

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

Classroom/Learning Spaces

Lesson Objectives: Students will be able to a) list the four Paws to LEAD Student Rules (They are "We Lead with Responsibility", "We Engage in Our Learning", "We are Always Respectful" and "We Demonstrate Safety"), b) explain why the rules are important, and c) give examples of what the rules look or sound like in classrooms and learning spaces.

Lesson location: Classroom, other learning spaces (Bulldog Zone)

Needed Materials: LEAD expectations chart, chart paper/markers or chalkboard.

1. Praise/thank students who quickly make eye contact with the adult, imitate your signal, and become silent. Remind remaining students of this expectation. Practice, as necessary.
1. Say, "**Students, what are the four LEAD Student Rules**" (They are "We **Lead** with Responsibility", "We **Engage** in our Learning", "We are **Always** Respectful" and "We **Demonstrate** Safety)
2. 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.)
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 our classrooms and learning spaces, what would a visitor see or hear that would show we are leading with responsibility?**"
 - b) "**In our classrooms and learning spaces, what would a visitor see or hear that would show we are engaged in our learning?**"
 - c) "**In our classrooms and learning spaces, what would a visitor see or hear that would show we are always respectful?**"
 - d) "**In our classrooms and learning spaces, what would a visitor see or hear that would show we know how to demonstrate safety?**"
4. (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 classrooms and learning spaces?"
5. Say, "**Let's compare our list of examples with the rule chart in our room. Were there any important examples of "We **Lead** with Responsibility", "We **Engage** in our Learning",**

“We are **Always** Respectful” and “We **Demonstrate** Safety **that we missed?**”

6. Choose several classroom procedures to practice at this time. Integrate practice in other procedures throughout the day, as opportunities arise.
7. Review: Thumbs-Up
 - a) have each student write one example and one non-example of “We **Lead** with Responsibility”, “We **Engage** in our Learning”, “We are **Always** Respectful” and “We **Demonstrate** Safety,
 - 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.
8. Say, “**At Barnett Elementary we recognize and show appreciation to people who Lead with Responsibility, Engage in Their Learning, Always are Respectful and Demonstrate Safety in many ways. What are some you know?**” (Possible answers: Brag Notes, verbal thanks, good report card grades for social and work habits, etc).

Classroom and Learning Spaces

	Learning Spaces
L We Lead with Responsibility	Follow rules and procedures
E We Engage in our Learning	Stay on task
A We are Always Respectful	Follow teacher directions the first time
D We Demonstrate Safety	Use hands and feet appropriately



Lunchroom

1. Lesson Objectives: Students will be able to a) list the four Paws to LEAD Student Rules (They are "We **Lead** with Responsibility", "We **Engage** in our Learning", "We are **Always** Respectful" and "We **Demonstrate** Safety")

b) explain why the rules are important, and c) give examples of what the rules look or sound like in the lunchroom, and d) demonstrate all lunchroom procedures.

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

Needed Materials: Lunchroom Rules charts, chart paper/markers

1. Praise/thank students who quickly make eye contact with the adult and become silent. Remind remaining students of this expectation. Practice, as necessary.
2. Briefly review the three Barnett 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 lunchroom, what would a visitor see or hear that would show we are leading with responsibility?"**
 - b. **"In the lunchroom, what would a visitor see or hear that would show we are Engaged in our learning?"**
 - c. **"In the lunchroom, what would a visitor see or hear that would show we are always respectful?"**
 - d. **"In the lunchroom, what would a visitor see or hear that would show we know how to demonstrate safety?"**
4. Say, **"Let's compare our list of examples with the chart. Were there any important examples of "We Lead with Responsibility", "We Engage in our Learning", "We are Always Respectful" and "We Demonstrate Safety in the lunchroom that we missed?"**
5. Talk students through the procedures for entering the lunchroom, going through serving line, eating, cleaning up, and leaving (have students practice each step if needed).
6. Review: "Rewind"- Describe a common **non**-example of "We **Lead** with Responsibility", "We **Engage** in our Learning", "We are **Always** Respectful" and "We **Demonstrate** Safety behavior. Then ask, **"If we could rewind the situation and turn it into an example in which the Barnett rules are being followed, what would it look like?"**. Have students describe or act out the positive scenario (not the non-example).
7. Close by reminding students of ways we recognize students at Barnett who are respecting all, achieving your best, and making responsible choices in the lunchroom.

Lunchroom Expectations

	Lunchroom
L We Lead with Responsibility	Walk, throw away trash
E We Engage in our learning	Manage time wisely
A We are Always respectful	Use manners and appropriate voice level
D We Demonstrate Safety	Sit as you eat your own food



Halls and Bathroom

1.Lesson Objectives: Students will be able to a) list the four Paws to LEAD Student Rules (They are "We **Lead** with Responsibility", "We **Engage** in our Learning", "We are **Always** Respectful" and "We **Demonstrate** Safety), b) explain why the rules are important, and c) give examples of what the rules look or sound like in the hallways, and d) demonstrate all hallway procedures.

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

Needed Materials: halls rules chart, chart paper/markers or chalkboard

1. Praise/thank students who quickly become silent. Remind remaining students of this expectation. Practice, as necessary.
2. Briefly review the four LEAD Barnett 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 leading with responsibility?"**
 - b. **"In the hallways, what would a visitor see or hear that would show we are Engaged in our learning?"**
 - c. **"In the hallways, what would a visitor see or hear that would show we are always respectful?"**
 - d. **"In the hallways, what would a visitor see or hear that would show we know how to demonstrate safety?"**
4. Say, **"Let's compare our list of examples with the chart. Were there any important examples of ""We Lead with Responsibility", "We Engage in our Learning", "We are Always Respectful" and "We Demonstrate Safety" in the hallways that we missed?"**

Take a "practice walk" through hallways, highlighting examples of appropriate hall behavior.

Bathroom

5. 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 bathroom, what would a visitor see or hear that would show we are leading with responsibility?"**
 - b. **"In the bathroom, what would a visitor see or hear that would show we are Engaged in our learning?"**
 - c. **"In the bathroom, what would a visitor see or hear that would show we are always respectful?"**
 - d. **"In the bathroom, what would a visitor see or hear that would show we know how to demonstrate safety?"**

6. Say, **“Let’s compare our list of examples with the chart Were there any important examples of “We Lead with Responsibility”, “We Engage in our Learning”, “We are Always Respectful” and “We Demonstrate Safety” in the bathroom that we missed?”**
7. Have a student or pair of students demonstrate the procedures for asking to use restroom, returning to classroom, etc. Close by reminding students of ways we recognize students at Barnett who are respecting all, achieving our best, and making responsible choices in the hallways and restroom.

Halls and Bathroom Expectations

	Hallways	Bathroom
L We Lead with Responsibility	Walk with a purpose	Leave bathroom clean
E We Engage in our learning	Be mindful of your environment	Go and return to class quickly
A We are Always respectful	Walk quietly	Honor the privacy of others
D We Demonstrate Safety	Keep hands and feet to self	Flush and wash



Playground and Recess Areas

Lesson Objectives: Students will be able to a) list the four Barnett Student Rules (They are "We **Lead** with Responsibility", "We **Engage** in our Learning", "We are **Always** Respectful" and "We **Demonstrate** Safety), b) explain why the rules are important, c) give examples of what the rules look or sound like on the playground and recess, and d) demonstrate all playground procedures.

Lesson location: Playground. (Bulldog zone and classroom for inside recess)

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

1. Praise/thank students who quickly become silent. Remind remaining students of this expectation. Practice, as necessary.
2. Briefly review the four LEAD Barnett 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 Leading with responsibility?"**
 - b. **"On the playground, what would a visitor see or hear that would show we are Engaged in our learning?"**
 - c. **"On the playground, what would a visitor see or hear that would show we are always respectful?"**
 - d. **"On the playground, what would a visitor see or hear that would show we know how to demonstrate safety?"**
4. Say, **"Let's compare our list of examples with the chart. Were there any important examples of "Lead with Responsibility", "Engage in My Learning", "Always be Respectful" and "Demonstrate Safety" on the playground that we missed?"**
5. Walk students through the procedures for the playground. Students will play only approved games/activities. Teach the rules concerning use of specific pieces of play equipment.
6. Ask, **"What are cooperative game rules? Why would we have those at Barnett?"** (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.
7. Review: Play Thumbs-Up, Rewind, or other game to help students recognize examples and non-examples of "We **Lead** with Responsibility", "We **Engage** in our Learning", "We are **Always** Respectful" and "We **Demonstrate** Safety" choices at recess.

8. Close by reminding students of ways we recognize students at Barnett who are respectful of all, achieving their best, and making responsible choices.
9. **Bus and Walking Areas** : 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 bus, bike, and walking spaces, what would a visitor see or hear that would show we are Lead with responsibility?"**
 - b. **"In the bus, bike, and walking spaces, what would a visitor see or hear that would show we Engage in our learning?"**
 - c. **"In the bus, bike, and walking spaces, what would a visitor see or hear that would show we are Always respectful?"**
 - d. **"In the bus, bike, and walking spaces, what would a visitor see or hear that would show we Demonstrate safety?"**
10. Say, **"Let's compare our list of examples with the chart Were there any important examples of "Lead with Responsibility", "Engage in My Learning", "Always be Respectful" and "Demonstrate Safety" in the bus, bike, and walking spaces that we missed?"**
11. Have a student or pair of students demonstrate the procedures for asking to use and return equipment, play fairly, include others, following adult direction, and play safely. Close by reminding students of ways we recognize students at Barnett who are leading with responsibility, engaging in learning, being respectful, and demonstrating safety at recess and on the playground.

Recess/Bus, Bike, and Walking Areas

	Recess/Playground	Bus/Walking Areas
L We Lead with Responsibility	Return Equipment	Walk with a purpose
E We Engage in our Learning	Play fairly, include everyone	Be mindful of your environment
A We are Always Respectful	Follow adult direction	Use appropriate and friendly language, follow adult direction
D We Demonstrate Safety	Play safely	Use walkways appropriately

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 four Barnett Student Rules and “all settings” expectations. Playground expectations should be reviewed on the next day of outdoor recess.

Assemblies

Lesson Objectives: Students will be able to a) list the four Paws to LEAD Student Rules (They are “We **Lead** with Responsibility”, “We **Engage** in our Learning”, “We are **Always** Respectful” and “We **Demonstrate** Safety”), b) explain why the rules are important, and c) give examples of what the rules look or sound like in an assembly.

Lesson location: Lunchroom if possible, in assembly location

Needed Materials: LEAD expectations chart, chart paper/markers or chalkboard.

1. Praise/thank students who quickly make eye contact with the adult, imitate the signal (such as counting down from 5), and become silent. Remind remaining students of this expectation. Practice as necessary.
2. Say, **“Students, what are the four LEAD Student Rules”** (They are “We **Lead** with Responsibility”, “We **Engage** in our Learning”, “We are **Always** Respectful” and “We **Demonstrate** Safety”)
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 an assembly, what would a visitor see or hear that would show we are leading with responsibility?”**
 - b) **“In an assembly, what would a visitor see or hear that would show we are Engaged in our learning?”**
 - c) **“In an assembly, what would a visitor see or hear that would show we are always respectful?”**
 - d) **“In an assembly, what would a visitor see or hear that would show we know how to demonstrate safety?”**
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 an assembly?”
6. Say, **“Let’s compare our list of examples with the rule chart in our room. Were there any important examples of “We **Lead** with Responsibility”, “We **Engage** in our Learning”, “We are **Always** Respectful” and “We **Demonstrate** Safety” that we missed?”**
7. Choose several assembly procedures to practice at this time, such as entering, exiting, cheering, sitting on pockets, watching for leader signals.
8. Review: Thumbs-Up a) have each student write one example and one non-example of “Lead with Responsibility”, “Engage in My Learning”, “Always be Respectful” and “Demonstrate Safety” 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 Barnett Elementary we recognize and show appreciation to people who Lead with Responsibility, Engage in My Learning, Always be Respectful and Demonstrate Safety in many ways. What are some you know?”** (Possible answers: Brag Notes, verbal thanks, good report card grades for social and work habits, etc).

Assemblies

	Learning Spaces
L We Lead with Responsibility	Be a good audience member
E We Engage in our Learning	Respond to Leaders appropriately
A We are Always Respectful	Participate appropriately
D We Demonstrate Safety	Keep hands and feet in your space



Choose a lesson format or way to teach and practice each of the following tables. Arrival and Dismissal includes the hallways as well as the classroom. Practice the 'Why' behind the Barnett rules for these areas.

Arrival and Dismissal

L We Lead with Responsibility	Arrive and Depart on Time
E We Engage in our Learning	Have all materials ready
A We are Always Respectful	Use appropriate and friendly language
D We Demonstrate Safety	Use walkways appropriately

Office

	Office
L We Lead with Responsibility	Use phone as needed and with permission
E We Engage in our Learning	Wait patiently to be helped
A We are Always Respectful	State your purpose politely, including to your parents
D We Demonstrate Safety	Use kind words and actions