# PBIS Lesson Examples for Secondary:

# **Multi-Purpose Room/Central Quad/Lunch & Breakfast**

**Step 1: Review Behavior Expectations**

**Safe:**  Be free from harm of any kind.

**Responsible:** Be dependable and trustworthy at all times.

**Respectful:** Be polite and cooperative with others.

**Kind:** Say positive and helpful things to/about others and do nice things for them.

**Step 2: Teach Expectations for Specific Setting**

|  |  |  |  |
| --- | --- | --- | --- |
| **Be Safe** | **Be Responsible** | **Be Respectful** | **Be Kind** |
| · Walk at all times  · Sit while eating  · Keep personal  belongings to yourself  · Enter and exit Multi-  Purpose Room with  care | · Wait in line patiently  · Eat only at designated  tables/areas  · Clean up after yourself  · Use garbage cans and  recycling containers | · Use appropriate  language  · Be polite to the  cafeteria staff when  purchasing food  · Listen and follow  directions from  campus supervisors | · Use kind words, no  put-downs and no  gossip  · Help students find  seating  · Be sure no one eats  alone  · Give encouragement  and compliment others |

**Step 3: Tell Why Expectations are Important**

**Safe:** Prevents injuries and allows students to get their needs met quickly

**Responsible:** To show school pride and self-pride, maintain a neat, clean environment, and show for the custodians

**Respectful:** So that everyone has an enjoyable experience

**Kind:** To improve the overall school climate(the quality and character of school life)

**Step 4: Demonstrate Expectations**

***\*Provide more examples than non-examples***

|  |  |  |
| --- | --- | --- |
| **Cougar Code Tenant** | **Non-Example** | **Example** |
| **Be Safe** | \*Running to be first in line  \*Pushing while waiting in line  \*Sitting more than 2 to an  outdoor bench | \*Walking to line  \*Keeping hands to self while in line  \*No more than 2 seated on outdoor bench |
| **Be Responsible** | \*Leaving garbage on the table  \*Seeing trash and not picking  it up | \*Cleaning up their lunch mess and/or trash on the floor |
| **Be Respectful** | \*Rudely grabbing food  \*Yelling loudly to friend | \*Saying “please” & “thank you”  \*Using conversational voice |
| **Be Kind** | \*Telling someone he/she can’t  sit at your table  \*Laughing at someone who  has dropped an item | \*Inviting someone to sit at your  table  \*Picking up a dropped item for  someone else |

**Step 5: Provide Opportunities to Practice**

* Class/Partner Discussion
* Role Playing
* Brainstorm/List Examples or Ways to Follow Rules
* Draw/Write Examples and Non-Examples
* Read A Book That Demonstrates Rule or Behavior
* Perform Skits
* Students Teach Other Students About Rules

**Passing Period/Transition Times/Quad Areas**

**Step 1: Review Behavior Expectations**

**Safe:**  Be free from harm of any kind.

**Responsible:** Be dependable and trustworthy at all times.

**Respectful:** Be polite and cooperative with others.

**Kind:** Say only positive things to/about others and do nice things for them.

**Step 2: Teach Expectations for Specific Setting**

|  |  |  |  |
| --- | --- | --- | --- |
| **Be Safe** | **Be Responsible** | **Be Respectful** | **Be Kind** |
| · Walk at all times  · Keep hands and feet to  yourself  · Keep personal  belongings to yourself | · Follow directions at all  times  · Keep quad areas clean  from litter  · Use recycling bins if  applicable  · Immediately report any  concerns to an adult, or  come to the office to  make report  · Avoid being tardy | · Use appropriate  language  · Walk at all times  · Stay off grass areas  · Remain quiet when  walking, so other  classes are not  interrupted | · Use kind words, no  put-downs and no  gossip  · Help students find the  right person to help  them, or the right  location  · Be polite to ACMS staff  and to each other |

**Step 3: Tell Why Expectations are Important**

**Safe:** Prevents injuries to people and damage to property

**Responsible:** To maintain a well-kept and orderly school environment and ensure

instructional time is not negatively impacted

**Respectful:** So that everyone has an the opportunity to feel good about being at school

**Kind:** To improve the overall school climate(the quality and character of school life)

**Step 4: Demonstrate Expectations**

***\*Provide more examples than non-examples***

|  |  |  |
| --- | --- | --- |
| **Cougar Code Tenant** | **Non-Example** | **Example** |
| **Be Safe** | \*Running  \*Pushing  \*Throwing objects | \*Walking to class  \*Keeping hands & feet to self  \*Keeping personal items to self |
| **Be Responsible** | \*Being tardy to class  \*Seeing trash and not picking  it up  \* Walking across  grass/landscaped areas | \*Arriving to class punctually  \*Throwing away trash  \*Walking on concrete  \*Greeting your teacher when  you enter class |
| **Be Respectful** | \*Swearing  \*Yelling loudly | \*Using appropriate language  \*Using conversational voice |
| **Be Kind** | \*Closing the door on someone  \*Making others get out of your  way | \*Holding the door open for others  \*Stepping out of others’ way |

**Step 5: Provide Opportunities to Practice**

* Class/Partner Discussion
* Role Playing
* Brainstorm/List Examples or Ways to Follow Rules
* Draw/Write Examples and Non-Examples
* Read A Book That Demonstrates Rule or Behavior
* Perform Skits
* Students Teach Other Students About Rules

**Perimeter/Before & After School**

**Step 1: Review Behavior Expectations**

**Safe:**  Be free from harm of any kind.

**Responsible:** Be dependable and trustworthy at all times.

**Respectful:** Be polite and cooperative with others.

**Kind:** Say only positive things to/about others and do nice things for them.

**Step 2: Teach Expectations for Specific Setting**

|  |  |  |  |
| --- | --- | --- | --- |
| **Be Safe** | **Be Responsible** | **Be Respectful** | **Be Kind** |
| · Walk at all times  · Keep hands and feet to  self  · Walk bikes, scooters,  skateboards, etc. while  on campus  · Enter and exit bus with  care  · Use crosswalks and  sidewalks  · Go straight home,  without loitering in park  or other areas of  community | · Only use cell phones  and electronic devices  in designated areas  · Follow directions at all  times  · Keep campus clean  from litter  · Stay off campus until  7:40 (7:30 if you have  breakfast in the Multi)  · Move into quads after  7:40  · Depart from campus by  2:20 if not involved in  after-school activities  (1:25 on Mondays) | · Use appropriate  language  · Be polite and  courteous to others  · Be aware of other’s  space and personal  belongings | · Use kind words, no  put-downs and no  gossip  · Help students find their  rides  · Be sure no one walks  alone  · Give encouragement  and compliment others |

**Step 3: Tell Why Expectations are Important**

**Safe:** To avoid potentially dangerous situations and prevent injuries to people and

damage to property

**Responsible:** To maintain a well-kept school environment,

**Respectful:** So that everyone can feel good about being at school

**Kind:** To improve the overall school climate(the quality and character of school life)

**Step 4: Demonstrate Expectations**

***\*Provide more examples than non-examples***

|  |  |  |
| --- | --- | --- |
| **Cougar Code Tenant** | **Non-Example** | **Example** |
| **Be Safe** | \*Jaywalking  \*Walking in bus zone  \*Riding bike through campus  \*Hanging out in Tetotum Park | \*Using crosswalk  \*Staying on sidewalk  \*Walking bike off the campus  \*Walking around or straight  through Tetotum Park |
| **Be Responsible** | \*Using phone on campus  \*Taking pictures/videos with  phone  \*Walking by trash on ground  \* Being on campus before 7:40  \* Being on blacktop after 7:40  \*Loitering on campus after 2:20 | \*Using phone at front of school  or blacktop  \*NOT taking pictures/videos,  even if you have someone’s  permission  \*Picking up trash & throwing it  away  \*Staying off campus until 7:40  \*Moving into quads after 7:40  \*Leaving campus by 2:20 |
| **Be Respectful** | \*Yelling  \*Running  \*Pushing  \*Grabbing  \*Swearing | \*Using conversational voices  \*Walking  \*Keeping hands, feet, &  objects to self  \*Using appropriate language |
| **Be Kind** | \*Not acknowledging others as  you walk by  \*Making others get out of your  way | \*Positive words  \*Saying “Goodbye”, “Have a good afternoon”, or “See you tomorrow” to students and staff |

**Step 5: Provide Opportunities to Practice**

* Class/Partner Discussion
* Role Playing
* Brainstorm/List Examples or Ways to Follow Rules
* Draw/Write Examples and Non-Examples
* Read A Book That Demonstrates Rule or Behavior
* Perform Skits
* Students Teach Other Students About Rules

**Restrooms**

**Step 1: Review Behavior Expectations**

**Safe:**  Be free from harm of any kind.

**Responsible:** Be dependable and trustworthy at all times.

**Respectful:** Be polite and cooperative with others.

**Kind:** Say only positive things to/about others and do nice things for them.

**Step 2: Teach Expectations for Specific Setting**

|  |  |  |  |
| --- | --- | --- | --- |
| **Be Safe** | **Be Responsible** | **Be Respectful** | **Be Kind** |
| · Keep water in sinks  · Wash hands  · Report any problems to  office | · Follow directions at all  times  · Keep restrooms clean  from litter  · Keep belongings in  classrooms when  using restroom | · Use appropriate  language  · Be polite and  courteous to each other  · Be aware of other’s  space and personal  belongings | · Use kind words, no  put-downs and no  gossip  · Help students find the  right person to help  them  · Be polite to others  · Give encouragement  and compliment others |

**Step 3: Tell Why Expectations are Important**

**Safe:** To prevent injuries to people and damage to property

**Responsible:** To maintain a neat, clean environment and prevent disruption of

instructional time

**Respectful:** So that everyone can feel comfortable and secure while at school

**Kind:** To improve the overall school climate(the quality and character of school life)

**Step 4: Demonstrate Expectations**

***\*Provide more examples than non-examples***

|  |  |  |
| --- | --- | --- |
| **Cougar Code Tenant** | **Non-Example** | **Example** |
| **Be Safe** | \*Hanging on stall door/wall  \*Spraying water on floor  \*Ignoring problems | \*Staying off doors & walls  \*Keeping water in sink  \*Reporting problems to staff |
| **Be Responsible** | \*Socializing in restroom  \*Putting objects in  toilet/urinal/sink  \*Wasting time in restroom | \*Remaining quiet in restroom  \*Keeping toilet/urinal/sink free  of obstructions  \*Getting back to class ASAP |
| **Be Respectful** | \*Yelling  \*Pushing/Grabbing  \*Swearing  \*Putting litter on floor  \*Graffiti/Writing on walls/doors | \*Remaining quiet in restroom  \*Keeping hands, feet, &  objects to self  \*Using appropriate language  \*Putting litter in trashcan |
| **Be Kind** | \*Invading the personal space of  others | \*Respecting the personal  space of others |

**Step 5: Provide Opportunities to Practice**

* Class/Partner Discussion
* Role Playing
* Brainstorm/List Examples or Ways to Follow Rules
* Draw/Write Examples and Non-Examples
* Read A Book That Demonstrates Rule or Behavior
* Perform Skits
* Students Teach Other Students About Rules

**School Events (Assemblies, Rallies, etc.)**

**Step 1: Review Behavior Expectations**

**Safe:**  Be free from harm of any kind.

**Responsible:** Be dependable and trustworthy at all times.

**Respectful:** Be polite and cooperative with others.

**Kind:** Say only positive things to/about others and do nice things for them.

**Step 2: Teach Expectations for Specific Setting**

|  |  |  |  |
| --- | --- | --- | --- |
| **Be Safe** | **Be Responsible** | **Be Respectful** | **Be Kind** |
| · Keep hands and feet to  yourself  · Remain seated in  bleachers at all times  · Walk to and from  assembly seats  · Remain in bleachers  until dismissed | · Follow directions at all  times  · Keep gym and multi  clean from litter | · Use appropriate  language  · Be polite and  courteous to our  guests, and to each  other  · Be aware of other’s  space and personal  belongings | · Use kind words, no  put-downs and no  gossip  · Help students find their  seats  · Be polite to guests  · Give encouragement  and compliment others |

**Step 3: Tell Why Expectations are Important**

**Safe:** To prevent injuries to people and damage to property

**Responsible:** To ensure the event runs as smoothly as possible, including starting and

ending on time

**Respectful:** So the event is an enjoyable experience for everyone

**Kind:** To improve the overall school climate(the quality and character of school life)

**Step 4: Demonstrate Expectations**

***\*Provide more examples than non-examples***

|  |  |  |
| --- | --- | --- |
| **Cougar Code Tenant** | **Non-Example** | **Example** |
| **Be Safe** | \*Pushing  \*Running  \*Poking neighbor with  finger/object | \*Hands to self  \*Walking  \*Helping others get seated  \*Staying seated throughout the  performance/presentation |
| **Be Responsible** | \*Bringing food/drinks into  gym/multi  \*Ignoring staff directions | \*Leaving food/drinks in  backpack  \*Following staff directions right  away |
| **Be Respectful** | \*Yelling  \*Talking at an inappropriate  time  \*Not showing speaker you’re  listening | \*Remaining quiet at  appropriate times  \*Eyes on speaker/performer  \*Body turned toward  speaker/performer |
| **Be Kind** | \*Heckling the  speaker/performer  \*Booing the speaker/performer | \*Applaud at appropriate times  \*Encourage the speaker/performer |

**Step 5: Provide Opportunities to Practice**

* Class/Partner Discussion
* Role Playing
* Brainstorm/List Examples or Ways to Follow Rules
* Draw/Write Examples and Non-Examples
* Read A Book That Demonstrates Rule or Behavior
* Perform Skits
* Students Teach Other Students About Rules

**Locker Rooms**

**Step 1: Review Behavior Expectations**

**Safe:**  Be free from harm of any kind.

**Responsible:** Be dependable and trustworthy at all times.

**Respectful:** Be polite and cooperative with others.

**Kind:** Say only positive things to/about others and do nice things for them.

**Step 2: Teach Expectations for Specific Setting**

|  |  |  |  |
| --- | --- | --- | --- |
| **Be Safe** | **Be Responsible** | **Be Respectful** | **Be Kind** |
| · Keep hands and feet to  yourself  · Use lockers  appropriately  · Speak quietly  · Report to your class  immediately | · Follow directions at all  times  · Keep locker rooms  clean from litter  · Keep belongings  locked in PE locker | · Use appropriate  language  · Be polite and  courteous to each other  · Be aware of other’s  space and personal  belongings | · Use kind words, no  put-downs and no  gossip  · Help students find the  right person to help  them  · Be polite to PE staff  and to each other  · Give encouragement  and compliment others |

**Step 3: Tell Why Expectations are Important**

**Safe:** To prevent injuries to people and damage to property

**Responsible:** To maintain an orderly environment, prevent loss/theft of property, and

prevent loss of instructional time

**Respectful:** So ensure the environment is secure and comfortable for everyone

**Kind:** To improve the overall school climate(the quality and character of school life)

**Step 4: Demonstrate Expectations**

***\*Provide more examples than non-examples***

|  |  |  |
| --- | --- | --- |
| **Cougar Code Tenant** | **Non-Example** | **Example** |
| **Be Safe** | \*Pushing/Grabbing  \*Standing on benches  \*Slamming locker doors | \*Hands to self  \*Sitting on benches  \*Closing locker doors gently |
| **Be Responsible** | \*Leaving belongings out  \*Forgetting to secure lock  \*Being late to class | \*Ensuring belongings are in  locker  \*Double-checking your lock  \*Arriving to class on time |
| **Be Respectful** | \*Yelling  \*Swearing  \*Handling others’ property  \*Invading others’ personal  space | \*Quiet voice  \*Appropriate language  \*Leaving others’ property alone  \*Respecting others’ personal  space |
| **Be Kind** | \*Blocking others’ way so they  can’t get to their  lockers/belongings | \*Making room so others can  get to their lockers/belongings |

**Step 5: Provide Opportunities to Practice**

* Class/Partner Discussion
* Role Playing
* Brainstorm/List Examples or Ways to Follow Rules
* Draw/Write Examples and Non-Examples
* Read A Book That Demonstrates Rule or Behavior
* Perform Skits
* Students Teach Other Students About Rules