

# MCKINLEY EXPECTATIONS LESSON PLAN



## TARGETED AREA: ARRIVAL/BREAKFAST

**Objective:** Students will be able to demonstrate their understanding of McKinley’s Arrival/Breakfast expectations.

	RESPECTFUL	RESPONSIBLE	SAFE
Arrival/ Breakfast	<ul style="list-style-type: none"> <li>• follow line basics</li> <li>• talk quietly</li> <li>• use kind words</li> <li>• use “please” and “thank you”</li> <li>• be helpful to others</li> </ul>	<ul style="list-style-type: none"> <li>• arrive at school between 8:00-8:10</li> <li>• get your breakfast and go directly to your classroom</li> <li>• clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>• hands, feet, body and other objects to yourself</li> <li>• stay on the sidewalk</li> <li>• always walk</li> </ul>

### INTRODUCTION

- “Today we are going to talk about how we are respectful, responsible, and safe when arriving at school and going through the breakfast line.”
- Show students the poster for arrival/breakfast expectations. Read the list of expectations for each category and ask students to suggest examples of ways they can demonstrate them. For example, “being respectful during arrival and breakfast involves following line basics, talking quietly, using kind words like ‘please’ and ‘thank you’ and being helpful to others. What exactly does following line basics mean? What about talking quietly? What are some other examples of kind words? How could we be helpful to others?”

### DISCUSSION

- What are some ways we sometimes behave when we forget the Eagle Way expectations?
  - Running around outside/on the grass.
  - Bumping into each other in line.
  - Cutting in line.
  - Pushing and shoving others through the doors.
  - Pushing the handicap accessible buttons on the way in.
  - Talking very loudly.
- These are not consistent with our Eagle Way expectations. We can do better!

### MODELING

- Choose a couple of students to model excellent examples of following the expectations. Ask them: “Please demonstrate what it *looks like* and *sounds like* to:”
  - follow line basics
  - talk quietly
  - use kind words
  - use “please” and “thank you”
  - be helpful to others
  - hands, feet, body and other objects to yourself
  - stay on the sidewalk
  - always walk

### PRACTICE

- Students line up and follow the expectations beginning outside and walking through the doors and through the breakfast lines.
- The adults must monitor and provide immediate praise for good examples and corrective feedback for poor examples.

### CLOSURE

- What questions do you have about our expectations for arrival and breakfast?
- Who can summarize what respectful, responsible and safe looks and sounds like for arrival and breakfast?
- Who can explain why these expectations are important?

## MCKINLEY EXPECTATIONS LESSON PLAN



### TARGETED AREA: BUS LINE / ON THE BUS

**Objective:** Students will be able to demonstrate their understanding of McKinley’s bus line and bus expectations.

	RESPECTFUL	RESPONSIBLE	SAFE
Bus Line / On the Bus	<ul style="list-style-type: none"> <li>• wait quietly for attendance to be taken</li> <li>• walk to bus area in line basics</li> <li>• listen to the driver</li> <li>• speak politely to others and bus driver</li> <li>• exit the bus by saying “thank you and have a good day”</li> </ul>	<ul style="list-style-type: none"> <li>• check seat area for lost items</li> <li>• follow bus rules and expectations</li> <li>• use an indoor voice</li> <li>• be at the bus stop on time</li> </ul>	<ul style="list-style-type: none"> <li>• go directly to gym and stay once you check in</li> <li>• hands, feet, body and other objects to yourself</li> <li>• stay seated on the bus</li> <li>• ask for help and let the driver know if someone needs help</li> </ul>

### INTRODUCTION

- “Today we are going to talk about how we are respectful, responsible, and safe when waiting in the bus line and when riding the bus.”
- Show students the poster about bus line and bus riding expectations. Read the list of expectations for each category and ask students to suggest examples of ways they can demonstrate them. For example, “being respectful in the bus line and on the bus involves waiting patiently for your bus to arrive, walking to your bus, speaking politely and using your manners. What exactly does waiting patiently for your bus look and sound like? What about speaking politely? How about listening to the driver?”

### DISCUSSION

- What are some ways we sometimes behave when we forget the Eagle Way expectations?
  - bus driver tells you to sit in the front seat, and you go to the back of the bus
  - eating a snack from school in my book bag
  - yelling to someone in the back
  - get up from seat and walk around the bus
  - looking over the seat and messing with someone else’s book bag
  - kicking the seat ahead
  - throwing paper wads
- These are not consistent with our Eagle Way expectations. We can do better!

### MODELING

- Choose a couple of students to model excellent examples of following the expectations. Ask them: “Please demonstrate what it *looks like* and *sounds like* to:”
  - Walking at all times
  - Hands, feet and objects kept to yourself
  - Listen to the bus driver
  - Stay seated on the bus
  - Use an indoor voice

### PRACTICE

- Students practice walking to the bus waiting area and leaving the building under adult supervision.
- The adults must monitor and provide immediate praise for good examples and corrective feedback for poor examples.

### CLOSURE

- What questions do you have about our expectations for waiting in the bus line and riding the bus?
- Who can summarize what respectful, responsible and safe looks and sounds like for the bus line and riding the bus?
- Who can explain why these expectations are important?

## MCKINLEY EXPECTATIONS LESSON PLAN



### TARGETED AREA: LUNCHROOM/CAFETERIA

**Objective:** Students will be able to demonstrate their understanding of McKinley’s Lunchroom/Cafeteria expectations.

	RESPECTFUL	RESPONSIBLE	SAFE
Lunchroom/ Cafeteria	<ul style="list-style-type: none"> <li>gently put away trays and silverware</li> <li>follow line basics</li> <li>raise a hand and wait for an adult if help is needed</li> <li>use polite language, conversational voices, and good manners</li> </ul>	<ul style="list-style-type: none"> <li>use silverware and napkins</li> <li>leave area clean and have everything picked up</li> <li>get all food and utensils first time</li> </ul>	<ul style="list-style-type: none"> <li>hands, feet, body and other objects to yourself</li> <li>touch only the food you will take and eat</li> <li>report spills to an adult</li> <li>sit appropriately on the chair</li> <li>wait for your table to be dismissed</li> <li>hands, feet, body and other objects to yourself</li> </ul>

### INTRODUCTION

- “Today we are going to talk about how we are respectful, responsible, and safe when arriving at school and going through the breakfast line.
- Show students the poster for the lunchroom/cafeteria expectations. Read the list of expectations for each category and ask students to suggest examples of ways they can demonstrate them. For example, “being respectful while in the lunchroom involves gently putting away trays and silverware, following line basics, raising your hand for help, and using polite language and good manners. What exactly does gently putting away trays and silverware? What are line basics? How about polite language and good manners?

### DISCUSSION

- What are some ways we sometimes behave when we forget the Eagle Way expectations?
  - Cutting in front of others
  - Talking with loud voices
  - Running while in the lunchroom
  - Pushing/showing/touching others in line
  - Grabbing the tray before server is ready
  - Grabbing someone else’s food
  - Getting up and going to get items you forgot
  - Leaving a mess at the table or on the floor
  - Not lining up on the line to dump trays
  - What other bad habits we sometimes see?
- These are not consistent with our Eagle Way expectations. We can do better!

### MODELING

- Choose a couple of students to model excellent examples of following the expectations. Ask them: “Please demonstrate what it *looks like* and *sounds like* to:”
  - follow line basics
  - talk quietly
  - use polite language
  - use “please” and “thank you”
  - leave your area clean and pick up everything
  - hands, feet, body and other objects to yourself
  - sit appropriately in your chair
  - always walk, even when it’s tempting to run

### PRACTICE

- Students line up and follow the expectations beginning outside the lunchroom and walking into the room and through the lunch line.
- The adults must monitor and provide immediate praise for good examples and corrective feedback for poor examples.

### CLOSURE

- What questions do you have about our expectations for the lunchroom?
- Who can summarize what respectful, responsible and safe looks and sounds like in the lunchroom?
- Who can explain why these expectations are important?

# MCKINLEY EXPECTATIONS LESSON PLAN



## TARGETED AREA: DISMISSAL

**Objective:** Students will be able to demonstrate their understanding of McKinley’s Dismissal expectations.

	RESPECTFUL	RESPONSIBLE	SAFE
Dismissal	<ul style="list-style-type: none"> <li>• use line basics</li> <li>• keep McKinley safe and clean</li> <li>• follow adult directions</li> <li>• use kind and encouraging words</li> </ul>	<ul style="list-style-type: none"> <li>• be ready to go</li> <li>• walk slowly down/up one step at a time</li> <li>• go directly to your dismissal location</li> <li>• watch and walk on the sidewalk for your ride</li> <li>• when you leave school go directly to your destination</li> </ul>	<ul style="list-style-type: none"> <li>• follow your teacher out of the building to the dismissal area</li> <li>• let your teacher know you are leaving</li> <li>• stay on the sidewalk</li> <li>• hands, feet, body and other objects to yourself</li> <li>• open doors carefully</li> <li>• look both ways and use the crosswalk</li> <li>• walk inside and outside of the school</li> </ul>

### INTRODUCTION

- “Today we are going to talk about how we are respectful, responsible, and safe during dismissal.”
- Show students the poster about dismissal expectations. Read the list of expectations for each category and ask students to suggest examples of ways they can demonstrate them. For example, “being respectful during dismissal involves using line basics, following directions the first time and using kind words. What exactly does line basics mean? What about following directions the first time? How about using kind words?”

### DISCUSSION

- What are some ways we sometimes behave when we forget the Eagle Way expectations?
  - bumping another in line, cutting in line
  - walking on the grass
  - playing on the sidewalk parking lot
  - running up the sidewalk
  - standing touching others
  - kicking someone in line
  - pushing someone down
- These are not consistent with our Eagle Way expectations. We can do better!

### MODELING

- Choose a couple of students to model excellent examples of following the expectations. Ask them: “Please demonstrate what it *looks like* and *sounds like* to:”
  - Use line basics
  - Walk at all times
  - Go directly to your destination
  - Stay on the sidewalk
  - Keep hands and feet to self
  - Watch for cars/Look both ways

### PRACTICE

- Students practice lining up, walking through the halls, exiting the building/going to the bus lines.
- The adults must monitor and provide immediate praise for good examples and corrective feedback for poor examples.

### CLOSURE

- What questions do you have about our expectations for dismissal?
- Who can summarize what respectful, responsible and safe looks and sounds like for dismissal?
- Who can explain why these expectations are important?

# MCKINLEY EXPECTATIONS LESSON PLAN



## TARGETED AREA: LIBRARY/COMPUTER LAB

**Objective:** Students will be able to demonstrate their understanding of McKinley’s Library/Computer Lab expectations.

	RESPECTFUL	RESPONSIBLE	SAFE
Library/ Computer Lab	<ul style="list-style-type: none"> <li>• use quiet voices</li> <li>• follow staff directions</li> <li>• read quietly</li> <li>• be gentle with computers and other technology</li> </ul>	<ul style="list-style-type: none"> <li>• handle books, magazines, newspapers, computers, and headphones carefully</li> <li>• use your spotter card</li> <li>• keep track of your book and return it on time</li> </ul>	<ul style="list-style-type: none"> <li>• push your chair in when leaving</li> <li>• ask for permission to leave</li> <li>• hands, feet, body and other objects to yourself</li> <li>• walk quietly at all times</li> </ul>

### INTRODUCTION

- “Today we are going to talk about how we are respectful, responsible, and safe in the library & computer lab.”
- Show students the poster about library/computer lab expectations. Read the list of expectations for each category and ask students to suggest examples of ways they can demonstrate them. For example, “being respectful in the library and computer lab involves using quiet voices, following directions the first time and using computers and other technology gently. What exactly do quiet voices sound like? What about following directions the first time? How about using computers gently?”

### DISCUSSION

- What are some ways we sometimes behave when we forget the Eagle Way expectations?
  - Humming or loud talking
  - Dropping books, putting book on your head, etc.
  - Taking a book off the shelf and leaving
  - Running through the media center
  - Hitting, kicking or pushing someone
  - Using the keyboard or mouse in a rough way
- These are not consistent with our Eagle Way expectations. We can do better!

### MODELING

- Choose a couple of students to model excellent examples of following the expectations. Ask them: “Please demonstrate what it *looks like* and *sounds like* to:”
  - Use quiet voices
  - Follow staff directions
  - Be gentle with the technology
  - Handle books with care
  - Push in your chair before leaving
  - Walk quietly at all times

### PRACTICE

- Students practice entering and exiting the library/computer lab.
- The adults must monitor and provide immediate praise for good examples and corrective feedback for poor examples.

### CLOSURE

- What questions do you have about our expectations for library/computer lab?
- Who can summarize what respectful, responsible and safe looks and sounds like for library/computer lab?
- Who can explain why these expectations are important?

# MCKINLEY EXPECTATIONS LESSON PLAN



## TARGETED AREA: RECESS

**Objective:** Students will be able to demonstrate their understanding of McKinley’s Recess expectations.

	RESPECTFUL	RESPONSIBLE	SAFE
Recess	<ul style="list-style-type: none"> <li>• follow McKinley playground and game rules</li> <li>• use kind and encouraging words</li> <li>• take turns and share equipment</li> <li>• include everyone</li> <li>• be a good sport</li> </ul>	<ul style="list-style-type: none"> <li>• return equipment or indoor games</li> <li>• line up immediately when bell rings</li> <li>• enter the building quietly</li> </ul>	<ul style="list-style-type: none"> <li>• hands, feet, body and other objects to yourself</li> <li>• wear appropriate clothing and shoes</li> <li>• report injuries and incidents to staff</li> <li>• line basics and wait quietly until you are dismissed</li> </ul>

### INTRODUCTION

- “Today we are going to talk about how we are respectful, responsible, and safe while at recess.”
- Show students the poster for recess expectations. Read the list of expectations for each category and ask students to suggest examples of ways they can demonstrate them. For example, “being respectful at recess involves taking turns and sharing equipment, including others and being a good sport. What exactly does taking turns and sharing equipment mean? What about including others? How can we show good sportsmanship?”

### DISCUSSION

- What are some ways we sometimes behave when we forget the Eagle Way expectations?
  - cutting in line
  - telling someone they cannot play in a basketball game
  - not going to stand at the wall when directed to for disciplinary reasons
  - throwing a ball in the field and saying, “oh, its time to line up” and leave the ball
  - wander around and slowly stumble to line up
  - talking with an ‘outdoor voice’ when coming into the building
- These are not consistent with our Eagle Way expectations. We can do better!

### MODELING

- Choose a couple of students to model excellent examples of following the expectations. Ask them: “Please demonstrate what it *looks like* and *sounds like* to:”
  - use kind and encouraging words
  - take turns and share equipment
  - include everyone
  - be a good sport
  - line up immediately when bell rings
  - enter the building quietly

### PRACTICE

- Students walk out to the playground and practice lining up and following the expectations on their way into the building.
- The adults must monitor and provide immediate praise for good examples and corrective feedback for poor examples.

### CLOSURE

- What questions do you have about our expectations for recess?
- Who can summarize what respectful, responsible and safe looks and sounds like for recess?
- Who can explain why these expectations are important?

## MCKINLEY EXPECTATIONS LESSON PLAN



### TARGETED AREA: RESTROOM & WATER FOUNTAIN

**Objective:** Students will be able to demonstrate their understanding of McKinley’s Restroom expectations.

	RESPECTFUL	RESPONSIBLE	SAFE
Restroom	<ul style="list-style-type: none"> <li>• keep restroom clean</li> <li>• consider others privacy</li> <li>• use quiet voice</li> </ul>	<ul style="list-style-type: none"> <li>• use, flush, wash, dry your hands and leave</li> <li>• take the restroom pass and nothing else</li> <li>• return to classroom promptly</li> </ul>	<ul style="list-style-type: none"> <li>• wait patiently for your turn</li> <li>• report problems to an adult</li> <li>• use water and soap in an appropriate way</li> </ul>
Water Fountain	<ul style="list-style-type: none"> <li>• wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>• say “one, two, three that’s enough for me.”</li> <li>• conserve water</li> </ul>	<ul style="list-style-type: none"> <li>• keep your mouth off the water fountain</li> <li>• hands, feet, body and other objects to yourself</li> </ul>

### INTRODUCTION

- “Today we are going to talk about how we are respectful, responsible, and safe while using the restroom and water fountain.”
- Show students the posters for restroom and water fountain expectations. Read the list of expectations for each category and ask students to suggest examples of ways they can demonstrate them. For example, “being respectful while using the restroom involves being considerate of others, keeping the area clean and using quiet voices. What exactly does considering other people’s privacy mean? What about using a quiet voice? How can we keep it clean?”

### DISCUSSION

- What are some ways we sometimes behave when we forget the Eagle Way expectations?
  - looking under the stall
  - splashing water
  - climbing on stall dividers
  - using too much soap
  - not flushing the toilet
  - using loud voices
  - not washing hands
  - horsing around after finishing (instead of lining up)
- These are not consistent with our Eagle Way expectations. We can do better!

### MODELING

- Choose a couple of students to model excellent examples of following the expectations. Ask them: “Please demonstrate what it *looks like* and *sounds like* to:”
  - consider others privacy
  - wait patiently for your turn
  - use quiet voice
  - use water and soap in an appropriate way
  - get a drink of water appropriately

### PRACTICE

- Students take a restroom/water break and practice the expectations just outlined.
- The adults must monitor and provide immediate praise for good examples and corrective feedback for poor examples.

### CLOSURE

- What questions do you have about our expectations for using the restroom and water fountain?
- Who can summarize what respectful, responsible and safe looks and sounds like for the restroom & fountain?
- Who can explain why these expectations are important?





# MCKINLEY EXPECTATIONS LESSON PLAN



## TARGETED AREA: GUEST / VISITOR / SUBSTITUTE TEACHER

**Objective:** Students will be able to demonstrate their understanding of McKinley’s Guest/Substitute expectations.

	RESPECTFUL	RESPONSIBLE	SAFE
Guest / Visitor / Substitute Teacher	<ul style="list-style-type: none"> <li>• accept guest’s differences</li> <li>• be a good listener</li> <li>• introduce yourself</li> <li>• be helpful</li> <li>• raise your hand to speak or share</li> <li>• use kind and encouraging words</li> </ul>	<ul style="list-style-type: none"> <li>• be a good representative of McKinley</li> <li>• follow directions</li> <li>• follow social contract and routines</li> <li>• be honest and flexible</li> </ul>	<ul style="list-style-type: none"> <li>• hands, feet, body and other objects to yourself</li> </ul>

### INTRODUCTION

- “Today we are going to talk about how we are respectful, responsible, and safe when we have a guest, visitor or substitute teacher.”
- Show students the poster about guest/visitor/substitute teacher expectations. Read the list of expectations for each category and ask students to suggest examples of ways they can demonstrate them. For example, “being respectful with a guest, visitor or substitute teacher involves being a good listener, being helpful and using kind and encouraging words. What exactly does being a good listener look and sound like? What about being helpful? Using kind and encouraging words?”

### DISCUSSION

- What are some ways we sometimes behave when we forget the Eagle Way expectations?
  - Talking out of turn/blurting out
  - Forgetting the expectations for our classroom
  - Being critical of the guest’s lack of familiarity with our classroom/school
  - Forgetting to listen and follow directions
- These are not consistent with our Eagle Way expectations. We can do better!

### MODELING

- Choose a couple of students to model excellent examples of following the expectations. Ask them: “Please demonstrate what it *looks like* and *sounds like* to:”
  - be a good listener
  - introduce yourself
  - be helpful
  - follow directions
  - be honest and flexible
  - hands, feet, body and other objects to yourself

### PRACTICE

- Students practice their manners around a visitor, guest speaker or substitute teacher.
- The adults must monitor and provide immediate praise for good examples and corrective feedback for poor examples.

### CLOSURE

- What questions do you have about our expectations for a guest, visitor or substitute teacher?
- Who can summarize what respectful, responsible and safe looks and sounds like for a guest, visitor or substitute teacher?
- Who can explain why these expectations are important?

# MCKINLEY EXPECTATIONS LESSON PLAN



## TARGETED AREA: ASSEMBLIES

**Objective:** Students will be able to demonstrate their understanding of McKinley’s Assembly expectations.

	RESPECTFUL	RESPONSIBLE	SAFE
Assemblies	<ul style="list-style-type: none"> <li>raise hand to get attention</li> <li>be a good listener</li> <li>laugh and clap appropriately</li> <li>use quiet voices when appropriate</li> <li>eyes on the speaker</li> <li>follow the quiet signal</li> </ul>	<ul style="list-style-type: none"> <li>stay in line with your teacher</li> <li>sit where directed</li> <li>voices off when speaker is talking</li> </ul>	<ul style="list-style-type: none"> <li>sit in body basics</li> <li>stay seated until dismissed</li> <li>stay with a teacher at all times</li> </ul>

### INTRODUCTION

- “Today we are going to talk about how we are respectful, responsible, and safe during assemblies.”
- Show students the poster about assembly expectations. Read the list of expectations for each category and ask students to suggest examples of ways they can demonstrate them. For example, “being respectful during an assembly involves being a good listener, using quiet voices when it’s appropriate and following the quiet signal. What exactly does being a good listener look and sound like? What about using quiet voices? Paying attention to the quiet signal?”

### DISCUSSION

- What are some ways we sometimes behave when we forget the Eagle Way expectations?
  - walking to a different spot than directed, and sitting too close to another invading their personal space
  - showing you are bored or yelling out loud
  - ignoring the speaker
  - talking to people around you
- These are not consistent with our Eagle Way expectations. We can do better!

### MODELING

- Choose a couple of students to model excellent examples of following the expectations. Ask them: “Please demonstrate what it *looks like* and *sounds like* to:”
  - be a good listener
  - use quiet voices only when necessary
  - sit in body basics
  - stay with your class at all times

### PRACTICE

- Students practice meeting these expectations during assemblies throughout the school year.
- The adults must monitor and provide immediate praise for good examples and corrective feedback for poor examples.

### CLOSURE

- What questions do you have about our expectations for assemblies?
- Who can summarize what respectful, responsible and safe looks and sounds like for assemblies?
- Who can explain why these expectations are important?