

Bus TEACH TO Lesson Plan

Bus Behavior

GOAL: Students will be able to act appropriately on the bus.

RATIONALE: Appropriate student behavior will allow students to safely get to and from school.

Expected Behavior:

	Bus
RESPECT yourself and others	<ul style="list-style-type: none"> • Use appropriate language • Use inside voices • Keep hands and feet to yourself
Own your COMMITMENTS	<ul style="list-style-type: none"> • Stay seated in your seat facing forward • Keep up with your belongings
Act with EMPATHY	<ul style="list-style-type: none"> • Be kind • Greet and thank the driver
Radiate INTEGRITY	<ul style="list-style-type: none"> • Follow the essential agreements of your bus

Identify **Positive**, **Negative**, and **Almost-But Not Quite** examples

Positive	Negative	Almost-But Not Quite
<ul style="list-style-type: none"> • Stay seated • Face forward • Enter and exit the bus one at a time • Use appropriate bus voice level • Greet and thank the driver • Keep up with your belongings • Use appropriate language • Pay attention to the driver • Be ready for your bus stop • Keep hands and feet to yourself • Keep aisles clear • Keep all objects inside the bus (not out the window) 	<ul style="list-style-type: none"> • Drawing on the seat • Using inappropriate language on the bus • Facing backwards • Shouting or yelling on the bus • Standing up in your seat • Ignore the driver • Miss your stop • Pushing, hitting, Swinging objects; Throwing, • Put objects in the aisles 	<ul style="list-style-type: none"> • Pack up your personal items after bus arrives at your stop. • Facing sideways • Talking quietly with a peer several seats away • Greeting your bus driver but not saying “Thank you”

Provide Practice Opportunities....

- Model-** (I do) Teacher demonstrates behavior
- Lead-** (We do) Teacher and students demonstrate behavior
- Test-** (You do) Student demonstrates behavior

When students follow guidelines....

- Verbal Praise-** “Thank you for walking appropriately in the hallway.”
“Thank you for lining up to leave the classroom so quickly and quietly.”

When students forget guidelines....

- Prompt-** “We need to focus on staying quiet and on the right side.”
“Please follow directions and show the Jackson ROAR.”

When students are noncompliant... **Revisit the Teach To Lesson**

Hallway TEACH TO Lesson Plan

Hallway Behavior

GOAL: Students will be able to walk in the hallways in a manner that is safe and efficient.

RATIONALE: Students need to know how to move safely in crowded areas. They also need to know the social expectations for proper line behavior in public places without disturbing others.

Expected Behavior:

	Hallway
RESPECT yourself and others	<ul style="list-style-type: none"> • Use whisper voices only • Walk on your right • Keep hands and feet to yourself
Own your COMMITMENTS	<ul style="list-style-type: none"> • Keep hallways clean • Stop at designated locations
Act with EMPATHY	<ul style="list-style-type: none"> • Be mindful of others
Radiate INTEGRITY	<ul style="list-style-type: none"> • Go directly to destination

Identify **Positive**, **Negative**, and **Almost-But Not Quite** examples

Positive	Negative	Almost-But Not Quite
<ul style="list-style-type: none"> • Walk quietly. • Use silent greetings • Walk along the right side. • Keep belongings close to your body. • Quietly enter the classroom • Stand behind the person in front of you • Hands and feet to self • Walk facing forward • Be mindful of others • Go directly to destination • Give people adequate personal space • Stop at appropriate spots in the hallway 	<ul style="list-style-type: none"> • Running; Skipping; Dancing; Dragging feet; Walking backward; Turning around; Spinning as walking; Walking in the middle of the hall • Pushing; Hitting; Swinging backpack or lunchbox; Running into people; Throwing; Grabbing objects; Playing • Shouting or yelling across the hallway • Touching artwork or hallway displays • Socializing with peers 	<ul style="list-style-type: none"> • Walking quickly • Dropping objects • Walking side by side

Provide Practice Opportunities....

- Model-** (I do) Teacher demonstrates behavior
- Lead-** (We do) Teacher and students demonstrate behavior
- Test-** (You do) Student demonstrates behavior

When students follow guidelines....

- Verbal Praise-** “Thank you for walking appropriately in the hallway.”
“Thank you for lining up to leave the classroom so quickly and quietly.”

When students forget guidelines....

- Prompt-** “We need to focus on staying quiet and on the right side.”
“Please follow directions and show the Jackson ROAR.”

When students are noncompliant... **Revisit the Teach To Lesson**