedback. “Thank you, that WILL be respectful, responsible, and/or safe.”

Level 3: Reset/Behavior Reflection

- A. Call for push-in support (x5331)
- B. Teacher and student complete correct forms
 - a. Teacher - Behavior Support Form
 - b. Student - Student Reflection Form (Student completes at designated area in class)
- C. Call home and document in AJHS family contact log within 24 hours.

AJHS STUDENT BEHAVIOR EXPECTATION

	CLASSROOM	HALLWAYS	COMMON AREAS	BATHROOMS	EVENTS / ASSEMBLIES	ONLINE
BE RESPECTFUL	Respect others' ideas and communicate respectfully. Use appropriate and respectful language. Respect others' learning and be mindful of behaviors that can distract others. Assist in maintaining a clean and safe classroom.	Use appropriate language. Respect others' personal space. Assist others you see that need help.	Use appropriate language and volume level. Show sportsmanship. Include all students in activities.	Use appropriate language and volume level. Give students privacy at all times. Respect all school property.	Use appropriate language. Be responsive to directions given. Be positive and respectful towards all. Cheer on everyone participating. Wear school colors and/or participate in school wide spirit days.	Be positive and respectful towards all. Use appropriate language and only communicate appropriate information when using any device. Use positive messages towards others and refrain from the use of inappropriate or offensive language and images.
BE RESPONSIBLE	Be where you are expected to be. Use appropriate and respectful language. Place and leave cell phones and all personal electronics in your backpack unless directed by the teacher. Come prepared to class (charge computer prior to coming to school).	Only use phones in hallways during passing periods. Keep hallways clear of trash and throw away trash into trash cans. Eat and drink food only on the Jag Pad and clean up after yourself.	Throw away trash after eating and throw away other trash you see.	Use appropriate restrooms for where you are on campus in a timely manner. Leave cellphones in your backpack, do not use them in the bathroom. Do not make messes and clean up after yourself. Report safety concerns or broken items to an adult.	Remain on campus or at events until picked up. Respond to quiet signals at assemblies (raised hand). Notify your family of the correct time to be picked up from extra curricular activities.	Participate and be on task during online instruction. Display appropriate digital citizenship characteristics. Use social media to promote a positive image of AJHS and all students. Use computers only for school purposes and only go to approved websites by the teacher.
BE SAFE	Keep hands, feet, and personal items to yourself. Walk in classrooms at all times. Do not eat or drink (water is ok) in class. Refrain from throwing any objects on campus.	Walk with purpose between classes. Be aware and alert. Keep hands, feet, and personal items to yourself.	Walk in hallways and cafeteria, run only on green areas. Sit at tables appropriately, do not sit on top. Keep hands, feet, and personal items to yourself.	Keep hands, feet, and personal items to yourself. Eat and hang out with friends outside of the bathroom.	Keep hands, feet, and personal items to yourself. Walk unless directed and use appropriate walkways and stairs in the bleachers.	Display appropriate digital citizenship characteristics. Protect your passwords and do not allow others access to your accounts or to use your device(s).

AJHS PBIS

Minor vs. Major Incident Guidelines

Minor-Staff Managed Behaviors : Failure to follow school or classroom rules and expectations.

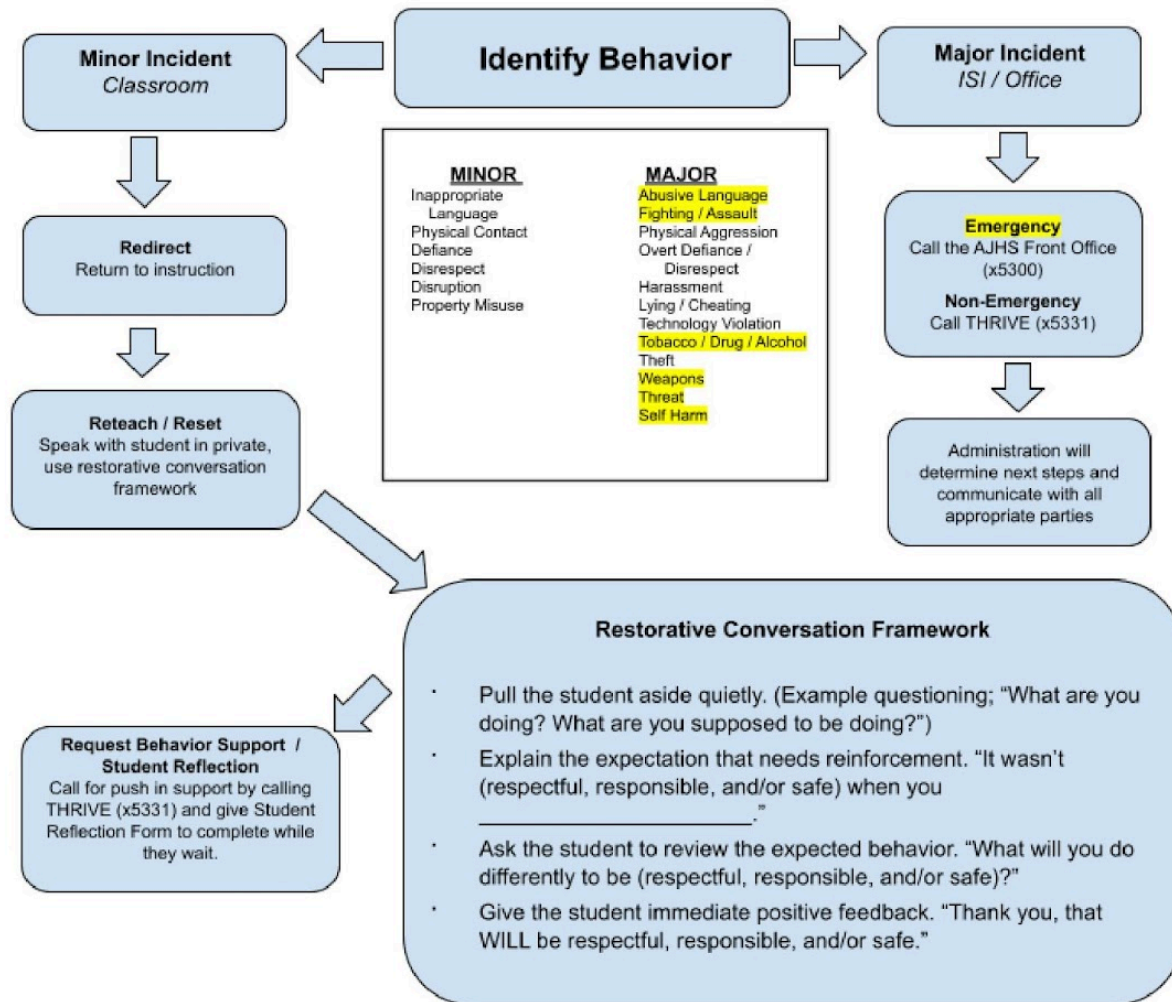
Major-Administration Managed Behaviors : Serious misbehavior that endangers the safety or well-being of students/staff, or makes normal classroom activities difficult or impossible.

Behavior	Definition	Minor Classroom → Push In	Major Contact Push In EMERGENCY - Contact Office
Inappropriate Language Abusive Language Harassment	Verbal messages that include swearing, name calling or use of words in an inappropriate way.	<ul style="list-style-type: none"> ● Name calling ● Profanity ● Negative talk 	<ul style="list-style-type: none"> ● Profanity toward authority ● Offensive and/or harassing language towards anyone ● Verbal provocation ● Sexual harassment
Physical Contact Physical Aggression	Tussles, minor confrontations, pushing, shoving, and other physical altercation	<ul style="list-style-type: none"> ● Poking ● Tripping ● Bumping into another person or student ● Pushing ● Unsafe / rough play ● Throwing item(s) ● PDA 	<ul style="list-style-type: none"> ● Spitting ● Fighting ● Biting ● Aggressive physical contact ● Throwing with intent to hurt or disrupt
Defiance Disrespect Lying Cheating	Refusing to comply with a reasonable request of school officials, including refusal to follow directions, talking back, or showing disrespect	<ul style="list-style-type: none"> ● Refusal to do work ● Making faces / rolling eyes ● Disrespectful tone and/or body language ● Arguing ● Cheating / Lying ● Disrespectful comments 	<ul style="list-style-type: none"> ● Blatant defiance ● Inappropriate gestures and/or drawings ● Cheating (state assessments)

Disruption	Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.	<ul style="list-style-type: none"> ● Making noises / off topic conversation ● Out of seat ● Cell phone / electronic device violation ● Throwing item(s) 	<ul style="list-style-type: none"> ● Blatant disruptive behavior where teacher cannot teach and students cannot learn ● Throwing with intent to hurt or disrupt ● Refusal to give up cell phone / electronic device
Property Misuse Theft	Inappropriate use of materials; Willful destruction or defacement of personal or school property.	<ul style="list-style-type: none"> ● Inappropriate of materials ● Writing on desk/walls/property ● Taking other people's belongings 	<ul style="list-style-type: none"> ● Vandalism (breakage) ● Permanent damage to property ● Stealing other people's belongings ● Taking items from a teacher's desk
Technology Violation	Violation of school technology agreement related to both personal and school devices	<ul style="list-style-type: none"> ● Unapproved cell phone / electronic device usage ● Inappropriate use of technology (off task internet behavior) 	<ul style="list-style-type: none"> ● Unsafe or harrassing use of technology (directly or indirectly)
<u>Emergency</u> Fight Assault Vaping Alcohol Weapons Threat	A time of intense difficulty, trouble, or danger.		<ul style="list-style-type: none"> ● Weapon or simulated weapon ● Alcohol / Drug / Tobacco ● Leaving campus or running from staff ● Self harm ● Threat ● Fight / Assault

ANDERSEN JUNIOR HIGH SCHOOL

Behavior Flow Chart



Teaching Behavior Expectations: Schedule of Events Worksheet for 2024-2025

What?	How will this be done?	Who will do it?	When?
Staff Kick Off/Overview	Staff Training	PBIS Team	First Week Staff Reports Back (annually)
Family Kick Off/Overview	Brochure/Video	PBIS Team	Open House
Student Kick Off/Overview of Expectations	Video/Discussion	Flex Period Teachers	First Week of School
School Wide	PBIS Lesson Plan	Flex Period Teachers	
Restroom	PBIS Lesson Plan	Flex Period Teachers	
Cafeteria	PBIS Lesson Plan	Flex Period Teachers	
Outside/Playground	PBIS Lesson Plan	Flex Period Teachers	
Voice Level	PBIS Lesson Plan	Flex Period Teachers	
Hallway	PBIS Lesson Plan	Flex Period Teachers	
Office	PBIS Lesson Plan	Flex Period Teachers	
Arrival/Departure	PBIS Lesson Plan	Flex Period Teachers	
Library	PBIS Lesson Plan	Flex Period Teachers	
Assemblies	PBIS Lesson Plan	Staff/Teachers	
Locker Room	PBIS Lesson Plan	PE Teachers	
Classroom	Lesson Plan	Flex Period Teachers	
Quarterly Celebrations	Pep Assembly	PBIS Team	
Bi-Weekly Celebrations	PBIS/Lunches	PBIS Team	Per Month/Annually
End of Year Celebration	Assembly	Admin/ Stuco/ NJHS/ PBIS Team	Last week of school (annually)

Andersen Junior High School

PBIS Lesson Plan 1

School-Wide Expectations

Be Respectful

Be Responsible

Be Safe

Introduce/Teach and Inform

A. Objective: I can demonstrate the school-wide expectations at AJHS

B. “Today I will introduce you to PBIS at Andersen Junior High School. There are three expectations we will learn about and grow to know. First is, Be Respectful. Second is, Be Responsible. Third is, Be Safe.”

C. Hand out copies or display School-Wide Matrix.

Setting	Be Respectful	Be Responsible	Be Safe
School-Wide	<ul style="list-style-type: none"> -Respond quickly to and follow adult/staff directions -Use appropriate language and actions -Respect personal, school & others' property -Be kind 	<ul style="list-style-type: none"> -Follow and maintain dress code -Be where you are supposed to be, prepared, and on time -Keep all electronics turned off & stored in backpack -Be accountable for your actions -Use appropriate voice level (0-4) 	<ul style="list-style-type: none"> -Keep your hands, feet and objects to yourself -Walk at all times -Report any unsafe/inappropriate behavior

D. Discussion. “What does it mean to be respectful? (call on student answers) What does it mean to be responsible? (call on student answers) What does it mean to be safe? (call on student answers)

Activity

- E. Students brainstorm (as a whole or small group) ideas of what the expectations look and sound like. (See chart below for example)
- F. Teacher writes examples on a blank chart on the board, or individual students/groups of students can make their own chart/s.
- G. Teacher highlights and discusses examples of behaviors AJHS staff will be looking for at all times during the school day.

Example Chart	
Looks Like	Sounds Like
Students picking up after themselves in the cafeteria, the hallway, the restroom, the classroom, etc.	Students using appropriate language, actions, and voice level.
Students keeping their hands, feet, and objects to themselves.	Students speaking courteously to others.
Students appropriately responding to directions.	
Students walking at all times.	

Additional/Booster Activities/Lessons

Additional activities:

1. List school wide expectations and have students explain why each is important.
2. Draw a picture, with a caption, of one or more expectations.
3. Write a skit for one or more expectations.
4. Have four or five students model appropriate expectations while the others provide positive feedback.
5. Kahoot: [Insert Link](#)

Monitoring and Feedback

1. Remind students about expectations.

Praise and give PBIS points to students who are following expectations.

If a student's behavior is other than expected, staff should:

- E. REDIRECT: Staff are encouraged to deal with minor problem behavior in the classroom. The response to many behaviors will be a simple redirection and return to instruction (e.g. redirect to task, a calm response to engage in the expected behavior, or recognizing a neighboring peer for the expected behavior).

- F. REDIRECT/PRIVATE CONFERENCE:

- a. Pull the student aside quietly. (Example questioning ;“What are you doing? What are you supposed to be doing?”)
- b. Explain the expectation that needs reinforcement. “It wasn’t (respectful, responsible, and/or safe) when you _____.”
- c. Ask the student to review the expected behavior. “What will you do differently to be (respectful, responsible, and/or safe)?”
- d. Give the student immediate positive feedback. “Thank you, that WILL be respectful, responsible, and/or safe.”

- G. RESET/BEHAVIOR REFLECTION

Reward System: Jag Bucks

Andersen Junior High School

PBIS Restroom Expectations Lesson Plan

Restroom Expectations

Setting	Be Respectful	Be Responsible	Be Safe
Restroom	-Give others privacy -Be mindful of others' space -Keep area clean	-If in class, get a pass -Sign in and out -Go, flush, wash, throw away garbage, leave promptly -Keep electronics in classroom or stored in backpack -Voice level 0 -1	-Use good hygiene -Keep hands, feet and objects to yourself -Report any graffiti, vandalism, or damage to a staff member

Introduce/Teach and Inform

- A. Objective: I know the expectations for restrooms and can demonstrate examples of both appropriate and inappropriate behavior.
- B. Give each student an entrance ticket (attached) as they enter the room. After allowing time for the students to read (and chuckle) and check the appropriate choices, lead a discussion about why appropriate behavior is important in the restroom.
- C. "Today we are going to talk about how to be respectful, responsible, and safe in the restrooms at the AJHS."
- D. Show the matrix and walk through the expectations listed above. Give each student a copy of the Restroom Expectations (attached), or cast on screen so all students can see, or both.
- E. Discuss the details of the expectations with students and answer questions. (During discussions, make sure the non-negotiables are covered)

F. NEW VIDEO LINK HERE

Non-negotiables:

USE CORRECT RESTROOM (7th and 8th grade hallways and lunch)

singing/screaming

loitering

using restroom to actually use your phone

horseplay/hitting and pushing each other

throwing trash on floor instead of trash can

wasting soap/paper towels

looking over/under stalls

Activity

A. Make the following table on your board:

Appropriate Restroom Behavior	Not Appropriate Restroom Behavior

B. Give each student one of the cards you have cut apart (attached). Each student will then get to read their card aloud and place it in the appropriate column. Continue to have class discussion as the cards are placed.

Closure/Assessment

- A. Discussion: "Tell me what Respectful, Responsible and Safe look, feel, or sound like in the restroom."
- B. Demonstrate: Have all students line up outside the restroom, and two at a time come into the restroom to show they can follow the restroom expectations with an adult monitoring. Teachers provide immediate feedback and praise (4:1).
- C. Debrief: "Are there any questions you have about being Respectful, Responsible and Safe in the restroom?"

Restroom Expectations

Setting	Be Respectful	Be Responsible	Be Safe
Restroom	-Be mindful of others space -Give others' privacy -Keep area clean	-If in class, get a pass -Go, flush, wash, throw away garbage, leave promptly -Keep electronics turned off and put away -Voice level 0 -1	-Keep hands, feet and objects to yourself -Use good hygiene -Report any graffiti, vandalism, or damage to a staff member

Restroom Expectations

Setting	Be Respectful	Be Responsible	Be Safe
Restroom	-Be mindful of others space -Give others' privacy -Keep area clean	-If in class, get a pass -Go, flush, wash, throw away garbage, leave promptly -Keep electronics turned off and put away -Voice level 0 -1	-Keep hands, feet and objects to yourself -Use good hygiene -Report any graffiti, vandalism, or damage to a staff member

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Entrance Ticket

Name _____

Put a check in front of each response that you would choose to complete the sentence below.

When I enter a restroom at AJHS, I want _____.

- _____ other people to give me privacy.
- _____ to read ugly things about people on the restroom stall.
- _____ the toilet to be flushed when I go into a stall.
- _____ there to be paper towels for me to use to dry my hands.
- _____ people to cut in front of me if there is a line waiting to use the restroom.
- _____ it to be clean.
- _____ to see paper towels all over the restroom floor.
- _____ to just “hang out with my friends”.
- _____ it to feel safe.
- _____ people to look over or under the stall door.

Entrance Ticket

Name _____

Put a check in front of each response that you would choose to complete the sentence below.

When I enter a restroom at AJHS, I want _____.

- _____ other people to give me privacy.
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- _____ there to be paper towels for me to use to dry my hands.
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- _____ it to be clean.
- _____ to see paper towels all over the restroom floor.
- _____ to just “hang out with my friends”.
- _____ it to feel safe.
- _____ people to look over or under the stall door.

Flush the toilet.	Put any trash in the proper trash receptacle.	Tell a staff member if there are no paper towels or toilet paper in the restroom.	Use the appropriate amount of soap.
Wash your hands before leaving the restroom.	Have a pass in your possession to show you have permission to be out of class.	Close and lock the stall door while you are using the restroom.	Use appropriate voice levels in the restroom.
Hangout in the restroom with your friends.	Leave the water running in the sink.	Tell a staff member if you notice something written on the walls.	Leave the restroom without washing your hands.
Stand on the toilet and look over the stall into another stall.	Take pictures with your phone while in the restroom.	Leave the restroom stall without flushing the toilet.	Ask the teacher to go to the restroom just because you are bored.
Ask to go to the restroom because you REALLY need to go.	Stay in the restroom for a long period of time playing games on your phone.	Write or scratch something ugly about someone on the restroom stall.	Clog the sink up with paper towels.

Use an appropriate amount of toilet paper.	Tell a staff member if the toilet is clogged.	Tell a staff member if the bathroom needs to be cleaned.	Sing very loudly while using the restroom.
Throw your pass on the floor while you use the restroom.	Make sure you turn the water off after you wash your hands.	After drying your hands, throw the paper towel in the trash can...it didn't go in.	Be very efficient and don't waste time in the restroom.
Write something with a marker on the bathroom mirror.	Report to a staff member any unsafe or inappropriate activity you see in the restroom.	Wait your turn if there is a line in the restroom.	Cut in front of the people waiting in line for the restroom.
Splash water from the sink on people as they come into the restroom.	Make sure you are respecting people's privacy while in the restroom.	If you find a lost item in the bathroom, turn it into the office.	Cut class by sitting on the toilet with your feet up.

Andersen Junior High School

PBIS Cafeteria Expectations Lesson Plan

Cafeteria Expectations

Setting	Be Respectful	Be Responsible	Be Safe
Cafeteria		-Have ID out and ready	-Walk at all times
	-Respond quickly to and follow adult/staff directions	-Clean up your area before you leave (table and floor)	-Wait patiently in a single file line
	-Use good manners	-Remain seated until dismissed	-Keep hands, feet and objects to yourself
	-Take what you need, use what you take	-Voice level = 2 (and to those around you)	

Step 1: Introduce Cafeteria Expectations

- A. Objective: Students will follow cafeteria expectations.
- B. As students come in they will answer a question posted on the board or screen- What area of the school is visited by every single student sometimes twice a day? (answer: cafeteria) What is the purpose of the cafeteria? (answers will vary: class discussion)
- C. Show a video clip of the cafeteria without expectations and the potential problems it presents. Insert video link here
- D. Today we are going to discuss the cafeteria expectations at AJHS.
(Provide students with the expectations listed above from the PBIS Matrix. Also Cast on screen so all students can see.)

Students must enter the cafeteria using the doors by Jag Pad.

Students must exit the cafeteria by using the doors by Jag Pad.

Students must go directly to class after lunch. Restrooms and water are available at lunch and recess.

Step 2: Teach and Inform

- A. Make the following table on your board. Leave it blank so students can complete.

Appropriate Cafeteria Behavior	Not Appropriate Cafeteria Behavior
Eating at quietly Eat your own food Clean up after yourself Be polite	Leaving trash Moving seats Stealing others food Throwing food Being rude Not using ID

- B. After brainstorming and creating the above chart, students will be put in small groups and will use the chart to create skits reenacting specific behaviors they have identified in the chart.

Step 3: Model and Practice

- A. Teacher provides practice of the cafeteria expectations.
 - 1. Students will create a skits based on cafeteria behaviors(in the cafeteria if possible)
 - 2. Students will act out the skit with teachers/peers providing feedback using their drama maps where students identified both do's and don'ts of cafeteria skits.

Step 4: Activities/Assessment

- A. Discussion: "Provide an example from one of the characters in the skit who was following the Cafeteria expectations."
- B. Practice: Have all students complete a drama map identifying the setting and the do's and don'ts of the cafeteria from the skits.
- C. Debrief: Discussion about the importance of cafeteria expectations and compare them to expectations at home.
- D. Extension: Students brainstorm ways students can store/access ID's

Step 5: Monitoring and Feedback

- A. Remind students about expectations.
- B. Praise students who are following expectations.
- C. If a student's behavior is other than expected, staff should:

Monitoring and Feedback

Remind students about expectations.

Praise and give jag bucks to students who are following expectations.

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- 1. REDIRECT: Staff are encouraged to deal with minor problem behavior in the classroom. The response to many behaviors will be a simple redirection and return to instruction (e.g. redirect to task, a calm response to engage in the expected behavior, or recognizing a neighboring peer for the expected behavior).
- 2. REDIRECT/PRIVATE CONFERENCE:

- a. Pull the student aside quietly. (Example questioning ;“What are you doing? What are you supposed to be doing?”)
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- d. Give the student immediate positive feedback. “Thank you, that WILL be respectful, responsible, and/or safe.”

3. RESET/BEHAVIOR REFLECTION

Reward System: Jag Bucks

Non-negotiables:

visiting with others at different tables
shouting across the cafeteria
shouting across the cafeteria
not picking up after themselves
mixing food
pushing and shoving in line
cutting in line
being rude to the cafeteria staff
pick up trash/food underneath tables
limit number of students going to restrooms
use restrooms by cafeteria only

Andersen Junior High School PBIS Playground/Outside Expectations Lesson Plan

Playground/Outside Expectations

Setting	Be Respectful	Be Responsible	Be Safe
Jag Pad/ Outside	<ul style="list-style-type: none"> -Respond quickly to and follow staff directions -Respect nature, outdoor school equipment and others' property -Use appropriate language & actions 	<ul style="list-style-type: none"> -Enter and Exit properly - Keep electronics turned off & stored in backpack -Be responsible for your own property -Voice level = 2-3 	<ul style="list-style-type: none"> -Stay in designated areas -Food and drinks in cafeteria only -Keep hands, feet and objects to yourself -Immediately report any unsafe/inappropriate behavior to staff

Introduce/Teach and inform

- A. Objective: I know the expectation for Jag Pad/Outside expectations.
- B. Today we are going to discuss how we are respectful, responsible, and safe on the Jag Pad at AJHS. (Review the expectations listed above. Cast on screen so all students can see.)
- C. Cast the matrix on the board, or give a copy that is attached. Students brainstorm (as a whole or small group) examples and non-examples of what the Jag Pad expectations look like and sound like. Teacher or students fill in chart (chart can be written individually, or as a class on the white board, chart paper, google doc)
- D. Discuss the details of the expectations with students and answer questions, (During discussion, make sure the non-negotiables are covered)

Student Non-negotiables:

horseplay/constant touching
 Groups to hide phones/pda/etc
 Inappropriate language
 ignore/disrespectful when behavior is corrected
 stealing/hiding each others backpacks
 sitting/standing on tables
 No playing instruments/music/speakers
 Be aware of your surroundings
 Games- not too rough

Line up in single file line in designated area to enter cafeteria
 Enter with your lunch line
 Find security to use sports equipment from school only
 Respect nature and let it live
 Display good sportsmanship
 Put litter in trash can

Example of chart that students/teacher brainstorm

Examples (looks like & sounds like)	Non-examples (looks like & sounds like)
Students playing soccer on the Jag Pad	Students screaming
Students sitting at the picnic tables laughing and talking with friends	Students throwing items
etc.	Students using inappropriate language
	etc.

Closure/Assessment

A Discussion: “Tell me what Respectful, Responsible and Safe look, feel or sound like on the Jag Pad.”

B Demonstrate: Take students to the Jag Pad and show them the areas that were discussed in the activity (If there were any left out you will need to cover that also.) If you have time you could allow a few groups of students to act out the do’s and don’ts of each area.

C Debrief: “Are there any questions you have about being Respectful, Responsible and Safe on the Jag Pad/Outside?”

Additional/Booster Activities/Lessons

- A. Students will break into groups and complete posters that illustrate a desired outside behavior and also an undesired behavior with clear labels. This can be done using printing paper or larger poster size paper (if available). Each group will present the poster to the class and explain what area or behavior they were representing (areas : basketball court, volleyball court, soccer fields, picnic tables, grass area etc..) See (non-negotiables below for undesired behaviors.)
- B. Take students outside. Call out different activities and have students go to the location where it is appropriate for these activities to take place (bouncing a basketball, throwing a football, hitting a volleyball, having conversations with friends, etc.)

Examples (looks like & sounds like)	Non-examples (looks like & sounds like)

Andersen Junior High School

PBIS Voice Level Expectations Lesson Plan

Voice Level

Introduce/Teach and Inform

Objective: I know the different voice levels and can properly use them at AJHS.

“We all have to communicate with each other at school. Sometimes we need to use a different voice level depending on where we are or what we are doing. Using the expected volume shows others that we are being respectful, responsible, and safe.”

A “0 voice” is when your voice is off and you are silent.

A “1 voice” is a whisper voice.

A “2 voice” is a regular voice used for conversation.

A “3 voice” is an outdoor voice.

A “4 voice” is for emergencies ONLY.

Check for understanding

- a. “I’m going to model each voice level and I’d like you to show me what voice level it is by holding up the amount of fingers that correspond to the answers.” Model each voice level and have students hold fingers up to show what voice level is being used. Make sure to tell the class that you cannot model a voice level of 4 because “I can’t use that voice level because it is not an emergency.”

Activity

Students brainstorm (small groups) ideas of when/where the different voice levels would be used. Provide chart paper to each group. (Have each student write with a different color of marker to ensure all members are contributing to their poster/chart.)

Students present their poster/chart.

Teacher discusses examples of voice level that AJHS staff will be looking for at all times during the school day.

Refer to the chart below:

Voice Levels	When/Where
0	Tests, quizzes, teacher directions (direct instruction), independent reading, presentations by others
1	Working in small groups, independent work, hallway (during class), restrooms, library
2	Conversations, hallway (transitions between classes), group work, cafeteria
3	Outside, Pep Assemblies - when appropriate
4	Emergencies ONLY

Closure/Assessment

A. Discussion:

- a. "Tell me a place where you would use a voice level of 0, 1, 2, 3, 4."
- b. "Why do we have different voice levels at AJHS?"
- c. "How can the correct use of voice levels show Respect, Responsibility, and Safety?"
- d. "Why do we never model a voice level of 4?"

B. Demonstrate:

- a. Call on a student and have them tell you something (ex. favorite sport, movie, etc.)
The student needs to respond in a voice level that matches the number of fingers you are holding up. If you hold up 4 fingers, the correct response is "I can't use that voice level because it is not an emergency."

C. Debrief: "Are there any questions you have about the voice levels at AJHS?"

Additional/Booster Lessons:

Posters
Modeling
Skits

A “0 voice” is when your voice is off and you are silent.

A “1 voice” is a whisper voice.

A “2 voice” is a regular voice used for conversation.

A “3 voice” is an outdoor voice.

A “4 voice” is for emergencies **ONLY**.

Andersen Junior High School

PBIS Hallway Expectations Lesson Plan

Hallway Expectations

Setting	Be Respectful	Be Responsible	Be Safe
Hallway	-Respond quickly to and follow adult/staff directions -Use appropriate language and actions	-Go directly to and from your destination -If in class, get a pass -Voice level 0-1(entering and during class), 2(during passing)	-Walk at all times on the right -Keep hands, feet and objects to yourself -Be aware of your surroundings

Introduce/Teach and Inform

- A. Objective: I know the expectations for hallways and can demonstrate examples of both appropriate and inappropriate behavior.
- B. "Today we are going to talk about how to be respectful, responsible, and safe in the hallways at SLJHS."
- C. Show the matrix and walk through the expectations listed above. Give each student a copy of the Hallway Expectations (attached) , or cast on screen so all students can see, or both.
- D. Discuss the details of the expectations with students and answer questions. (During discussion, make sure the non-negotiables are covered)

Student Non-negotiables:

- Knocking on doors
- Going in classrooms not assigned to.
- Running
- shouting
- stopping in middle of hallway/causing congestion
- holding on to other's backpacks while walking
- bouncing basketballs
- inappropriate language
- keep hands feet and objects to yourself

Activity

- A. Hallway Scenarios (attached) - given a scenario, small groups will read, discuss and be prepared to:
- read scenario to class
 - point out the hallway expectations that were not followed
 - present a version of how this scenario could be improved if hallway expectations are followed.

Scenario 1- Joe bumped into Mary in the hallway and her books fell to the ground. She was upset because she would be late to class and called Joe a “jerk”. Joe got angry and told Mary she was ugly and stupid. He walked away and Mary was late for class. Mary was mad and began to spread untrue rumors about Joe to her friends.

Scenario 2- Allison’s teacher has sent her to the office to drop off a paper for the secretary. While walking down the hallway, she notices a student council poster on the wall and stops to read it. Then she passes the water fountain and gets a drink. She then decides to go to the restroom, visit the nurse, and then finally makes it to the office to drop off the paper. She returns to class after 12 minutes.

Scenario 3- Mandy just left the locker room. She had trouble with her locker and feels that she is going to be late. As she starts down the hall she gets behind a group of students who are walking slowly. She decides she doesn't want to be late so she pushes through the group and knocks Kelly’s books out of her hand. She also rushes around others and her backpack knocks papers off of a teacher’s bulletin board.

Scenario 4- Bob is walking down the hallway bouncing a basketball when a teacher that he doesn’t have asks him very politely to stop bouncing the basketball. He ignores the teacher and continues walking down the hall while bouncing the basketball. The teacher asks him his name and he looks at her and rolls his eyes and then goes into his classroom.

Scenario 5- Alex’s class just got dismissed for lunch. His class is at the end of the hallway. He runs past a group of students, but starts to walk when he sees a teacher. After he passes this teacher he begins to run again. When he is almost to the cafeteria a teacher stops him and asks him to go all the way back and walk. Alex first tries to convince the teacher that he wasn’t running. This isn’t the first time he has been asked to go back and walk and he gets detention for not following hallway expectations and for not responding quickly to a staff member.

Scenario 6- 30 seconds after class has begun, Cassie asks to use the restroom. She gets permission and signs out to use the restroom . She forgets to get the pass and leaves. She then realizes that she forgot the pass and comes back into the classroom and loudly announces, “I forgot the pass!”

Extension: Small groups write their own scenarios and switch with another group to analyze.

Closure/Assessment

- A. Discussion: “ Tell me what Respectful, Responsible, and Safe look like or sound like in the hallway.”
- B. Demonstrate: Have all students exit the classroom, walk on the right side of the hallway, make a u turn at a designated area, and then have them walk back to the classroom, with the teacher monitoring.
- C. Debrief: “Are there any questions you have about being Respectful, Responsible, and Safe in the hallway?”

Additional/Booster Lessons:

Two Truths and a Lie

“This or That” activity: 2 posters on opposite sides of the room with “appropriate” and “inappropriate” written on them. Give students different behaviors and students go to the poster they think the behavior belongs to. (running, pushing, pulling bags, walking, voice level 2, etc.

Hallway Expectations

Setting	Be Respectful	Be Responsible	Be Safe
Hallway	<ul style="list-style-type: none"> -Respond quickly to and follow adult/staff directions -Use appropriate language and actions 	<ul style="list-style-type: none"> -Go directly to and from your destination -If in class, get a pass -Voice level 0-1(during class & entering class), 2(during passing) 	<ul style="list-style-type: none"> -Walk at all times on the right -Keep hands, feet and objects to yourself -Be aware of your surroundings

Hallway Expectations

Setting	Be Respectful	Be Responsible	Be Safe
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Scenario 6- 30 seconds after class has begun, Cassie asks to use the restroom. She gets permission and signs out to use the restroom. She forgets to get the pass and leaves. She then realizes that she forgot the pass and comes back into the classroom and loudly announces, "I forgot the pass!"

Andersen Junior High School

PBIS Office Expectations Lesson Plan

Review School-Wide Expectations

School-Wide Expectations

Be Respectful

Be Responsible

Be Safe

Setting	Be Respectful	Be Responsible	Be Safe
School-Wide	<ul style="list-style-type: none"> -Respond quickly to and follow adult/staff directions -Use appropriate language and actions -Respect personal, school & others' property -Be kind 	<ul style="list-style-type: none"> -Follow and maintain dress code -Be where you are supposed to be, prepared, and on time -Keep all electronics turned off & stored in backpack -Be accountable for your actions -Use appropriate voice level (0-4) 	<ul style="list-style-type: none"> -Keep your hands, feet and objects to yourself -Walk at all times -Report any unsafe/inappropriate behavior

Introduce Office expectations

Setting	Be Respectful	Be Responsible	Be Safe
Office	-Respond quickly to and follow adult/staff directions -Use good manners	-Wait your turn -Voice level 1	-Form a line

Show Office Video

Insert Link

Introduce/Teach and Inform

- A. Review the School Wide behavior matrix. Have students give examples of them practicing the School Wide expectations.
- B. Objective: I know the expectations for the office and can discuss appropriate behavior expectations.
- C. "Today we are going to talk about how to be respectful, responsible, and safe in the office at AJHS."
- D. Show the matrix and walk through the expectations listed above. Show the video and discuss reasons why students might need to go to the office.
- E. Discuss the details of the expectations with students. (During discussion, make sure the non-negotiables are covered)

Student Non-negotiables:

Yelling in the office

Not waiting your turn

Not checking in if you need a pass

Closure/Assessment

- A. Discussion: " Tell me what Respectful, Responsible, and Safe look like or sound like in the office."
- B. Demonstrate: Have students demonstrate the voice level with their partner that is used in the office.

- C. Debrief: “Are there any questions you have about being Respectful, Responsible, and Safe in the office?”

Andersen Junior High School PBIS Arrival/Departure Expectations Lesson Plan

Expectations

Setting	Be Respectful	Be Responsible	Be Safe
Arrival	-Remain in designated arrival areas until bell rings -Enter building appropriately -Permission needed to access classrooms.	-Be on time -Walk directly to assigned area -End use of electronics (phones, earbuds, etc.) and stored in backpack -Voice level = 2	-Food and drinks in cafeteria only -Keep hands, feet and objects to yourself -Walk bikes and scooters, skateboards, etc. while on campus -Use crosswalk

Setting	Be Respectful	Be Responsible	Be Safe
Departure	-Respond quickly to and follow adult/staff directions -Remain in classroom until dismissed at the end of the day -Exit building appropriately	-Proceed directly to your after school destination when dismissed -Keep phone/electronics stored in backpack until outside -Voice level = 2	-Walk at all times -Walk bikes, scooters, skateboards etc. while on campus -Keep hands/feet/objects to yourself -Use crosswalk

Introduce/Teach and Inform

- A. Objective: I know the expectations for arrival and departure and can demonstrate examples of both appropriate and inappropriate behavior.
- B. “Today we are going to talk about how to be respectful, responsible, and safe when we arrive at school and when we depart from school.”
- C. Show the matrix and walk through the expectations listed above. Give each student a copy of the Arrival and Departure Expectations (attached) , or cast on screen so all students can see, or both.)
- D. The biggest emphasis for arrival and departure should be safety, remember that as you teach the lesson.

*6th Grade Lesson: With the 6th and 7th graders new to the building, this is one unit that is vital to teach “on location”. So 6th and 7th grade teachers will hand out the copies of the arrival expectations and departure expectations matrix to the students and then take a “tour” of the outside

areas where students will be coming to and departing from school. First, the teachers will ask the students for a few examples of how they get to school and how they depart. Next, the teachers will ask the students to highlight any safety issues that might happen when coming to/from school. After fielding a few examples from students, the teachers will then explain the expectations for arriving and departing the school in greater detail. After this explanation the teacher can field any questions that students may have.

*7th-8th Grade Lesson: For this lesson, 7th and 8th grade teachers will be using a **series of photographs** of the various entry and exit areas of the school. They will break students into small groups and give each group one of the pictures. The group will discuss potential safety issues that may exist in each area and share out as a whole. Teacher will follow that up with a thorough look at expectations.

- E. Discuss the details of the expectations with students and answer questions. (During discussion, make sure the non-negotiables are covered)

Student Non-negotiables

Arrival:

Don't bring outside food and drinks (Starbucks, Circle K, Sonic etc.)

Get in the gates before they are locked!

Enter quietly.

If you are late, go directly to class.

Don't go into a teacher's classroom without permission

Remove your headwear/headphones/earbuds/sunglasses the first time you are asked

Be on Time!

Departure:

Leave campus and head home.

Use the crosswalk no matter what anyone else is doing - it's dangerous!

Do not walk your friend to the bus when you don't take the bus, get on the wrong bus, etc.

Keep hands and body to self at all times.

Andersen Junior High School

PBIS Library Expectations Lesson Plan

Library Expectations

Setting	Be Respectful	Be Responsible	Be Safe
Library	-Respond quickly to and follow adult/staff directions -Allow all students to learn -Use appropriate language and actions	-Enter the library on time and ready -Follow library procedures/expectations -Stay on task -Voice level 0-1	-Use furniture, equipment, technology, and materials properly -Walk at all times - Keep hands, feet, objects to yourself

Introduce/Teach and Inform

- A. Objective: I know the expectations for the library and can demonstrate examples of both appropriate and inappropriate behavior.
- B. "Today we are going to talk about how to be respectful, responsible, and safe in the library at the AJHS."
- C. As a class, brainstorm a list of appropriate and inappropriate library behaviors on your whiteboard.
- D. Show the matrix and walk through the expectations listed above. Show the [library video](#).
- E. Discuss the details of the expectations with students and answer questions. (During discussions, make sure the non-negotiables are covered)

Student Non-negotiables:

Loud voices/noises
 Overdue books/materials/technology
 Not waiting your turn
 Running/Horseplay

Andersen Junior High School

PBIS Assembly Expectations Lesson Plan

Assembly Expectations

Setting	Be Respectful	Be Responsible	Be Safe
Assembly	-Respond quickly to and follow adult directions -Be quiet and listen when others are talking -Respond to performances appropriately	-Leave backpacks in classroom -Enter and exit properly -Sit correctly in your assigned location -Voice level 0 - 3	-Keep food and drink out -Keep hands, feet and objects to yourself -Remain seated unless directed otherwise

Introduce/Teach and Inform

- A. Objective: I know the expectations for assemblies and can demonstrate examples of both appropriate and inappropriate behavior.
- B. "Today we are going to talk about how to be respectful, responsible, and safe in the assemblies at the AJHS."
- C. As a class, brainstorm a list of appropriate and inappropriate assembly behaviors on your whiteboard.
- D. Show the matrix and walk through the expectations listed above. Give each student a copy of the Assembly Expectations (attached), or cast on screen so all students can see, or both.
- E. Discuss the details of the expectations with students and answer questions. (During discussions, make sure the student non-negotiables are covered)

Student Non-negotiables:

constant talking with friends during entire assembly
 loud random clap when it's silent to get attention/laughs from friends
 fake cough thing to get attention
 laughing at performance/presenter when not appropriate
 holding hands
 on phones
 stampede when leaving

laying on each other
 not participating/8th grade
 trying to leave for restroom in auditorium
 feet on floor
 respond to time-out signal/cues to be quiet
 throwing items
 take trash with you and then to a garbage can
 stay seated unless asked to join
 walk at all times

Activity

A. Assembly Charades:

- Items needed: timer and assembly behavior phrases cut out (attached) and put into a container.
- Divide the class into two equal teams.
- A player from Team A will come to the front of the room and draw one of the assembly behaviors from the container. Give them a short time to review the phrase.
- The player then will have 1 minute to “act out” the assembly behavior phrase to see if their team can make a correct guess. There is a mixture of appropriate and inappropriate behaviors. (Some phrases require two people to act out, which will be noted on the slip of paper)
- After the correct guess is made or time is up, discuss with the class if the assembly behavior phrase fits into the “appropriate” or “inappropriate” category.
- If the team guesses correctly within 1 minute, give that team 1 point.
- A player from Team B will now repeat the above process.
- Game continues until all slips of paper have been acted out or you run out of time.
- Team with the most points is declared WINNER!!

Closure/Assessment

- A. Discussion: “Tell me what Respectful, Responsible and Safe look, feel, or sound like in the assemblies.”
- B. Demonstrate: This will happen during the first school assembly. Teachers provide immediate feedback and praise (4:1).
- C. Debrief: “Are there any questions you have about being Respectful, Responsible and Safe in the assemblies?”

Assembly Expectations

Setting	Be Respectful	Be Responsible	Be Safe
Assembly	<ul style="list-style-type: none"> -Respond quickly to and follow adult directions -Be quiet and listen when others are talking -Respond to performances appropriately 	<ul style="list-style-type: none"> -Leave backpacks in classroom -Enter and exit properly -Sit correctly in your assigned location -Voice level 0 - 3 	<ul style="list-style-type: none"> -Keep food and drink out -Keep hands, feet and objects to yourself -Remain seated unless directed otherwise

Assembly Expectations

Setting	Be Respectful	Be Responsible	Be Safe
Assembly	<ul style="list-style-type: none"> -Respond quickly to and follow adult directions -Be quiet and listen when others are talking -Respond to performances appropriately 	<ul style="list-style-type: none"> -Leave backpacks in classroom -Enter and exit properly -Sit correctly in your assigned location -Voice level 0 - 3 	<ul style="list-style-type: none"> -Keep food and drink out -Keep hands, feet and objects to yourself -Remain seated unless directed otherwise

Assembly Expectations

Setting	Be Respectful	Be Responsible	Be Safe
Assembly	<ul style="list-style-type: none"> -Respond quickly to and follow adult directions -Be quiet and listen when others are talking -Respond to performances appropriately 	<ul style="list-style-type: none"> -Leave backpacks in classroom -Enter and exit properly -Sit correctly in your assigned location -Voice level 0 - 3 	<ul style="list-style-type: none"> -Keep food and drink out -Keep hands, feet and objects to yourself -Remain seated unless directed otherwise

Clapping appropriately	Sitting correctly in seat	Responding to the time out signal	Walk quietly to seat
Sitting quietly and listening	Picking up after yourself	Carrying your backpack	Feet on the seat in front of you
Constantly talking and being disruptive (2 people)	Running	On your phone	Clapping and screaming obnoxiously
Holding hands (2 people)	Throwing items	Leaving trash behind	Laughing and making fun of the Presenter
Getting up and wandering around	Eating/drinking	Laying on each other (2 people)	Not following directions the 1st time (2 people)

Andersen Junior High School

PBIS Assembly (Gym) Expectations Lesson Plan

Assembly (Gym) Expectations

Setting	Be Respectful	Be Responsible	Be Safe
Assembly (Gym)	-Respond quickly to and follow adult/staff directions	-Leave backpacks in classroom	-Keep food and drink out
	-Be quiet and listen when others are talking	-Enter and exit properly	-Keep hands, feet and objects to yourself
	-Respond to performances appropriately	-Sit correctly in your assigned location	-Remain seated unless directed otherwise
		-Voice level 0 -3	

Introduce/Teach and Inform

- A. Objective: I know the expectations for an assembly in the gym, and can participate in activities that demonstrate my knowledge of the expectations.
- B. "Today we are going to talk about how to be respectful, responsible, and safe during an assembly in the gym at AJHS."
- C. Show the matrix and walk through the expectations listed above. Give each student a copy of the Assembly (Gym) Expectations (attached) , or cast on screen so all students can see, or both.
- D. Discuss the details of the expectations with students and answer questions. (During discussion, make sure the non-negotiables are covered)

Non-negotiables:

- Enter gym and walk to assigned area
- Sit with your class
- Make room for others in your area
- Remain seated until directed to or dismissed
- Listen when appropriate
- Cheer/participate when appropriate
- No food or drinks
- Keep hands feet and objects to yourself

Activity I

Tell your class that you are going to give them directions to draw a picture. Pass out a blank piece of paper to each student. When students are ready to draw, turn on loud music and start to give directions. Direct students to draw a wavy line for the ground. Draw two trees on the left side of the paper. Draw five puffy clouds in the sky. Continue giving directions for the picture (it can be a picture of anything). When students begin to feel frustrated, stop the music and discuss why they were not able to focus on the directions. Talk about how distractions make assemblies difficult. Talk about how you can be a good audience member so everyone can focus.

Activity II

Assembly (Gym) Scenarios (attached) - given a scenario, small groups will read, discuss and be prepared to:

- a. read scenario to class
- b. point out the hallway expectations that were not followed
- c. present a version of how this scenario could be improved if hallway expectations are followed.

Scenario 1- The student sitting next to you starts to boo. What would you do? How should the other student be acting?

Scenario 2- You are really bored at the assembly. How can you show respect to the presenter(s)? What strategies can you use to help you stay focused?

Scenario 3- Some students near you begin to laugh at an inappropriate time. What would you do? How should the other student be acting?

Scenario 4- Some students near you take out their phones and start watching tiktok videos instead of paying attention to the assembly. What would you do? How should the other student be acting?

Scenario 5- You are not the first grade level to be dismissed, but others near you start to stand up and walk out of the gym. What would you do? How should the other student be acting?

Scenario 6- Some parents have decided to attend the assembly. You hear students around you using inappropriate language. What would you do? How should the other student be acting? How can you represent AJHS at assemblies, sporting events and other functions?

Extension: Small groups write their own scenarios and switch with another group to analyze.

Closure/Assessment

- A. Discussion: “ Tell me what Respectful, Responsible, and Safe look like or sound like in assemblies in the gym.”
- B. Demonstrate/Show Image: Have all students exit the classroom, walk on the right side of the hallway, walk into the gym and sit in the appropriate grade level section, or show them the area where they will be sitting (if bleachers are not available)

Insert Picture of AJHS Gym

- C. Debrief: “Are there any questions you have about being Respectful, Responsible, and Safe in assemblies in the gym?”

Assembly (Gym) Expectations

Setting	Be Respectful	Be Responsible	Be Safe
Assembly (Gym)	-Respond quickly to and follow adult/staff directions	-Leave backpacks in classroom	-Keep food and drink out
	-Be quiet and listen when others are talking	-Enter and exit properly	-Keep hands, feet and objects to yourself
	-Respond to performances appropriately	-Sit correctly in your assigned location	-Remain seated unless directed otherwise
		-Voice level 0 -3	

Assembly (Gym) Expectations

Setting	Be Respectful	Be Responsible	Be Safe
Assembly (Gym)	-Respond quickly to and follow adult/staff directions	-Leave backpacks in classroom	-Keep food and drink out
	-Be quiet and listen when others are talking	-Enter and exit properly	-Keep hands, feet and objects to yourself
	-Respond to performances appropriately	-Sit correctly in your assigned location	-Remain seated unless directed otherwise

		-Voice level 0 -3	
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Assembly (Gym) Expectations

Setting	Be Respectful	Be Responsible	Be Safe
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Scenario 1- The student sitting next to you starts to boo. What would you do? How should the other student be acting?

Scenario 2- You are really bored at the assembly. How can you show respect to the presenter(s)? What strategies can you use to help you stay focused?

Scenario 3- Some students near you begin to laugh at an inappropriate time. What would you do? How should the other student be acting?

Scenario 4- Some students near you take out their phones and start watching tiktok videos instead of paying attention to the assembly. What would you do? How should the other student be acting?

Scenario 5- You are not the first grade level to be dismissed, but others near you start to stand up and walk out of the gym. What would you do? How should the other student be acting?

Scenario 6- Some parents have decided to attend the assembly. You hear students around you using inappropriate language. What would you do? How should the other student be acting? How can you represent Show Low Junior High at assemblies, sporting events and other functions?

Andersen Junior High School

PBIS Classroom Expectations Lesson Plan

**Show Classroom Behavior Matrix

Introduce/Teach and Inform

- A. Objective: I know the expectations for every classroom at Andersen Junior High
- B. "Today we are going to talk about how to be respectful, responsible, and safe while learning in a classroom at AJHS."
- C. Show the matrix and walk through the expectations listed above. Give each student a copy of the Classroom Expectations (attached) , or cast on screen so all students can see, or both.
- D. Discuss the details of the expectations with students and answer questions.

Activity

Compare and contrast:

Students choose 2 or 3 different classes (math, ela, science, etc.) and make a Venn Diagram showing how these classes WILL have the same expectations, yet might have different rules/procedures.

Students present their Venn Diagrams to the class.

Closure/Assessment

Students list an expectation they know they excel at, and one they might need to keep in mind to work on.

Andersen Junior High School

PBIS Locker Room Expectations Lesson Plan

Locker Room	-Respond quickly to and follow adult/staff directions	-Store all personal items appropriately!	-Keep hands, feet and objects to yourself
	-Remove hats, sunglasses, hoods, etc.	-Get dressed out in time expected	-Do not throw items
	-Be mindful of others' space	-Keep electronics turned off & stored in backpack	-Immediately report any unsafe/inappropriate behavior to staff
	-Give others privacy	-Be responsible for your own property	
	-Display good sportsmanship	-Voice level 1-2	

Introduce/Teach and Inform

- A. Objective: I know the locker room expectations at AJHS.
- B. "Today we are going to talk about how to be respectful, responsible, and safe in the locker room at AJHS."
- C. Show the matrix and walk through the expectations listed above. Give each student a copy of the Locker Room Expectations (attached) , or cast on screen so all students can see, or both.
- D. Discuss the details of the expectations with students and answer questions.

Activity

Have students model entering, storing all personal items appropriately (including electronics), participating in PE lesson of the day, and then exiting/gathering personal items.

Closure/Assessment

Students list an expectation they know they excel at, and one they might need to keep in mind to work on.