

CYCLONE CHARACTER LESSON PLAN

AREA: HALLWAY

TIME ALLOTTED: 15-20 minutes

MATERIALS: 2-3 adults – Teaching Poster of Hallway Expectations - pencil

CYCLONE CHARACTER

WE ARE RESPECTFUL	WE ARE RESPONSIBLE	WE ARE SAFE
1. Face front. 2. Keep personal space. 3. Follow directions.	1. Quiet 2. Leave property alone.	1. Walk on right. 2. Hands and feet to self.

- TEACH**
- A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe in the hallway.’”
 - B. Guided Discovery: “Could someone tell us what we are going to learn an practice today?”
 - C. Definition of CYCLONE CHARACTER for the hallway: See above matrix for expectations.
 - 1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
 - 2. Discuss the detail of the expectations with students.
- MODEL**
- A. Demonstrate examples of not following expectations.
 - 1. Respectful – Show example of not facing front. Talk with students about how else a person might not be following the Respectful expectation in the hallway.
 - 2. Responsible - Show example of not leaving property alone (i.e., taking a pencil eraser along the wall, hitting or fiddling with a locker). Talk with students about how else a person might not be following the Responsible expectation in the hallway.
 - 3. Safe - Show example of not walking on the right, but on the left. Talk with students about how else a person might not be following the Safe expectation in the hallway.
 - B. Choose a couple of students to “show” examples of following the expectations.
 - 1. Respectful – Show an example for facing forward, keeping personal space, and following directions. Have students line up in the hallway and face forward, use an arm length to show personal space, and use “Give Me Five” Body Basics for following directions.
 - 2. Responsible – Show an example of being quiet and leaving property alone. Have the students show not talking (silence) and keeping hands to their sides as they walk down the hall.
 - 3. Safe – Show an example of walking on the right side of the hallway. Have the students show all previous hallway expectations and include them walking on the right side of the hallway.
 - C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like in the hallway.”
- PRACTICE**
- A. Have all students line up on the right side of the hallway and have them walk down a hallway and back, with the adult monitoring.
 - B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior in the hallway?”

CYCLONE CHARACTER LESSON PLAN

AREA: RESTROOM (Boys at the Boys Restroom and Girls at the Girls Restroom)

TIME ALLOTTED: 15-20 minutes

MATERIALS: 2-3 Adults – Teaching Poster of Restroom Expectations

CYCLONE CHARACTER

WE ARE RESPECTFUL	WE ARE RESPONSIBLE	WE ARE SAFE
1. Clean up. 2. Privacy.	1. Quiet 2. Use toilet. 3. Flush toilet. 4. Leave	1. Wash your hands.

- TEACH**
- A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe in the restroom.’”
 - B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
 - C. Definition of CYCLONE CHARACTER for the restroom: See above matrix for expectations.
 - 1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
 - 2. Discuss the detail of the expectations with students.
- MODEL**
- A. Demonstrate examples of not following expectations.
 - 1. Respectful – Show example of not cleaning up the space (throw paper towel on the floor, smear soap on the mirror), and showing privacy (i.e., looking under the stall). Talk with students about how else a person might not be following the Respectful expectation in the restroom.
 - 2. Responsible - Show example of not flushing the toilet. Talk with students about how else a person might not be following the Responsible expectation in the restroom.
 - 3. Safe - Show example of not washing hands (i.e., act as if going from toilet right to leaving restroom). Talk with students about how else a person might not be following the Safe expectation in the restroom.
 - B. Choose a couple of students to “show” examples of following the expectations.
 - 1. Respectful – Show an example for cleaning up their space (i.e., throw paper towel away after washing hands) and privacy (i.e., knock on the stall door before entering).
 - 2. Responsible – Show an example of not talking (silence), coming into the restroom and going directly to the toilet, flushing the toilet, and being ready for next step.
 - 3. Safe – Show an example of washing hands. Have the students show all previous restroom expectations and include them washing their hands also to show all expectations.
 - C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like in the restroom.”
- PRACTICE**
- A. Have all students line up outside the restroom, and two at a time come into the restroom to show the following of the restroom expectations with an adult monitoring.
 - B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior in the restroom?”

CYCLONE CHARACTER LESSON PLAN

AREA: MEDIA CENTER

TIME ALLOTTED: 15-20 minutes

MATERIALS: 2-3 Adults – Teaching Poster of Media Center Expectations

CYCLONE CHARACTER

WE ARE RESPECTFUL	WE ARE RESPONSIBLE	WE ARE SAFE
1. Follow directions.	1. Quiet. 2. Take care of materials and equipment. 3. Check out materials.	1. Walk. 2. Hands and feet to yourself.

TEACH

- A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe in the media center.’”
- B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
- C. Definition of CYCLONE CHARACTER for the media center: See above matrix for expectations.
 - 1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
 - 2. Discuss the detail of the expectations with students.

MODEL

- A. Demonstrate examples of not following expectations.
 - 1. Respectful – Show example of not following directions (i.e. forgetting to place the colored stick in where you take a book off the shelf, place a book for return on table away from the library desk). Talk with students about how else a person might not be following the Respectful expectation in the media center.
 - 2. Responsible - Show example of not being quiet (i.e., hum in the media center), taking care of materials and equipment (i.e., dropping books, putting book on your head), and checking out materials (i.e., taking a book off the shelf and walking out of the media center). Talk with students about how else a person might not be following the Responsible expectation in the media center.
 - 3. Safe - Show example of not walking (i.e., run through the media center), and not keeping hands and feet to self (i.e., taking the stick and banging in on the table, kicking someone in the media center). Talk with students about how else a person might not be following the Safe expectation in the media center.
- B. Choose a couple of students to “show” examples of following the expectations.
 - 1. Respectful – Show an example for following directions (i.e., putting the colored stick in place of a book you take off the shelf, placing a returned book on the library desk).
 - 2. Responsible – Show an example of not talking (silence), taking care of materials and equipment (i.e., carrying book in our hands to the check out library desk), and checking out materials (i.e., show the book to the media check out person).
 - 3. Safe – Show an example of walking in the media center and keeping hands and feet to self (i.e., walking with hands to your side when looking for a book).
- C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like in the media center.”

PRACTICE

- A. All students are to roam the media center and check out a book using the expectations, with an adult monitoring.
- B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior in the media center?” (Practice could be done during the first “check out” time in the media center)

CYCLONE CHARACTER LESSON PLAN

AREA: MAIN OFFICE/HEALTH OFFICE

TIME ALLOTTED: 15-20 minutes

MATERIALS: 2-3 Adults – Teaching Poster of Main Office/Health Office Expectations

CYCLONE CHARACTER

WE ARE RESPECTFUL	WE ARE RESPONSIBLE	WE ARE SAFE
1. Follow adult directions.	1. Quiet. 2. Pass/permission necessary. 3. Wait (sit in chair) for attention.	1. Hands and feet to self.

- TEACH**
- A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe in the main office/health office.’”
 - B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
 - C. Definition of CYCLONE CHARACTER for the media center: See above matrix for expectations.
 - 1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
 - 2. Discuss the detail of the expectations with students.
- MODEL**
- A. Demonstrate examples of not following expectations.
 - 1. Respectful – Show example of not following directions (i.e. go right to nurse’s office to get a Band-Aid). Talk with students about how else a person might not be following the Respectful expectation in the main office/health office.
 - 2. Responsible - Show example of not being quiet (i.e., coming into the office saying “I need help, I need help” five times loudly). Show example of not waiting or sitting in the waiting room chair (i.e., roaming the office and touching things). Talk with students about how else a person might not be following the Responsible expectation in the main office/health office.
 - 3. Safe – Show an example of kicking the wall, desk, or someone and/or touching things in the office without permission. Talk with students about how else a person might not be following the Safe expectation in the main office/health office.
 - B. Choose a couple of students to “show” examples of following the expectations.
 - 1. Respectful – Show an example for following directions (i.e., show a pass or note of why they are in the office).
 - 2. Responsible – Show an example of being quiet (i.e., enter the office and stand and wait for adult acknowledgement).
 - 3. Safe – Show an example of waiting or sitting in the office chair (i.e., after standing in the office without adult acknowledgement sit down in the chair to wait).
 - C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like in the main office/health office.”
- PRACTICE**
- A. Students line up outside the office and one at a time come into the office with a pass or note and use the expectations for this area, with adult monitoring.
 - B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior in the main office/health office?”

CYCLONE CHARACTER LESSON PLAN

AREA: LUNCHROOM

TIME ALLOTTED: 15-20 minutes

MATERIALS: 2-3 Adults – Teaching Poster of Lunchroom Expectations – trays – napkins – silverware – milk – food cart

CYCLONE CHARACTER

WE ARE RESPECTFUL	WE ARE RESPONSIBLE	WE ARE SAFE
1. Wait for food quietly. 2. Eat your own food. 3. Raise our hand for help. 4. Follow directions.	1. Sit at table. 2. Talk quietly. 3. Leave with permission.	1. Walk. 2. Clean up. 3. Empty and stack trays.

TEACH

- A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe in the lunchroom.’”
- B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
- C. Definition of CYCLONE CHARACTER for the lunchroom: See above matrix for expectations.
 - 1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
 - 2. Discuss the detail of the expectations with students.

MODEL

- A. Demonstrate examples of not following expectations.
 - 1. Respectful – Show example of not waiting for food quietly (i.e., budging others, grabbing the tray before server is ready), eating your own food (i.e., grabbing someone else’s food, taking a trade of food), raising your hand for help (i.e., get up and go to get items forgot), and following directions (i.e., sitting at the wrong table, not lining up on the line to dump trays, cutting cones). Talk with students about how else a person might not be following the Respectful expectation in the lunchroom.
 - 2. Responsible - Show example of not sitting at a table (i.e., standing to eat, getting up and going to a different spot at a table), talking quietly (yelling down the table to someone), and leaving appropriately (i.e., walking out the entrance doors, lingering around the lunchroom at the tray area waiting for another student). Talk with students about how else a person might not be following the Responsible expectation in the lunchroom.
 - 3. Safe - Show example of not walking (i.e., run through the lunchroom), cleaning up (i.e. dropping napkin on the floor and leaving it), and emptying and stacking trays (i.e., not dumping a tray and throwing onto the tray stacking shelf. Talk with students about how else a person might not be following the Safe expectation in the lunchroom.
- B. Choose a couple of students to “show” examples of following the expectations.
 - 1. Respectful – Show an example for waiting for food quietly (i.e., lining up on the line in single file line, wait at the counter for tray), eat your own food (i.e., sit and eat from own tray), raise your hand for help (i.e., sit at the table and raise hand until given permission to talk), and follow directions (i.e., wait at the table for permission to leave)
 - 2. Responsible – Show an example of sitting at the table (i.e., as you come to the table sit to the far end next to another student), talking quietly (sit at table and use conversation voice talking with another), and leaving (walk out of the lunchroom and down the hallway).
 - 3. Safe – Show an example of walking (i.e., walk into the lunchroom to the serving line area), cleaning up (picking up a napkin on the floor), and emptying and stacking trays (walk to the line and wait turn to dump tray in barrel, and place tray on the stacking shelf-trays fit together).

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C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like in the lunchroom.”

PRACTICE

A. Students enter the lunchroom and follow the expectations all of the way through, with an adult monitoring.

B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior in the lunchroom?”

CYCLONE CHARACTER LESSON PLAN

AREA: PLAYGROUND

TIME ALLOTTED: 15-20 minutes

MATERIALS: 2-3 Adults – Teaching Poster of Playground Expectations – balls - whistle

CYCLONE CHARACTER

WE ARE RESPECTFUL	WE ARE RESPONSIBLE	WE ARE SAFE
1. Share and take turns. 2. Include others in play. 3. Follow directions.	1. Bring in what you take out. 2. Line up quickly and quietly.	1. Walk on the sidewalk. 2. Stay on the playground. 3. Use only playground equipment.

- TEACH**
- A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe in the playground.’”
 - B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
 - C. Definition of CYCLONE CHARACTER for the playground: See above matrix for expectations.
 - 1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
 - 2. Discuss the detail of the expectations with students.
- MODEL**
- A. Demonstrate examples of not following expectations.
 - 1. Respectful – Show example of not sharing and taking turns (i.e., swing without getting off when asked, butting into line in the 4-square), include other in play (i.e., telling someone they can not play in a basketball game), following directions (i.e., not going to stand at the wall when directed to for disciplinary reasons). Talk with students about how else a person might not be following the Respectful expectation on the playground.
 - 2. Responsible - Show example of not bringing in what you take out (i.e., throwing a ball in the field and saying, “oh, its time to line up” and leave the ball), lining up quickly (i.e., wander around and slowly stumble to line up). Talk with students about how else a person might not be following the Responsible expectation on the playground.
 - 3. Safe - Show example of not walking on the sidewalk (i.e., cut across the courtyard grass), staying on the playground (i.e., bouncing a ball towards the parking lot), and using only playground equipment (i.e., play with trading cards, get my baseball bat). Talk with students about how else a person might not be following the Safe expectation on the playground.
 - B. Choose a couple of students to “show” examples of following the expectations.
 - 1. Respectful – Show an example for sharing and taking turns (i.e., say “would you like to swing now”), including others in play (i.e., “would you like to play a game with us”), and follow directions (i.e., go to the wall when directed to from an adult).
 - 2. Responsible – Show an example of bringing in what you take out (i.e., pick up a ball in the field to carry), lining up quickly and quietly (i.e., run to line up on the whistle).
 - 3. Safe – Show an example of walking on the sidewalk (i.e., walk on sidewalk around courtyard), stay on the playground (i.e., ball rolls into the parking lot ask to go get the ball), and using only playground equipment (i.e., playing with basketball).
 - C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like on the playground.”
- PRACTICE**
- A. Students enter the lunchroom and follow the expectations all of the way through, with an adult monitoring.
 - B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior on the playground?”

CYCLONE CHARACTER LESSON PLAN

AREA: BUS

TIME ALLOTTED: 15-20 minutes

MATERIALS: 2-3 Adults – Teaching Poster of Bus Expectations – Bus numbered signs

CYCLONE CHARACTER

WE ARE RESPECTFUL	WE ARE RESPONSIBLE	WE ARE SAFE
1. Follow directions. 2. Be a bus rider (bus pass).	1. Quiet talking. 2. Leave property alone. 3. No eating.	1. Remain seated. 2. Keep hands, feet, and other objects to self.

- TEACH**
- A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe on the bus.’”
 - B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
 - C. Definition of CYCLONE CHARACTER for on the bus: See above matrix for expectations.
 - 1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
 - 2. Discuss the detail of the expectations with students.
- MODEL**
- A. Demonstrate examples of not following expectations.
 - 1. Respectful – Show example of not following directions (i.e., bus driver tells you to sit in the front seat, and you go to the back of the bus). Talk with students about how else a person might not be following the Respectful expectation on the bus.
 - 2. Responsible - Show example of not talking quietly (i.e., yelling to someone in the back of the bus), leaving property alone (i.e., looking over the seat and messing with someone else’s book bag), and not eating (i.e., eating a snack from school in my book bag). Talk with students about how else a person might not be following the Responsible expectation on the bus.
 - 3. Safe - Show example of not remaining seated (i.e., get up from seat and walk around the bus), and keeping hands, feet, and other objects to self (i.e., kicking the seat ahead, throwing paper wads on the bus). Talk with students about how else a person might not be following the Safe expectation on the bus.
 - B. Choose a couple of students to “show” examples of following the expectations.
 - 1. Respectful – Show an example for following directions (i.e., sit in the front seat when asked to by the bus driver).
 - 2. Responsible – Show an example of talking quietly (i.e., talk with someone sitting in the same seat), leaving property alone (i.e., leaving your seat partner’s bag alone while sitting in the seat), and not eating (i.e., putting a snack from school in your book bag).
 - 3. Safe – Show an example of remaining seated (i.e., sitting in the seat for an extended period of time looking out the window) and keeping hands, feet, and other objects to self (i.e., placing a crumpled up paper in your book bag, placing feet on the floor and sitting up straight).
 - C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like on the bus.”
- PRACTICE**
- A. Students get on the bus and follow the expectations all of the way through, with an adult monitoring.
 - B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior on the bus?”

CYCLONE CHARACTER LESSON PLAN

AREA: BODY BASICS “GIVE ME FIVE”

TIME ALLOTTED: 15-20 minutes

MATERIALS: 2-3 Adults – Teaching Poster of Body Basics “Give Me Five” – “Give Me Five” Hand Poster

CYCLONE CHARACTER

WE ARE RESPECTFUL	WE ARE RESPONSIBLE	WE ARE SAFE
1. Face me. 2. Eyes on me. 3. Ears on me.	1. Quiet.	1. Hands and feet to self.

TEACH

- A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe when given the nonverbal signal of an Open Hand and/or the verbal signal ‘Give Me Five.’”
- B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
- C. Definition of CYCLONE CHARACTER for the nonverbal signal of an Open Hand and/or the verbal signal of ‘Give Me Five’:
See above matrix for expectations.
 1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
 2. Discuss the detail of the expectations with students.

MODEL

- A. Demonstrate examples of not following expectations.
 1. Respectful – Show example of not facing me (i.e., sitting or standing looking to the side of the room), eyes on me (i.e., looking away from signal), and ears on me (i.e., saying “huh?”). Talk with students about how else a person might not be following the Respectful expectation when given the nonverbal signal of an Open Hand and/or the verbal signal of ‘Give Me Five’.
 2. Responsible - Show example of not talking quietly (i.e., yelling to someone in the back of the bus), leaving property alone (i.e., looking over the seat and messing with someone else’s book bag), and not eating (i.e., eating a snack from school in my book bag). Talk with students about how else a person might not be following the Responsible expectation when given the nonverbal signal of an Open Hand and/or the verbal signal of ‘Give Me Five’.
 3. Safe - Show example of not remaining seated (i.e., get up from seat and walk around the bus), and keeping hands, feet, and other objects to self (i.e., kicking the seat ahead, throwing paper wads on the bus). Talk with students about how else a person might not be following the Safe expectation when given the nonverbal signal of an Open Hand and/or the verbal signal of ‘Give Me Five’.
- B. Choose a couple of students to “show” examples of following the expectations.
 1. Respectful – Show an example face me (i.e., stand or sit up straight with face toward signal), eyes on me (i.e., sitting or standing with eyes on signal person), and ears on me (i.e., show a smile and head nod).
 2. Responsible – Show an example of being quiet (i.e., mouth closed while sitting or standing).
 3. Safe – Show an example of hands and feet to self (i.e., sit or stand with feet firm to floor and hands on desk or to side).
- C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like when given the nonverbal signal of an Open Hand and/or the verbal signal of ‘Give Me Five’.”

CYCLONE CHARACTER LESSON PLAN

- PRACTICE**
- A. Students line up and/or sit at their seats and follow the expectations all of the way through, with an adult monitoring.
 - B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior when given the nonverbal signal of an Open Hand and/or the verbal signal of ‘Give Me Five’?”

CYCLONE CHARACTER LESSON PLAN

AREA: ARRIVAL

TIME ALLOTTED: 15-20 minutes

MATERIALS: 2-3 Adults – Teaching Poster of Arrival Expectations – Breakfast sign – Grade Line Map – Grade Line painted labels on concrete

CYCLONE CHARACTER

WE ARE RESPECTFUL	WE ARE RESPONSIBLE	WE ARE SAFE
1. Keep personal space. 2. Grade level line up at front entrance.	1. Breakfast students enter from 8:15-8:35 AM. 2. Late students sign in at office and take Pass to class. (School begins at 8:35 AM)	1. Walk. 2. Hands and feet to self.

- TEACH**
- A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe when arriving to school.’”
 - B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
 - C. Definition of CYCLONE CHARACTER when arriving to school: See above matrix for expectations.
 - 1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
 - 2. Discuss the detail of the expectations with students.
- MODEL**
- A. Demonstrate examples of not following expectations.
 - 1. Respectful – Show an example of not keeping personal space (i.e., bumping another in line, cutting in line). Talk with students about how else a person might not be following the Respectful expectation of arrival to school.
 - 2. Responsible - Show example of not lining up in grade level line (i.e., walking on the grass, standing in another line). Talk with students about how else a person might not be following the Responsible expectation of arrival to school.
 - 3. Safe - Show example of not walking (running up the sidewalk, skipping into school) and keeping hands and feet to self (i.e., standing touching others, kicking someone in line). Talk with students about how else a person might not be following the Safe expectation of arrival to school.
 - B. Choose a couple of students to “show” examples of following the expectations.
 - 1. Respectful – Show an example keeping personal space (i.e., stand in line with hand out to measure space).
 - 2. Responsible – Show an example of lining up in the grade level line (i.e., line up in right line).
 - 3. Safe – Show an example of walking (i.e., walk into the school) and hands and feet to self (i.e., stand with feet firm to floor and hands to side).
 - C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like at arrival to school.”
- PRACTICE**
- A. Students line up and follow the expectations all of the way through, with an adult monitoring.
 - B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior at arrival to school?”

CYCLONE CHARACTER LESSON PLAN

AREA: DISMISSAL

TIME ALLOTTED: 15-20 minutes

MATERIALS: 2-3 Adults – Teaching Poster of Dismissal Expectations – Dismissal Logistics Map – Bus line labels on concrete

CYCLONE CHARACTER

WE ARE RESPECTFUL	WE ARE RESPONSIBLE	WE ARE SAFE
1. Keep personal space.	1. Line up. Bus: Numbers on sidewalk. Vehicle Pick Up: Wait at curb. 2. Go straight home. Walkers cross at cross walk. Bike riders walk bike on grounds.	1. Walk. 2. Hands and feet to self.

TEACH

- A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe being dismissed from school.’”
- B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
- C. Definition of CYCLONE CHARACTER when dismissed from school: See above matrix for expectations.
 1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
 2. Discuss the detail of the expectations with students.

MODEL

- A. Demonstrate examples of not following expectations.
 1. Respectful – Show an example of not keeping personal space (i.e., bumping another in line, cutting in line). Talk with students about how else a person might not be following the Respectful expectation at dismissal from school.
 2. Responsible - Show example of not lining up in the bus line (i.e., walking on the grass, standing in another line), go straight home (i.e., play on the grass), and wait for ride (i.e., playing on the sidewalk and in the street). Talk with students about how else a person might not be following the Responsible expectation of dismissal from school.
 3. Safe - Show example of not walking (running up the sidewalk) and keeping hands and feet to self (i.e., standing touching others, kicking someone in line, pushing someone down). Talk with students about how else a person might not be following the Safe expectation of dismissal from school.
- B. Choose a couple of students to “show” examples of following the expectations.
 1. Respectful – Show an example keeping personal space (i.e., stand in line with hand out to measure space).
 2. Responsible – Show an example of lining up in the bus line (i.e., line up in right line), going straight home (i.e., walking across the street), and waiting for a ride (stand on the curb and do not go to vehicle until adult signals or comes to get you).
 3. Safe – Show an example of walking (i.e., walk into the school) and hands and feet to self (i.e., stand with feet firm to floor and hands to side).
- C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like when dismissed from school.”

CYCLONE CHARACTER LESSON PLAN

- PRACTICE**
- A. Students practice dismissal time and follow the expectations all of the way through, with an adult monitoring.
 - B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior at dismissal from school?”

CYCLONE CHARACTER LESSON PLAN

AREA: ASSEMBLY

TIME ALLOTTED: 15-20 minutes

MATERIALS: 2-3 Adults – Teaching Poster of Assembly Expectations

CYCLONE CHARACTER

WE ARE RESPECTFUL	WE ARE RESPONSIBLE	WE ARE SAFE
1. Follow directions. 2. Keep personal space.	1. Body Basics “Give Me Five” 2. Be positive audience member.	1. Walk.

- TEACH**
- A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe at an assembly.’”
 - B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
 - C. Definition of CYCLONE CHARACTER at an assembly: See above matrix for expectations.
 - 1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
 - 2. Discuss the detail of the expectations with students.
- MODEL**
- A. Demonstrate examples of not following expectations.
 - 1. Respectful – Show an example of not showing following directions by walking to a different spot than directed, and sitting too close to another invading their personal space. Talk with students about how else a person might not be following being the respectful expectation of being in an assembly.
 - 2. Responsible - Show example of not showing Body Basics (“Give Me Five”). Show example to being a positive audience member by showing you are bored or yelling out loud. Talk with students about how else a person might not be following the Responsible expectation of being in an assembly.
 - 3. Safe - Show example of not showing Body Basics (“Give Me Five”). Talk with students about how else a person might not be following the Safe expectation in an assembly.
 - B. Choose a couple of students to “show” examples of following the expectations.
 - 1. Respectful – Show an example following the leader’s direction, and sitting on the floor giving others some space.
 - 2. Responsible – Show an example of Body Basics (“Give Me Five” signal), and raising a hand, having a smile on one’s face.
 - 3. Safe – Show an example of Body Basics (“Give Me Five”).
 - C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like when in an assembly.”
- PRACTICE**
- A. Students practice attending an assembly and follow the expectations all of the way through, with an adult monitoring.
 - B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior when in an assembly?”