

Cool Tool for the Classroom

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

Purpose of the Lesson/Why it is Important:

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

Act Respectfully	Are Engaged	Stay Safe
<ul style="list-style-type: none">● Raise your hand when expected● Use appropriate language, kind words and actions● Keep work area clean	<ul style="list-style-type: none">● Bring materials to class● Give it your best● Participate● Complete assigned tasks on time	<ul style="list-style-type: none">● Keep hands, feet, and other objects to yourself● Sit and move around the room appropriately● Follow directions

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

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

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

Guided Practice (“We do”)

- Example, Non Example, Example
 - Raising hands
 - Non-example - shouting out and waving arms

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

Practice ("You do")

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

Closing

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

Future Follow-up Reinforcement

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