

PBIS

Seminar Activities

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PBIS EXPECTATIONS MATRIX

	HALLWAYS & LOCKERS	RESTROOMS	LUNCHROOM	SPORTS & ACTIVITIES	CLASSROOM	TRANSPORTATION	TECHNOLOGY
P POSITIVE ATTITUDE	use appropriate greetings	leave it cleaner than when you found it	show gratitude; have an open mind; try something new	we are all Tigers!; school spirit	show gratitude; have a positive outlook on each day	leave it cleaner than when you found it	adapt to change; show gratitude
R RESPECT & RESPONSIBILITY	volume at a reasonable level; use respectful language; keep your hands to yourself	wash hands; report problems	volume at a reasonable level; always use table manners; take care of property, sanitize before eating	respect others and equipment/ facilities	be prepared to learn; follow classroom rules and expectations	volume at a reasonable level; stay in your seat; appropriate language	follow acceptable use guidelines; keep learning devices charged; put devices away when not in use
I INTEGRITY	leave no trace; secure belongings	honor privacy; limit talking	eat your own food; leave no trace	show good sportsmanship win or lose	do your own work; minimize socializing	use appropriate behavior; show gratitude	use technology for learning purposes; do your own work
D DEDICATION	go directly to where you need to be	use at appropriate times to minimize class disruptions; limit talking	follow lunchroom expectations; use time wisely	put your all into every activity; support other activities	turn in work on time; challenge yourself	follow transportation expectations	follow through with learning new apps
E EQUALITY	treat others as you want to be treated; help someone out	use for an appropriate amount of time	treat staff with courtesy; greet staff and students with a smile	support all activities; treat others as you would want to be treated	value everyone's differences and right to learn	treat staff and others as you want to be treated	treat technology with respect; balance learning with games and social aspects

HOW TO USE BOOKLET

PAGES 6-12: MATRIX AREA EXPECTATIONS

These pages contain all of the information about the Tiger PRIDE expectations for each of our Matrix areas. When we use the lessons for seminar we may ask teachers to focus on a particular area, such as restrooms or technology, with your lesson plan (see below) during seminar.

PAGES 14-23: LESSON PLANS

This portion contains the actual lesson plans and directions. After you know what Matrix area you are focusing on, you will then be able to choose a lesson plan of your choice to help students learn the expectations. There are a variety of lesson plans to choose from.

NOTES:

Matrix Area refers to the actual area where we have expectations established for students. These are:

- Hallways & Lockers
- Restrooms
- Lunchroom
- Sports & Activities
- Classroom
- Transportation
- Technology

Tiger PRIDE acronym refers to the letters of the acronym and what they stand for

- P: positive attitude
- R: respect & responsibility
- I: integrity
- D: dedication
- E: equality

MATRIX

AREAS

HALLWAY/LOCKERS

Start out by teaching / reviewing with students the classroom and school wide expectations

(i.e. have students say them aloud as a group, find a way to make them memorable, refer to posters and other visuals).

I will demonstrate Tiger PRIDE in the hallway and locker areas.

In the cafeteria, students need to have a *positive attitude*, demonstrate *respect and responsibility*, have *integrity*, and show *dedication* and *equality*. Use posters and PBIS language (Tiger PRIDE acronym, etc.) so that students learn the expectations for appropriate behavior.

Identify Instructional Location: Hallways and Locker areas.

Identify the expectation being taught: Demonstrate positive attitude, respect and responsibility, integrity, dedication, and equality in the hallways and locker areas.

Provide a Rationale for students for why we need this expectation:

To make the cafeteria a pleasant place for everyone.

Teacher begins with review of Tiger PRIDE acronym. *Positive Attitude, Respect & Responsibility, Integrity, Dedication, Equality*

Behaviors that demonstrate the expectation (refer to the expectations matrix)

What does **Positive Attitude look like/sound like in the hallways and locker areas?**

1. Use appropriate greetings

What does **Respect & Responsibility look like/sound like in the hallways and locker areas?**

1. Volume at a reasonable level
2. Use respectful language
3. Keep hands to yourself

What does **Integrity look like/sound like in the hallways and locker areas?**

1. Secure all belongings
2. Leave no trace

What does **Dedication look like/sound like in the hallways and locker areas?**

1. Go directly to where you need to be

What does **Equality look like/sound like in the hallways and locker areas?**

1. Treat others as you want to be treated
2. Help someone out

RESTROOMS

Start out by teaching / reviewing with students the classroom and school wide expectations

(i.e. have students say them aloud as a group, find a way to make them memorable, refer to posters and other visuals).

I will demonstrate Tiger PRIDE in the restrooms and locker rooms.

In the cafeteria, students need to have a *positive attitude*, demonstrate *respect and responsibility*, have *integrity*, and show *dedication* and *equality*. Use posters and PBIS language (Tiger PRIDE acronym, etc.) so that students learn the expectations for appropriate behavior.

Identify Instructional Location: **Restrooms**

Identify the expectation being taught: Demonstrate positive attitude, respect and responsibility, integrity, dedication, and equality in the restrooms.

Provide a Rationale for students for why we need this expectation:

To make the cafeteria a pleasant place for everyone.

Teacher begins with review of Tiger PRIDE acronym. *Positive Attitude, Respect & Responsibility, Integrity, Dedication, Equality*

Behaviors that demonstrate the expectation (refer to the expectations matrix)

What does *Positive Attitude* look like/sound like in the restrooms?

1. Leave it cleaner than when you found it

What does *Respect & Responsibility* look like/sound like in the restrooms?

1. Wash hands
2. Report problems

What does *Integrity* look like/sound like in the restrooms?

1. Honor privacy
2. Limit talking

What does *Dedication* look like/sound like in the restrooms?

1. Use at an appropriate time to minimize class disruptions
2. Limit talking

What does *Equality* look like/sound like in the restrooms?

1. Use for an appropriate amount of time

CAFETERIA

Start out by teaching / reviewing with students the classroom and school wide expectations

(i.e. have students say them aloud as a group, find a way to make them memorable, refer to posters and other visuals).

I will demonstrate Tiger PRIDE in the cafeteria.

In the cafeteria, students need to have a *positive attitude*, demonstrate *respect and responsibility*, have *integrity*, and show *dedication* and *equality*. Use posters and PBIS language (Tiger PRIDE acronym, etc.) so that students learn the expectations for appropriate behavior.

Identify Instructional Location: Cafeteria

Identify the expectation being taught: Demonstrate positive attitude, respect and responsibility, integrity, dedication, and equality in the cafeteria.

Provide a Rationale for students for why we need this expectation:

To make the cafeteria a pleasant place for everyone.

Teacher begins with review of Tiger PRIDE acronym. *Positive Attitude, Respect & Responsibility, Integrity, Dedication, Equality*

Behaviors that demonstrate the expectation (refer to the expectations matrix)

What does **Positive Attitude look like/sound like in the cafeteria?**

1. Try something new
2. Show gratitude
3. Have an open mind

What does **Respect & Responsibility look like/sound like in the cafeteria?**

1. Volume at a reasonable level
2. Always use table manners
3. Take care of property
4. Sanitize before eating

What does **Integrity look like/sound like in the cafeteria?**

1. Eat your own food
2. Leave no trace

What does **Dedication look like/sound like in the cafeteria?**

1. Follow lunchroom expectations
2. Use time wisely

What does **Equality look like/sound like in the cafeteria?**

1. Treat cafeteria staff with courtesy
2. Greet staff and students with a smile and kind words

SCHOOL SPONSORED EVENTS/ACTIVITIES

Start out by teaching / reviewing with students the classroom and school wide expectations

(i.e. have students say them aloud as a group, find a way to make them memorable, refer to posters and other visuals).

I will demonstrate Tiger PRIDE during all school sponsored events and activities.

In the cafeteria, students need to have a *positive attitude*, demonstrate *respect and responsibility*, have *integrity*, and show *dedication* and *equality*. Use posters and PBIS language (Tiger PRIDE acronym, etc.) so that students learn the expectations for appropriate behavior.

Identify Instructional Location: School Sponsored Events/Activities

Identify the expectation being taught: Demonstrate positive attitude, respect and responsibility, integrity, dedication, and equality during all school sponsored events and activities.

Provide a Rationale for students for why we need this expectation:

To make the cafeteria a pleasant place for everyone.

Teacher begins with review of Tiger PRIDE acronym. *Positive Attitude, Respect & Responsibility, Integrity, Dedication, Equality*

Behaviors that demonstrate the expectation (refer to the expectations matrix)

What does **Positive Attitude look like/sound like during school sponsored events and activities?**

1. We are all Tigers!
2. Show school spirit

What does **Respect & Responsibility look like/sound like during school sponsored events and activities?**

1. Respect others and equipment/facilities

What does **Integrity look like/sound like during school sponsored events and activities?**

1. Show good sportsmanship, win or lose
2. Leave no trace

What does **Dedication look like/sound like during school sponsored events and activities?**

1. Put your all into every activity
2. Support other activities

What does **Equality look like/sound like during school sponsored events and activities?**

1. Treat those around you as your would want to be treated
2. Support all activities

CLASSROOM

Start out by teaching / reviewing with students the classroom and school wide expectations

(i.e. have students say them aloud as a group, find a way to make them memorable, refer to posters and other visuals).

I will demonstrate Tiger PRIDE in the classroom.

In the cafeteria, students need to have a *positive attitude*, demonstrate *respect and responsibility*, have *integrity*, and show *dedication* and *equality*. Use posters and PBIS language (Tiger PRIDE acronym, etc.) so that students learn the expectations for appropriate behavior.

Identify Instructional Location: **Classroom.**

Identify the expectation being taught: Demonstrate positive attitude, respect and responsibility, integrity, dedication, and equality in the classroom.

Provide a Rationale for students for why we need this expectation:

To make the cafeteria a pleasant place for everyone.

Teacher begins with review of Tiger PRIDE acronym. *Positive Attitude, Respect & Responsibility, Integrity, Dedication, Equality*

Behaviors that demonstrate the expectation (refer to the expectations matrix)

What does *Positive Attitude* look like/sound like in the classroom?

1. Have a positive outlook on each day
2. Show gratitude
3. Have an open mind

What does *Respect & Responsibility* look like/sound like in the classroom?

1. Be prepared to learn
2. Follow all classroom rules and expectations

What does *Integrity* look like/sound like in the classroom?

1. Do your own work
2. Minimize socializing

What does *Dedication* look like/sound like in the classroom?

1. Turn in work on time
2. Challenge yourself

What does *Equality* look like/sound like in the classroom?

1. Value everyone's differences and right to learn

TRANSPORTATION

Start out by teaching / reviewing with students the classroom and school wide expectations

(i.e. have students say them aloud as a group, find a way to make them memorable, refer to posters and other visuals).

I will demonstrate Tiger PRIDE when using transportation.

In the cafeteria, students need to have a *positive attitude*, demonstrate *respect and responsibility*, have *integrity*, and show *dedication* and *equality*. Use posters and PBIS language (Tiger PRIDE acronym, etc.) so that students learn the expectations for appropriate behavior.

Identify Instructional Location: **Transportation**

Identify the expectation being taught: Demonstrate positive attitude, respect and responsibility, integrity, dedication, and equality when using transportation.

Provide a Rationale for students for why we need this expectation:

To make the cafeteria a pleasant place for everyone.

Teacher begins with review of Tiger PRIDE acronym. *Positive Attitude, Respect & Responsibility, Integrity, Dedication, Equality*

Behaviors that demonstrate the expectation (refer to the expectations matrix)

What does **Positive Attitude** look like/sound like when using transportation?

1. Leave it cleaner than when you found it

What does **Respect & Responsibility** look like/sound like when using transportation?

1. Volume at a reasonable level
2. Stay in your seat
3. Take care of property
4. Use appropriate language

What does **Integrity** look like/sound like when using transportation?

1. Use appropriate behavior
2. Show gratitude

What does **Dedication** look like/sound like when using transportation?

1. Follow transportation expectations

What does **Equality** look like/sound like when using transportation?

1. Treat staff with courtesy
2. Greet staff and students with a smile and kind words

TECHNOLOGY

Start out by teaching / reviewing with students the classroom and school wide expectations

(i.e. have students say them aloud as a group, find a way to make them memorable, refer to posters and other visuals).

I will demonstrate Tiger PRIDE when using technology.

In the cafeteria, students need to have a *positive attitude*, demonstrate *respect and responsibility*, have *integrity*, and show *dedication* and *equality*. Use posters and PBIS language (Tiger PRIDE acronym, etc.) so that students learn the expectations for appropriate behavior.

Identify Instructional Location: Technology

Identify the expectation being taught: Demonstrate positive attitude, respect and responsibility, integrity, dedication, and equality when using technology.

Provide a Rationale for students for why we need this expectation:

To make the cafeteria a pleasant place for everyone.

Teacher begins with review of Tiger PRIDE acronym. *Positive Attitude, Respect & Responsibility, Integrity, Dedication, Equality*

Behaviors that demonstrate the expectation (refer to the expectations matrix)

What does **Positive Attitude look like/sound like when using technology?**

1. Adapt to change
2. Be positive

What does **Respect & Responsibility look like/sound like when using technology?**

1. Follow acceptable use guidelines
2. Keep learning devices charged
3. Put devices away when not in use

What does **Integrity look like/sound like when using technology?**

1. Use technology for positive purposes
2. Do your own work

What does **Dedication look like/sound like when using technology?**

1. Follow through with learning new apps

What does **Equality look like/sound like when using technology?**

1. Treat technology with respect
2. Balance learning with games and social aspects of technology

LESSON PLANS

WORKPLACE/COLLEGE/FUTURE

How can PBIS help us be better in our future?

Teaching Plan:

Given Tiger PRIDE, how can those expectations and teachings help students in their future?

1. Discuss
2. With students, generate a list of qualities that PBIS teaches that will help them to be successful in the future.
3. Discuss examples of appropriate behavior and how that will help them to be successful. Make it fun and use your experiences!

Classroom Discussion:

Teacher: Tiger PRIDE can help you in the future.

Now ask the class: Why is it important that we demonstrate Tiger PRIDE principles outside of school and after you graduate? Elicit responses from the students. Make sure they respond that we are doing Tiger PRIDE so that they have a greater understanding of appropriate behavior in their future or current workplace. Next ask students what Tiger PRIDE values will help them to be successful in the future. What types of qualities that are expected with Tiger PRIDE are also expected in the workplace?

Now practice:

Practice expected workplace behaviors. Students can group together, or work as a class, to generate a list of scenarios where PBIS values and expectations could be helpful. Why would you need to have Tiger PRIDE in the future? Why is it important to have a positive attitude, show respect, be responsible, act with integrity, be dedicated, and appreciate equality?

Model examples and non-examples:

Examples: Students will discuss and/or model exemplary behavior for each of the letters in the PRIDE acronym for this week's lesson. Cover each letter of the PRIDE acronym with students so they understand the importance of each of these in their future.

Non-examples: Students may model or discuss non-examples. The non-examples discussion should center around what can happen in the workplace when one does not demonstrate Tiger PRIDE. What can happen when you aren't responsible, or when you don't have integrity?

Practice: Identify procedure to ensure all students practice the behaviors in the allocation

All students should practice or discuss expectations and how they relate to the workplace. Students should discuss or practice examples, and discuss non-examples.

Reinforcement: List what will be provided to students practicing the behavioral expectations

Give tickets to students as they demonstrate expected behavior. The students will put their names on the tickets and then put the tickets into the bin in the office for a chance to win the weekly PBIS drawing.

Follow-Up Plan: Identify what adults will do to review expectations and behaviors for this setting and ensure 5:1 ratio of positive acknowledgements versus corrections occurring in this setting.

Re-teach lessons as necessary to review expected behaviors.

CURRENT EVENT

Find a current event that relates to Tiger PRIDE

Teaching Plan:

1. Students find a current event that demonstrates a principle of Tiger PRIDE.
2. Students share current event with class and state how it shows a Tiger PRIDE. Happy searching!

Classroom Discussion:

Teacher: Tiger PRIDE is everywhere!

Now ask the class: What examples can you think of where people outside of Marengo have demonstrated some of the same principles we learn with PBIS? Why would it be important to demonstrate Tiger PRIDE outside of school? Can you think of a current event (nation, world, local, etc.) where a person has demonstrated a positive attitude, shown respect or responsibility, had integrity, shown dedication, or acted with equality?

Now practice:

Students work as individuals to find a current event in which a person demonstrates a Tiger PRIDE characteristic (being responsible, showing integrity, etc). Students then share a summary of their current event with the class and state which Tiger PRIDE expectation is covered in the article. Discuss and practice Tiger PRIDE expectations for the specified matrix area. Examples and non-examples don't have to be covered for every expectation; most articles will probably cover 1-2 areas of the PRIDE acronym.

Model examples and non-examples:

Examples: Students will discuss exemplary behavior for this week's lesson. Examples will vary depending on the article students find. Each article should include at least one example.

Non-examples: Students discuss non-examples (i.e. what could the person have done to make this story a non-example instead of an example). What would have been the wrong thing to do?

Practice: Identify procedure to ensure all students practice the behaviors in the allocation

All students should discuss expectations to be covered in the lesson. Students should practice examples, and may discuss or demonstrate non-examples.

Reinforcement: List what will be provided to students practicing the behavioral expectations

Give tickets to students as they demonstrate expected behavior. The students will put their names on the tickets and then put the tickets into the bin in the office for a chance to win the weekly PBIS drawing.

Follow-Up Plan: Identify what adults will do to review expectations and behaviors for this setting and ensure 5:1 ratio of positive acknowledgements versus corrections occurring in this setting.

Re-teach lessons as necessary to review expected behaviors.

JOURNAL

Write a journal describing behavior you have seen that follows Tiger PRIDE

Teaching Plan:

1. Students write about a time when they have witnessed someone (student, staff, parent, etc.) demonstrating a Tiger PRIDE principle.
2. Students may (or may not) share their story, or just discuss in general terms.
3. Enjoy sharing experiences that have helped to make Iowa Valley a better place!

Classroom Discussion:

Teacher: We want to have behavior in/at/with/during _____ (location/matrix area) that demonstrates Tiger PRIDE.

Now ask the class: Why is it important that we demonstrate Tiger PRIDE principles in/at/with/during _____ (location/matrix area)? Illicit responses from the students. Make sure they respond that we are practicing this behavior so that it is an enjoyable and safe experience for everyone in our school. Next ask students what Tiger PRIDE in _____ (location/matrix area) looks like?

Now practice:

Students will write individually about a time they have seen someone (inside or outside of school) demonstrate a Tiger PRIDE characteristic. Students should talk about the expectation they saw someone demonstrating and how it can help to make our community/school/world a better place. Students may share their journal. Teachers may want to make a tally of which PRIDE letter got the most journal entries dedicated to it (example: 3 journals discussed positive attitude, 1 equality). This is a good way to check with students for understanding while not having to share their actual journal if they are not comfortable doing so. This is a time to share stories about how awesome it is to be at Iowa Valley!

Model examples and non-examples:

Examples: Students will write about exemplary behavior for this week's lesson. Examples will vary. Examples may include something they saw in school, something they saw at work, something they have read about, etc.

Non-examples: Students can discuss non-examples. How did following Tiger PRIDE help to create a better place than not following Tiger PRIDE expectations. Non-examples will vary.

Practice: Identify procedure to ensure all students practice the behaviors in the allocation

All students will write and/or discuss expectations to be covered in the lesson. Students should practice examples, and may discuss or demonstrate non-examples.

Reinforcement: List what will be provided to students practicing the behavioral expectations

Give tickets to students as they demonstrate expected behavior. The students will put their names on the tickets and then put the tickets into the bin in the office for a chance to win the weekly PBIS drawing.

Follow-Up Plan: Identify what adults will do to review expectations and behaviors for this setting and ensure 5:1 ratio of positive acknowledgements versus corrections occurring in this setting.

Re-teach lessons as necessary to review expected behaviors.

DISCUSS

Class discussion of Tiger PRIDE expectations and it has changed the school

Teaching Plan:

1. Students think of a time they saw someone at school follow Tiger PRIDE
2. Students share their experience (not mentioning names)
3. Enjoy discussing experiences that have helped to make Iowa Valley a better place!

Classroom Discussion:

Teacher: We want to have behavior in/at/with/during _____ (location/matrix area) that demonstrates Tiger PRIDE.

Now ask the class: Why is it important that we demonstrate Tiger PRIDE principles in/at/with/during _____ (location/matrix area)? Elicit responses from the students. Make sure they respond that we are practicing this behavior so that it is an enjoyable and safe experience for everyone in our school. Next ask students what Tiger PRIDE in _____ (location/matrix area) looks like?

Now practice:

Practice expected behaviors. Students will think individually about a time they have seen someone at school demonstrate a Tiger PRIDE characteristic. Students should then share (without names) about the expectation they saw someone demonstrating and how such behaviors can help to make Iowa Valley a better place. As a class discuss positive behaviors we have seen and how we can encourage those types of behaviors.

Model examples and non-examples:

Examples: Students will write about exemplary behavior for this week's lesson and then share that with the class. Examples will vary.

Non-examples: Students may model or discuss non-examples.

Practice: Identify procedure to ensure all students practice the behaviors in the allocation

All students should practice or discuss expectations to be covered in the lesson. Students should practice examples, and may discuss or demonstrate non-examples.

Reinforcement: List what will be provided to students practicing the behavioral expectations

Give tickets to students as they demonstrate expected behavior. The students will put their names on the tickets and then put the tickets into the bin in the office for a chance to win the weekly PBIS drawing.

Follow-Up Plan: Identify what adults will do to review expectations and behaviors for this setting and ensure 5:1 ratio of positive acknowledgements versus corrections occurring in this setting.

Re-teach lessons as necessary to review expected behaviors.

POWERPOINT

Create a slideshow detailing what expectations look like

Teaching Plan:

1. Divide students up
2. Assign specific letter of PRIDE acronym to each group
3. Create a slideshow to demonstrate Tiger PRIDE expectations in the designated area. Be sure the expectation(s) are obviously covered and/or explained.
4. Slideshows should list examples of appropriate behavior and non-examples (what not to do) and make it fun!
5. Share with class and email!

Classroom Discussion:

Teacher: We want to have behavior in/at/with/during _____ (location/matrix area) that demonstrates Tiger PRIDE.

Now ask the class: Why is it important that we demonstrate Tiger PRIDE principles in/at/with/during _____ (location/matrix area)? Elicit responses from the students. Make sure they respond that we are practicing this behavior so that it is an enjoyable and safe experience for everyone in our school. Next ask students what Tiger PRIDE in _____ (location/matrix area) looks like?

Now practice:

Divide students into five groups, each assigned one letter from the PRIDE acronym, to create a short slideshow (PowerPoint, Prezi, Google Doc, etc.) detailing one component of Tiger PRIDE for the designated area. Students should incorporate the expectations related to their area (i.e. “try something new”) and then they should provide examples and a non-example for each expectation.

Model examples and non-examples:

Examples: Students will show exemplary behavior for the matrix area specified for this week’s lesson. Examples will vary depending on the matrix area being covered. Examples may include cleaning up lunch area, leaving the restroom cleaner than you found it, treating staff and students with courtesy, trying something new at lunch, going directly to class prepared with materials, etc.

Non-examples: Students will include non-examples in their slideshow. Non-examples will vary depending on the matrix area being covered. These would be behaviors that are not desirable and do not model Tiger PRIDE. Non-examples may include leaving trash on the lunch table, not washing hands after using the restroom, being tardy to class, being rude, etc.

Practice: Identify procedure to ensure all students practice the behaviors in the allocation

All students should practice or discuss expectations to be covered in the lesson. Students should practice examples, and may discuss or demonstrate non-examples.

Reinforcement: List what will be provided to students practicing the behavioral expectations

Give tickets to students as they demonstrate expected behavior. The students will put their names on the tickets and then put the tickets into the bin in the office for a chance to win the weekly PBIS drawing.

Follow-Up Plan: Identify what adults will do to review expectations and behaviors for this setting and ensure 5:1 ratio of positive acknowledgements versus corrections occurring in this setting.

Re-teach lessons as necessary to review expected behaviors.

ROLE-PLAY

Act out scenarios where students demonstrate Tiger PRIDE

Teaching Plan:

1. Divide students into 5 groups and assign one letter of the PRIDE acronym to each group.
2. Students create short scenarios and scripts (less than 1 minute) to demonstrate Tiger PRIDE expectations in the designated area. Be sure the expectation(s) are obviously covered and/or explained. Show examples of appropriate behavior and non-examples.
3. Tell students to be creative!
4. Students perform in front of class

Classroom Discussion:

Teacher: We want to have behavior in/at/with/during _____ (location/matrix area) that demonstrates Tiger PRIDE.

Now ask the class: Why is it important that we demonstrate Tiger PRIDE principles in/at/with/during _____ (location/matrix area)? Elicit responses from the students. Make sure they respond that we are practicing this behavior so that it is an enjoyable and safe experience for everyone in our school. Next ask students what Tiger PRIDE in _____ (location/matrix area) looks like?

Now practice:

Practice expected behaviors. Divide students into five groups, each assigned one letter from the PRIDE acronym, to create a short skit (with dialogue written down to be turned in) demonstrating one component of Tiger PRIDE for the designated area. Students will then perform scenes in front of the class and explain expectation being covered. (Example: If the matrix area is cafeteria the positive attitude group may demonstrate greeting people with a smile or trying something new)

Model examples and non-examples:

Examples: Students will model exemplary behavior for the matrix area specified for this week's lesson. Examples will vary depending on the matrix area being covered. Examples may include cleaning up lunch area, leaving the restroom cleaner than you found it, treating staff and students with courtesy, going directly to class prepared with materials, etc.

Non-examples: Class should discuss a non-example of their area after performing their skit with the exemplary behavior. Non-examples will vary depending on the matrix area being covered. These would be behaviors that are not desirable and do not model Tiger PRIDE. Non-examples may include leaving trash on the lunch table, not washing hands after using the restroom, being tardy to class, being rude, etc.

Practice: Identify procedure to ensure all students practice the behaviors in the allocation

All students should observe skits that cover all the expectations to be covered in the lesson. Students should practice examples, and will discuss or demonstrate non-examples.

Reinforcement: List what will be provided to students practicing the behavioral expectations

Give tickets to students as they demonstrate expected behavior. The students will put their names on the tickets and then put the tickets into the bin in the office for a chance to win the weekly PBIS drawing.

Follow-Up Plan: Identify what adults will do to review expectations and behaviors for this setting and ensure 5:1 ratio of positive acknowledgements versus corrections occurring in this setting.

Re-teach lessons as necessary to review expected behaviors.

VIDEO

Create a video demonstrating PBIS expectations

Teaching Plan:

1. Create a video to demonstrate Tiger PRIDE expectations in the designated area. Be sure the expectation(s) are obviously covered and/or explained.
2. Show examples of appropriate behavior and non-examples (what not to do) in the matrix area (cafeteria, restroom, etc.)
3. Film on location
4. Email video!

Classroom Discussion:

Teacher: We want to have behavior in/at/with/during _____ (location/matrix area) that demonstrates Tiger PRIDE.

Now ask the class: Why is it important that we demonstrate Tiger PRIDE principles in/at/with/during _____ (location/matrix area)? Elicit responses from the students. Make sure they respond that we are practicing this behavior so that it is an enjoyable and safe experience for everyone in our school. Next ask students what Tiger PRIDE in _____ (location/matrix area) looks like?

Now practice:

Practice expected behaviors. Students can group together, or work as a class, to film scenes on the iPad in which students are showing Tiger PRIDE behavior, as well as a few examples where students are not demonstrating Tiger PRIDE (these do not have to be overly dramatic). Videos may be filmed on location (in the cafeteria for example). Discuss and practice Tiger PRIDE expectations for the specified matrix area. Examples and non-examples don't have to be covered for every expectation, rather focus on the area specified for this week or an area students think needs work.

Model examples and non-examples:

Examples: Students will model exemplary behavior for the matrix area specified for this week's lesson. Examples will vary depending on the matrix area being covered. Examples may include cleaning up lunch area, leaving the restroom cleaner than you found it, treating staff and students with courtesy, trying something new at lunch, etc.

Non-examples: Students may model or discuss non-examples. Non-examples will vary depending on the matrix area being covered. These would be behaviors that are not desirable and do not model Tiger PRIDE. Non-examples may include leaving trash on the lunch table, not washing hands after using the restroom, being tardy to class, being rude, etc.

Practice: Identify procedure to ensure all students practice the behaviors in the allocation

All students should practice or discuss expectations to be covered in the lesson. Students should practice examples, and may discuss or demonstrate non-examples.

Reinforcement: List what will be provided to students practicing the behavioral expectations

Give tickets to students as they demonstrate expected behavior. The students will put their names on the tickets and then put the tickets into the bin in the office for a chance to win the weekly PBIS drawing.

Follow-Up Plan: Identify what adults will do to review expectations and behaviors for this setting and ensure 5:1 ratio of positive acknowledgements versus corrections occurring in this setting.

Re-teach lessons as necessary to review expected behaviors.

SKIT

Create a skit the class can preform demonstrating Tiger PRIDE

Teaching Plan:

1. Create a skit to demonstrate Tiger PRIDE expectations in the designated area.
2. Be sure the expectation(s) are obviously covered and/or explained. Show examples of appropriate behavior and non-examples (what not to do) and make it fun!
3. Preform and/or film

Classroom Discussion:

Teacher: We want to have behavior in/at/with/during _____ (location/matrix area) that demonstrates Tiger PRIDE.

Now ask the class: Why is it important that we demonstrate Tiger PRIDE principles in/at/with/during _____ (location/matrix area)? Illicit responses from the students. Make sure they respond that we are practicing this behavior so that it is an enjoyable and safe experience for everyone in our school. Next ask students what Tiger PRIDE in _____ (location/matrix area) looks like?

Now practice:

Practice expected behaviors. Students can group together, or work as a class, to create skit scenes to be preformed in your classroom in which students are showing Tiger PRIDE behavior, as well as a few examples where students are not demonstrating Tiger PRIDE (these do not have to be overly dramatic). Discuss and practice Tiger PRIDE expectations for the specified matrix area. Examples and non-examples don't have to be covered for every expectation, rather focus on the area specified for this week or an area students think needs work.

Model examples and non-examples:

Examples: Students will model exemplary behavior for the matrix area specified for this week's lesson. Examples will vary depending on the matrix area being covered. Examples may include cleaning up lunch area, leaving the restroom cleaner than you found it, treating staff and students with courtesy, trying something new at lunch, going directly to class prepared with materials, etc.

Non-examples: Students may model or discuss non-examples. Non-examples will vary depending on the matrix area being covered. These would be behaviors that are not desirable and do not model Tiger PRIDE. Non-examples may include leaving trash on the lunch table, not washing hands after using the restroom, being tardy to class, being rude, etc.

Practice: Identify procedure to ensure all students practice the behaviors in the allocation

All students should practice or discuss expectations to be covered in the lesson. Students should practice examples, and may discuss or demonstrate non-examples.

Reinforcement: List what will be provided to students practicing the behavioral expectations

Give tickets to students as they demonstrate expected behavior. The students will put their names on the tickets and then put the tickets into the bin in the office for a chance to win the weekly PBIS drawing.

Follow-Up Plan: Identify what adults will do to review expectations and behaviors for this setting and ensure 5:1 ratio of positive acknowledgements versus corrections occurring in this setting.

Re-teach lessons as necessary to review expected behaviors.

SONG

Write a song/jingle about expectations

Teaching Plan:

1. Create a song, jingle, chant, or rap to demonstrate Tiger PRIDE expectations in the designated area.
2. Be sure the expectation(s) are obviously covered and/or explained. Show examples of appropriate behavior and non-examples (what not to do) and make it fun!
3. Perform and share!

Classroom Discussion:

Teacher: We want to have behavior in/at/with/during _____ (location/matrix area) that demonstrates Tiger PRIDE.

Now ask the class: Why is it important that we demonstrate Tiger PRIDE principles in/at/with/during _____ (location/matrix area)? Illicit responses from the students. Make sure they respond that we are practicing this behavior so that it is an enjoyable and safe experience for everyone in our school. Next ask students what Tiger PRIDE in _____ (location/matrix area) looks like?

Now practice:

Practice expected behaviors. Students can group together, or work as a class or individuals, to develop a song, jingle, chant or rap regarding the designated matrix area this week. Students can share their products with class. Discuss and practice Tiger PRIDE expectations for the specified matrix area. All letters of PRIDE should be covered.

Model examples and non-examples:

Examples: Students will cover exemplary behavior for the matrix area specified for this week's lesson in their song, jingle, chant or rap. Examples will vary depending on the matrix area being covered. Examples may include cleaning up lunch area, leaving the restroom cleaner than you found it, treating staff and students with courtesy, trying something new at lunch, going directly to class prepared with materials, etc.

Non-examples: Students may cover non-examples in their song, jingle, chant or rap. Non-examples will vary depending on the matrix area being covered. These would be behaviors that are not desirable and do not model Tiger PRIDE. Non-examples may include leaving trash on the lunch table, not washing hands after using the restroom, being tardy to class, being rude, etc.

Practice: Identify procedure to ensure all students practice the behaviors in the allocation

All students should practice or discuss expectations to be covered in the lesson. Students should practice examples, and may discuss or demonstrate non-examples.

Reinforcement: List what will be provided to students practicing the behavioral expectations

Give tickets to students as they demonstrate expected behavior. The students will put their names on the tickets and then put the tickets into the bin in the office for a chance to win the weekly PBIS drawing.

Follow-Up Plan: Identify what adults will do to review expectations and behaviors for this setting and ensure 5:1 ratio of positive acknowledgements versus corrections occurring in this setting.

Re-teach lessons as necessary to review expected behaviors.

STORY WRITING

Write a story that demonstrates Tiger PRIDE

Teaching Plan:

1. Develop a short fictional story demonstrating Tiger PRIDE. Be sure the expectation(s) are obviously covered and/or explained.
2. The story should include examples of appropriate behavior while incorporating non-examples (what not to do). As always, keep it appropriate!
3. Share

Classroom Discussion:

Teacher: We want to have behavior in/at/with/during _____ (location/matrix area) that demonstrates Tiger PRIDE.

Now ask the class: Why is it important that we demonstrate Tiger PRIDE principles in/at/with/during _____ (location/matrix area)? Illicit responses from the students. Make sure they respond that we are practicing this behavior so that it is an enjoyable and safe experience for everyone in our school. Next ask students what Tiger PRIDE in _____ (location/matrix area) looks like?

Now practice:

Practice expected behaviors. Students can work independently or in small groups to develop their stories. Stories should take place in the designated matrix area and cover all areas of Tiger PRIDE. Share and/or discuss stories as a class. Students may also share within a small group. Class discussion about scenarios in their stories is also acceptable. We want students to hear about a wide range of scenarios that demonstrate Tiger PRIDE.

Model examples and non-examples:

Examples: Students will share exemplary behavior for the matrix area designated for this week from their story. Examples will vary depending on the matrix area being covered. Examples may include cleaning up lunch area, leaving the restroom cleaner than you found it, treating staff and students with courtesy, trying something new at lunch, helping someone out, picking up trash in the hallway, etc.

Non-examples: Students may discuss non-examples from their stories. Non-examples will vary depending on the matrix area being covered. These would be behaviors that are not desirable and do not model Tiger PRIDE. Non-examples may include leaving trash on the lunch table, not washing hands after using the restroom, being tardy to class, being rude, etc.

Practice: Identify procedure to ensure all students practice the behaviors in the allocation

All students should practice or discuss expectations to be covered in the lesson. Students should practice examples, and may discuss or demonstrate non-examples.

Reinforcement: List what will be provided to students practicing the behavioral expectations

Give tickets to students as they demonstrate expected behavior. The students will put their names on the tickets and then put the tickets into the bin in the office for a chance to win the weekly PBIS drawing.

Follow-Up Plan: Identify what adults will do to review expectations and behaviors for this setting and ensure 5:1 ratio of positive acknowledgements versus corrections occurring in this setting.

Re-teach lessons as necessary to review expected behaviors.