

# **LANSDOWNE HIGH SCHOOL**

## **School-wide Behavior Management Plan Lesson Plans 2004-2005**



**Prepared by  
The PBIS Committee**



### School-Wide Expectations

**Explanation:** Direct teaching of the Viking Code of Conduct (Three R's) and other related social skills is necessary for successful implementation of PBIS.

**Targeted Group:** The entire student and staff population of LHS.

#### Strategies:

1. First and second period teachers will begin their classes with 10-minute mini-lessons on the Viking Code of Conduct and components during the first week of school. (see chart p. 3-17)
2. Morning announcements, posters, and flyers will be used to promote the Viking Code of Conduct

#### Activities:

1. During the first week of school, the Viking Code of Conduct and its components will be introduced during ninth grade orientation and in 10-minute mini-lessons during first and second period classes.
  - A. Monday, August 30: The ninth graders are introduced to the Viking Code of Conduct
    - All classroom teachers will refer to the Viking Code of Conduct throughout the school day and highlight materials throughout the building.
  - B. Tuesday, August 31: The Viking Code of Conduct are taught to tenth-, eleventh-, and twelfth-grade students
    - The Viking Code of Conduct matrix will be referred to by all students (in their agenda)
    - The first component, "Respect," is discussed with all students during the first class period
    - Students will complete the Respect Drill and Assessment
    - Morning announcements will discuss the Viking Code of Conduct
    - All classroom teachers will refer to the Viking Code of Conduct and "Respect" throughout the school day

- C. Wednesday, September 1: The second component, “Responsibility,” is discussed with all students during first period**
  - Morning announcements will review “Responsibility”
  - Students will complete the Responsibility Drill and Assessment
  - All classroom teachers will refer to the Viking Code of Conduct, “Respect,” and “Responsibility” throughout the school day.
  
- D. Thursday, September 2: The third component, “Readiness,” is discussed with all students during second period**
  - Morning announcements will review “Readiness”
  - Students will complete the Readiness Drill and Assessment
  - All classroom teachers will refer to the Viking Code of Conduct, “Respect, Responsibility, and Readiness” throughout the school day
  
- E. Friday, September 3: The Viking Code of Conduct and accompanying forms are reviewed with all students; unique behavioral matrices are created in second period classes**
  - Morning announcements will review the Viking Code of Conduct
  - Teachers will explain and show all pertinent forms (V Bucks, I Noticed!, MIRs) to students
  - All classroom teachers will refer to the Viking Code of Conduct and accompanying forms throughout the school day
  - Students will construct a behavioral matrix as a class activity
  
- F. Teachers will have copies of materials provided for them for each of the mini-lessons**

**Suggestions:**

- 1. Teachers should reward students throughout the day with V- Bucks.**
- 2. Teachers should post the Viking Code of Conduct posters in their rooms and throughout the building.**
- 3. Teachers should give class credit for completion of drills and assessments related to the Viking Code of Conduct.**

**Outcomes:**

- 1. The Viking Code of Conduct will be successfully implemented in all classrooms**
- 2. Student behavior will improve once the components of the Viking Code of Conduct is put into practice**



### Lesson #1 - Overview

Objective: Students and teachers will be able to identify and the three basic types of behavior in school settings in order to better implement the Viking Code of Conduct.

Have the students open their agendas to the Viking Code of Conduct, while you refer to the Viking Code poster.

You may use this script to explain the Viking Code of Conduct to your students.

**“This is a brand new school year, which means all of us have a fresh start. Everything that happened last year is now in the past.**

**“I know that all of you would like to do your best and have a successful school year. How many of you are interested in knowing a guaranteed method that will help you have a successful school year?”**

[Discuss what a successful school year means.]

**“What would you think if I told you I had a simple method to achieve this success? Well, I do. It’s called the Viking Code of Conduct and it’s right here.”**

[Point to your Viking Code of Conduct poster on bulletin board.]

**“It’s really easy to remember, and it’s even easier to use. The three pieces are right here –respect, responsibility, and readiness. Each piece starts with an ‘R’; that’s why it’s easy to remember.**

**“Any student who remembers to practice the Viking Code of Conduct will be successful. In fact, it’s impossible for you NOT to have a successful school day as long as you are respectful, responsible, and ready-to-learn.**

**“Now let’s talk about the Three R’s. When I say the word “respect,” what do you think about?”**

[Discuss the word “respect” with the class.]

**“When I say the word “responsibility,” what do you think about?”**

[Discuss the word “responsibility” with the class.]

**“When I say the word “readiness,” what do you think about?”**

[Discuss the word “readiness” with the class.]

**“Great. Well now you have some ideas and examples to think about for the Three R’s. You’re going to hear about the Three R’s throughout the school year. Let’s start off the first day of school by putting some of those ideas into practice.”**



### Lesson #2 - Respect

Objective: Students and teachers will be able to identify and assess “respectful” behavior in school settings in order to better implement the Viking Code of Conduct.

Distribute Drill: Respect

You may use this script to explain respect to your students.

**“I’d like to focus on the first “R” of the Three R’s. Let’s talk about the word ‘respect.’ What are some ways you can show respect to a person?”**

[Discuss and write student responses on the overhead or chalkboard.]

**“What are some ways people are disrespectful to one another?”**

[Discuss and write student responses on the overhead or chalkboard.]

[Optional] **“Let’s do some role-playing. Could I please have two volunteers?”**

[Choose two students and ask them to stand at the front of the classroom. Ask one student to pretend to be a teacher instructing a class. Ask the other student to demonstrate what a “respectful” student would look like. Discuss with the class what behaviors the “respectful” student exhibited. Ask the two volunteers to reverse roles. Again, have one student pretend to be a teacher instructing a class. Ask the other student to demonstrate what a “disrespectful” student would look like. Discuss with the class what behaviors the “disrespectful” student exhibited.]

**“The last thing I’m going to do is assess how well you understood what respect means.”**

[Pass out the assessment “Can You See Respectful Behavior?”.]

**“This worksheet has ten different actions on it. Read each action carefully and decide if it is an example of respect. If it is an example of respect, put a plus (+) sign next to it. If it’s not an example of respect, put a minus (-) sign next to it.”**

[Discuss the assessment with the students when they have completed it.]

**“You did a great job learning about respect. Please make certain you show respectful behaviors in all of your classes today.”**



Respect

Responsibility

Readiness

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Drill: Respect**

Directions: Read the following story carefully and then respond to the prompts.

Tara and Melinda were asked to represent their school by attending an assembly on respectful behavior. Tara was really excited to be chosen. She felt honored to represent her school, and she was interested in what the speaker would be saying. Melinda was also excited about attending the assembly. She was looking forward to missing a whole day of classes.

Tara arrived at the assembly ten minutes early. She wanted to get a good seat so she could focus on the speaker’s words. Melinda arrived at the assembly ten minutes late. She stopped for food and noisily slurped her Coke as she chose a seat in the back of the auditorium. She planned on sleeping though the assembly.

As the speaker addressed the group, Tara focused on the speaker’s face and listened intently to his words as he spoke. During the question and answer, she raised her hand and waited to be called on before asking her question. She even thanked the speaker for his response.

Melinda noticed a cute boy two seats away from her. She yelled, “Hey! “ to get his attention, and several people turned around to look at her. She spent the next few minutes trying to get his phone number but had to stop when a teacher looked at her and said, “Shh!” When she began to listen to the speaker, she found that she disagreed with one of his statements. She loudly yelled, “That’s so stupid!”

Give examples of how Tara showed respectful behavior.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Give examples of how Melinda showed disrespectful behavior.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Respect**

**Responsibility**

**Readiness**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Can You See Respectful Behavior?

Directions: Read each of the actions carefully. If the action shows respectful behavior, put a plus (+) sign next to it. If the action does not show respectful behavior, put a minus (-) sign next to it.

1. \_\_\_\_ coming to class on time
2. \_\_\_\_ talking to a friend
3. \_\_\_\_ raising your hand
4. \_\_\_\_ saying thank you
5. \_\_\_\_ making fun of someone's mistake
6. \_\_\_\_ cursing at someone you're mad at
7. \_\_\_\_ praising someone's good work
8. \_\_\_\_ ignoring someone who is talking to you
9. \_\_\_\_ asking permission for something you want
10. \_\_\_\_ talking about the person in front of you



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### Lesson #3 - Responsibility

Objective: Students and teachers will be able to identify and assess “responsible” behavior in school settings in order to better implement the Viking Code of Conduct.

Distribute Drill: Responsibility

You may use this script to explain responsibility to your students.

**“I’d like to focus on the second “R” of the Three R’s. Let’s talk about the word ‘responsibility.’ What are some ways you can show responsibility?”**

[Discuss and write student responses on the overhead or chalkboard.]

**“What are some ways people show that they are not responsible?”**

[Discuss and write student responses on the overhead or chalkboard.]

[Optional] **“Let’s do some role-playing. Could I please have four volunteers?”**

[Choose four students and ask them to stand at the front of the classroom. Ask the four students to pretend to be working on a group project together. Ask the students to demonstrate what “responsible” students would look like. Discuss with the class what behaviors the “responsible” students exhibited. Next, ask two of the volunteers to demonstrate what irresponsible students would look like. Discuss with the class what behaviors the “irresponsible” students exhibited.]

**“The last thing I’m going to do is assess how well you understood what responsibility means.”**

[Pass out the assessment.]

**“This worksheet has ten different actions on it. Read each action carefully and decide if it is an example of responsibility. If it is an example of responsibility, put a plus (+) sign next to it. If it’s not an example of responsibility, put a minus (-) sign next to it.”**

[Discuss the assessment with the students when they have completed it.]

**“You did a great job learning about responsibility. Please make certain you show responsible behaviors in all of your classes today.”**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Drill: Responsibility**

Directions: Read the following story carefully then respond to the prompt.

“Who was on the phone, Mom?” Jen asked.

“That was my boss. One of my co-workers called in sick, so I have to go to work,” Jen’s mom replied.

“Aw, Mom, I thought we were going out for pizza.”

“Well, Jen, we’ll have to wait until tomorrow. I’m only going in for four hours, and besides, we can use the money.”

“I know, Mom,” Jen said, “but I was really looking forward to that pizza.”

“Tomorrow we’ll go. I’m leaving in a few minutes, and I have some things to tell you before I go. First, I don’t want any of your friends over.”

“But, Mom!” Jen protested.

“Jen, your sister hasn’t been feeling well. I want you to make dinner for both of you, and then I want you to make certain your sister sleeps for the rest of the evening.”

“The rest of the evening?!” Jen protested again.

“Yes, so that means you have to keep quiet as she sleeps. No TV or stereo. Jen, I’m counting on you. Your sister needs her rest.”

“Okay, Mom. I’ll cook dinner and stay quiet for the rest of the night.”

“Thanks, honey. I’ll be home at 10:30. Have a good night.” Jen’s mom kissed her good-bye then left.

A few minutes after Jen’s mom left, the phone rang. It was Jen’s best friend Louisa.

“Hi, Jen,” Louisa said. “What’s up?”

“Not much,” Jen replied. “I’m babysitting my sister.”

“Oh yeah? Your mom’s not home? I’m coming over. You can hear my new J. Lo CD.”

Describe what Jen will do for the rest of the evening if she is being responsible.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Respect**

**Responsibility**

**Readiness**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Can You See Responsible Behavior?

Directions: Read each of the actions carefully. If the action shows responsible behavior, put a plus (+) sign next to it. If the action does not show responsible behavior, put a minus (-) sign next to it.

- |   |   |
|---|---|
| 1. _____ setting your alarm clock at night  | 6. _____ remembering your class schedule      |
| 2. _____ making breakfast for your sister   | 7. _____ not being able to recall your locker |
| 3. _____ arriving at school 10 minutes late | 8. _____ coming to class with a pencil        |
| 4. _____ washing the dinner dishes          | 9. _____ coming home past your curfew         |
| 5. _____ forgetting to study for a test     | 10. _____ not keeping a promise               |

# Lansdowne High School



**Respect**

**Responsibility**

**Readiness**

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## Lesson #4 - Readiness

Objective: Students and teachers will be able to identify and assess “ready” behavior in school settings in order to better implement the Viking Code of Conduct.

Distribute Drill: Readiness

You may use this script to explain readiness to your students.

**“I’d like to focus on the third “R” of the Three R’s. Let’s talk about the word ‘Readiness.’ What are some ways you can show you are ready-to-learn?”**

[Discuss and write student responses on the overhead or chalkboard.]

**“What are some ways people show they are not ready-to-learn?”**

[Discuss and write student responses on the overhead or chalkboard.]

[Optional] **“Let’s do some role-playing. Could I please have two volunteers?”**

[Choose two students and ask them to stand at the front of the classroom. Ask one student to pretend to be a teacher instructing a class. Ask the other student to demonstrate what a “ready-to-learn” student would look like. Discuss with the class what behaviors the “ready-to-learn” student exhibited. Ask the two volunteers to reverse roles. Again, have one student pretend to be a teacher instructing a class. Ask the other student to demonstrate what a student who was not “ready-to-learn” would look like. Discuss with the class what behaviors the not “ready-to-learn” student exhibited.]

**“The last thing I’m going to do is assess how well you understood what ‘readiness’ means.”**

[Pass out the assessment.]

**“This worksheet has ten different actions on it. Read each action carefully and decide if it is an example of being ready-to-learn. If it is an example of being ready, put a plus (+) sign next to it. If it’s not an example of being ready, put a minus (-) sign next to it.”**

[Discuss the assessment with the students when they have completed it.]

**“You did a great job learning about Readiness. Please make certain you show that you are ready-to-learn in all of your classes today.”**



**Respect**

**Responsibility**

**Readiness**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Drill: Readiness**

Directions: Read the following story carefully and then respond to the prompts.

The students were surprised to see that their regular teacher was not in the classroom. In fact, no teacher was in the classroom at all. Immediately the kids began to goof around.

Instead of doing their drills, four girls headed to the bathroom to redo their hairstyles. Two boys were hanging out a window trying to catch a butterfly. Another two boys were looking through the teacher’s desk, which was strictly off-limits.

No one was doing the drill. The few students who were in their seats were talking loudly, giggling, or doodling. A minute after the bell rang, the teacher who was covering the class walked in. Even though this was one of the class’ favorite teachers, no one stopped what he or she was doing. Clearly, no one was ready.

Give examples that show the students were not ready.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe what the classroom would have looked like if the students had been ready to learn.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Respect**

**Responsibility**

**Readiness**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Can You See Ready-to-Learn Behavior?

Directions: Read each of the actions carefully. If the action shows readiness, put a plus (+) sign next to it. If the action does not show readiness, put a minus (-) sign next to it.

- |   |  |
|---|--|
| 1. _____ starting the drill immediately | 6. _____ opening your textbook to the correct page |
| 2. - _____ talking to your neighbor     | 7. _____ arguing with another classmate            |
| 3. _____ coming to class late           | 8. _____ listening to the teacher's directions     |
| 4. _____ having your homework out       | 9. _____ sitting quietly in the classroom          |
| 5. _____ writing a note to your friend  | 10. _____ daydreaming                              |

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**Respect**

**Responsibility**

**Readiness**

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## Lesson #5- The Forms and Matrix

Objective: Using existing forms, students and teachers will create unique matrices for the implementation of the Viking Code of Conduct in order to personalize and follow the Code.

First, ask students if they have any questions about the three R's that they have learned about this week.

Next, show students overhead transparencies of each of the following forms: V-Bucks, I Noticed!, and MIRs. Briefly explain the purpose and procedure for each form. Ask students if they have any questions.

Then, distribute the Matrix Activity.

As a class, have students generate examples of what each of the Three R's should look like in your classroom. You may want to divide the students into small groups.

Elicit responses from each group, and come to a class consensus about how the Viking Code Matrix will look in your classroom. Create a final, polished copy to display in the room.

Once the matrix is created, it should be posted in the classroom for easy reference and reminders.

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**Respect**

**Responsibility**

**Readiness**

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## Matrix Activity

Participant names: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teacher name: \_\_\_\_\_ Subject: \_\_\_\_\_

Directions: Please define by example what the Viking Code of Conduct (Three R's) should look like in this classroom. Be specific.

Respect: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Responsibility: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Readiness: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When you have finished, share your answers with the entire group to create a unique class set of the Viking Code of Conduct. You may write the class set on the good paper provided, then post in the room.



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**Respect**

**Responsibility**

**Readiness**

Teacher Name: \_\_\_\_\_

Subject: \_\_\_\_\_

**Respect**

**Responsibility**

**Readiness**