

Suggested Scripts for Teaching/Reviewing Procedures (teachers may feel free to paraphrase or elaborate, as appropriate)

Classroom

Lesson Objectives: Students will be able to a) list the three Star Student Rules, b) explain why the rules are important, and c) give examples of what the rules look or sound like in the classroom.

Lesson location: Classroom

Needed Materials: Star Student Rules chart, chart paper/markers or chalkboard.

1. Display “clams up” signal. Praise/thank students who quickly make eye contact with the adult, imitate the signal, and become silent. Remind remaining students of this expectation. Practice, as necessary.
2. Ask, **“Everyone, what are the three Beall Star Student Rules?”** (listen for group response, “Be Safe, Be Responsible, Be Respectful”)
3. Ask, **“Why do we have those rules?”** (Call on volunteers. Build the understanding that we have the rules because we all have the right to feel safe and respected, all students have a right to learn. The rules help protect everyone’s rights.)
4. For each question that follows, first pose the question, have students “Turn and Talk” with a partner, then share some answers. Record student examples under each rule on a chart or chalkboard.
 - a) **“In our classroom, what would a visitor see or hear that would show we are being safe?”**
 - b) **“In our classroom, what would a visitor see or hear that would show we are being responsible?”**
 - c) **“In our classroom, what would a visitor see or hear that would show we are being respectful?”**
5. (optional) Have the class look over the examples under each rule. Ask, “Looking at the examples under each rule, which ones would be true everywhere, not just the classroom?” Circle these “all settings” examples.
6. Say, **“Let’s compare our list of examples with the rule chart in our room. Were there any important examples of being safe, responsible, and respectful that we missed?”**
7. Choose several classroom procedures to practice at this time (for example, How to show you are listening, How to use the restroom). Integrate practice in other procedures throughout the day, as opportunities arise.
8. Review: Thumbs-Up (modify as desired to be stand up or other signal)-
 - a) have each student write one example and one non example of safe, responsible, or respectful behavior on slips of paper,
 - b) teacher or student reads one slip,
 - c) students show thumbs up if the behavior is an example; thumbs down, if not,

- d) call on one student to identify which of the three rules the behavior relates to.
9. Say, **"At Beall Elementary we recognize and show appreciation to people who are safe, responsible, and respectful in many ways. What are some you know?"**
(Possible answers: Gold Star coupons, Star Student of the Week certificates, special activities, verbal thanks, Treasure Tower, move to Blue level, good report card grades for social and work habits, etc).

Classroom Expectations

All Settings	Classroom
Be Safe Work, play, and travel safely Walk Keep to own space	Use materials and supplies safely
Be Respectful Use respectful tone, words, and behavior Respect others' belongings Avoid disrupting others' learning Use problem-solving skills	Use an inside voice Listen when others speak
Be Responsible Take care of self and materials Clean up after yourself Follow directions from all adults Be honest in words & actions	Do your best Be prepared to learn



Cafeteria

Lesson Objectives: Students will be able to a) list the three Star Student Rules, b) explain why the rules are important, c) give examples of what the rules look or sound like in the cafeteria, and d) demonstrate all cafeteria procedures.

Lesson location: Cafeteria (during a time when other classes are not present)

Needed Materials: Cafeteria and All Settings Rules charts, chart paper/markers

1. Display “clams up” signal. Praise/thank students who quickly make eye contact with the adult, imitate the signal, and become silent. Remind remaining students of this expectation. Practice, as necessary.
2. Briefly review the three Beall Star Student Rules and the reasons for having the rules.
3. For each question that follows, first pose the question, have students “Turn and Talk with a partner, then share some answers. Record student examples under each rule on a chart.
 - a. **“In the cafeteria, what would a visitor see or hear that would show we are being safe?”**
 - b. **“In the cafeteria, what would a visitor see or hear that would show we are being responsible?”**
 - c. **“In the cafeteria, what would a visitor see or hear that would show we are being respectful?”**
4. Say, **“Let’s compare our list of examples with the chart (found on wall of cafeteria). Were there any important examples of being safe, responsible, and respectful in the cafeteria that we missed?”**
5. Walk students through the procedures for entering the cafeteria, going through serving line, eating, cleaning up, and leaving (have students practice each step).
6. Review: “Rewind”- Describe a common **non**example of safe, responsible, or respectful behavior. Then ask, **“If we could rewind the situation and turn it into an example in which the Beall rules are being followed, what would it look like?”**. Have students describe or act out the positive scenario (not the nonexample).
7. Close by reminding students of ways we recognize students at Beall who are safe, responsible, and respectful in the cafeteria.

Cafeteria Expectations

All Settings	Cafeteria
Be Safe Work, play, and travel safely Walk Keep to own space	Stay in your seat Sit in chairs correctly (chair legs on floor)
Be Respectful Use respectful tone, words, and behavior Respect others’ belongings Avoid disrupting others’ learning Use problem-solving skills	Use “good manners” Keep conversation polite Use inside voice, talk with people at own table only
Be Responsible Take care of self and materials	Follow procedures for entering, getting lunch,

Clean up after yourself	and exiting
Follow directions from all adults	
Be honest in words & actions	



Halls and Restroom

Lesson Objectives: Students will be able to a) list the three Star Student Rules, b) explain why the rules are important, c) give examples of what the rules look or sound like in the hallways and restrooms, and d) demonstrate all hallway/restroom procedures.

Lesson location: Have discussion in the classroom, then practice procedures in the hall.

Needed Materials: halls/restrooms rules chart, chart paper/markers or chalkboard, restroom sign-out form

1. Display "clam up" signal. Praise/thank students who quickly imitate the signal and become silent. Remind remaining students of this expectation. Practice, as necessary.
2. Briefly review the three Beall Star Student Rules and the reasons for having the rules.
3. For each question that follows, first pose the question, have students "Turn and Talk with a partner, then share some answers. Record student examples under each rule on a chart or chalkboard
 - a. **"In the hallways, what would a visitor see or hear that would show we are being safe?"**
 - b. **"In the hallways, what would a visitor see or hear that would show we are being responsible?"**
 - c. **"In the hallways, what would a visitor see or hear that would show we are being respectful?"**
4. Say, **"Let's compare our list of examples with the chart (found on hallway walls—teachers may want to bring a chart into the classroom). Were there any important examples of being safe, responsible, and respectful in the hallways that we missed?"**
5. Take a "practice walk" through hallways, highlighting examples of appropriate hall behavior. [Procedures from the PBIS Handbook follow.]
 - a) Groups of students will travel in building only with adult supervision.
 - b) Students will respond to the "Clam Up" signal by making eye contact with the adult, imitating the signal for several seconds, and proceeding in silence.

- c) The student leading the group must stop at pre-set locations and await a “go-ahead” signal from the teacher. Stopping points include: corners where a turn must be made, stairs, doorways, and class entries.
 - d) Students traveling to the nurse, office, guidance counselor, or other location must have a hall pass specifying their destination.
6. For each question that follows, first pose the question, have students “Turn and Talk with a partner, then share some answers. Record student examples under each rule on a chart.
 - a. **“In the restroom, what would a visitor see or hear that would show we are being safe?”**
 - b. **“In the restroom, what would a visitor see or hear that would show we are being responsible?”**
 - c. **“In the restroom, what would a visitor see or hear that would show we are being respectful?”**
 7. Say, **“Let’s compare our list of examples with the chart (found on hallway walls—teachers may want to bring a chart into the classroom). Were there any important examples of being safe, responsible, and respectful in the restroom that we missed?”**
 8. Have a student or pair of students demonstrate the procedures for asking to use restroom, signing out from classroom, waiting (if necessary) to use restroom, returning to classroom, etc.
[From the PBIS handbook: “Each classroom (grades 1-5) will maintain a restroom signout sheet which includes student name, time leaving, and time returning (grade one may use “morning” and “afternoon” sections in lieu of specific times). A new signout sheet should be started each school day.”]
 9. Close by reminding students of ways we recognize students at Beall who are safe, responsible, and respectful in the hallways and restroom.

Halls and Restroom Expectations

All Settings	Halls/Restroom
Be Safe Work, play, and travel safely Walk Keep to own space	Walk on the right-hand side Stop at each pre-set location
Be Respectful Use respectful tone, words, and behavior Respect others’ belongings Avoid disrupting others’ learning Use problem-solving skills	Be silent in line Respect others’ privacy in restroom

Be Responsible Take care of self and materials Clean up after yourself Follow directions from all adults Be honest in words & actions	Keep restroom clean Be in assigned locations only—have a pass if not with your class Follow procedures for signing out and in to use restroom
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Playground

Lesson Objectives: Students will be able to a) list the three Star Student Rules, b) explain why the rules are important, c) give examples of what the rules look or sound like on the playground, and d) demonstrate all playground procedures.

Lesson location: Begin in cafeteria (where rules are posted), during a quiet time, then continue on playground.

Materials Needed: Playground and All Settings rules charts, chart paper/markers, playground folders, play equipment/balls

1. Display "clam up" signal. Praise/thank students who quickly imitate the signal and become silent. Remind remaining students of this expectation. Practice, as necessary.
2. Briefly review the three Beall Star Student Rules and the reasons for having the rules.
3. For each question that follows, first pose the question, have students "Turn and Talk with a partner, then share some answers. Record student examples under each rule on a chart.
 - a. **"On the playground, what would a visitor see or hear that would show we are being safe?"**
 - b. **"On the playground, what would a visitor see or hear that would show we are being responsible?"**
 - c. **"On the playground, what would a visitor see or hear that would show we are being respectful?"**
4. Say, **"Let's compare our list of examples with the chart (found on wall of cafeteria). Were there any important examples of being safe, responsible, and respectful on the playground that we missed?"**
5. Walk students through the procedures for entering the playground and stopping play. Complete step #6 below, then practice procedures for leaving playground. [Procedures from the PBIS Handbook follow.]
 - a. When entering the playground area, students will stand in separate lines by classroom. Any necessary reminders or instructions will be given at this time.
 - b. Students will play only approved games/activities. During the year, the PBIS team will introduce new game ideas monthly. Once established, games must be played using

"Beall Cooperative Game Rules" (see following pages). Students will also need to be taught rules concerning use of specific pieces of play equipment; for example, only one person at a time may be on a slide.

- c. The **All Settings** rule, "Keep to own space" (see above), is especially important on the playground and must be enforced.
 - d. The following whistle signals will be used: One long whistle- all students stop and crouch in place. Two shorter whistles- all students return to classroom lines.
 - e. The whistle to line up will be blown 5 minutes prior to the scheduled recess end time. This will ensure that students are back in classes at the scheduled time. Grades that require longer times to make this transition will need to end recess earlier.
6. Ask, "**What are cooperative game rules? Why would we have those at Beall?**" (The rules are designed to a) keep larger number of students actively involved, b) minimize body contact in order to increase safety, and c) make the games more enjoyable for all students) Have groups of students demonstrate rules of the games (see the playground folder or PBIS Handbook for specific game rules).
 7. Review: Play Thumbs-Up, Rewind, or other game to help students recognize examples and nonexamples of safe, responsible, and respectful behavior at recess.
 8. Close by reminding students of ways we recognize students at Beall who are safe, responsible, and respectful on the playground.

Playground Expectations

All Settings	Playground
Be Safe Work, play, and travel safely Walk Keep hands and feet to self	Follow equipment rules Never leave playground w/o permission Play in designated areas
Be Respectful Use respectful tone, words, and behavior Respect others' belongings Avoid disrupting others' learning Use problem-solving skills	Take turns, share equipment Use "Beall Cooperative Game Rules"
Be Responsible Take care of self and materials Clean up after yourself	Leave playground clean Take care of equipment

Follow directions	
Be honest in words & actions	

Note: During the winter it is appropriate to substitute indoor recess expectations for playground expectations. These vary by grade level, but should be based on the three Star Student Rules and “all settings” expectations. Playground expectations should be reviewed on the next day of outdoor recess.