





STANTHORPE STATE SCHOOL



School Wide PBL





Lessons Plans

Lesson Plan Overview

Term 1				
Teachers are to choose which lessons are appropriate for the needs of the students from the BSEM Focus areas outlined below				
Wk 1	Be Respectful Be Responsible Be Responsible	Classroom Play Areas Play Areas	Follow class expectations – includes Welcome (BSEM) Follow lunch time eating procedures Wear your hat outside	 Curriculum and Classroom Strategies
Wk 2	Be A Learner Be A Learner Be A Learner Be A Learner	Classroom Classroom Classroom Classroom	Contribute ideas Get along Stay on task – Includes Present. Centred. Ready to Learn focus area. Use time wisely	Domain 1 Pg 37  Curriculum and Classroom Strategies
Wk 3	Be Respectful	All Areas	Be honest	
Wk 4	Be Respectful Be Respectful	Moving Moving	Line up quietly Walk quietly	
Wk 5				
Wk 6	Be Responsible Be Respectful	All Areas All Areas	Make good choices – Includes Growth Mindset (BSEM) focus area. Use manners	Domain 3 Pg 10  Curriculum and Classroom Strategies
Wk 7	Be Responsible Be Responsible	All Areas Play Areas	Be in the right place at the right time Play in designated areas	
Wk 8	Be Respectful	All Areas	Keep your hands and feet to yourself	
Wk 9	Be Respectful Be Respectful	All Areas All Areas	Take care of yourself and others – includes De-escalation & Self-regulation(BSEM) focus areas. Wear your uniform correctly	Domain 1 Pg 14  Curriculum and Classroom Strategies
Wk 10	Revision		Based on OneSchool data	


Term 2

Teachers are to choose which lessons are appropriate for the needs of the students from the BSEM Focus areas outlined below

Wk 1	Be Respectful Be Responsible Be Resilient	Play Areas Play Areas Play areas	Play Fairly If you borrow it, return it Be a good sport	
Wk 2	Be Responsible Be Responsible	Moving Moving	Walk directly to destination Straight there, straight back	
Wk 3	Be Respectful Be Responsible Be Responsible	Play Areas Play Areas Play Areas	Use Equipment Safely Follow Specific Playground rules Play Safely	
Wk 4	Be Respectful Be a Learner Be Respectful	Play Areas All Areas All Areas	Include others – <i>includes Emotional Intelligence focus area.</i> Accept differences - <i>includes Emotional Intelligence focus area.</i> Share and take turns with others - <i>includes Emotional Intelligence focus area.</i>	Domain 3 Pg 25  Curriculum and Classroom Strategies
Wk 5				
Wk 6	Be Resilient Be Resilient	All Areas All Areas	Be prepared to have a go - keep trying (<i>Be Brave- Participate to progress</i>) – <i>Includes Willingness – SMART (BSEM) focus area.</i>	Domain 4 Pg 18  Curriculum and Classroom Strategies
Wk 7	Be a Learner Be a Learner	All Areas All Areas	Learn from your mistakes - <i>Includes Willingness focus area (BSEM) – Lesson 1 SMART Goals</i> Learn from the positive mistakes of others - <i>Includes Willingness focus area (BSEM) – Lesson 6 Gratitude to stay on track</i>	Domain 4 Pg 19 Domain 4 Pg 37  Curriculum and Classroom Strategies
Wk 8	Be Responsible Be Resilient	Classroom All Areas	Think for yourself – <i>includes Stamina for independent learning focus area.</i> Focus on your behaviour (<i>It takes strength to be sensible</i>)	Domain 3 Pg 103  Curriculum and Classroom Strategies
Wk 9	Be Responsible	All Areas	Use ICT devices & applications correctly	
Wk 10	Revision		Based on OneSchool data	

Term 3

Teachers are to choose which lessons are appropriate for the needs of the students from the BSEM Focus areas outlined below

Wk 1	Be Resilient	Classroom	Be a problem solver – includes Resilience focus area.	Domain 3 Pg 53 
Wk 2	Be Responsible Be Resilient	All Areas Classroom	Do your best Challenge yourself	
Wk 3	Be Responsible	All Areas	Be Prepared for all lessons	
Wk 4	Be Respectful	Classroom	Follow instructions	
Wk 5				
Wk 6	Be Respectful Be Respectful	Classroom Classroom	Listen to adults & classmates Accept others' opinions and ideas	
Wk 7	Be Responsible Be Responsible	All Areas All Areas	Take care of school and personal property Report problems and damage.	
Wk 8	Be Resilient Be Resilient	Play Areas Play Areas	Accept Feedback (<i>Be the master</i>) Give Encouragement to peers	
Wk 9	Be Responsible	Classroom	Be a helpful group member	
Wk 10	Revision		Based on OneSchool data	

Term 4

Wk 1	Revision		Lessons from previous weeks will be taught following a review of ONESCHOOL student data	
Wk 2	Revision			
Wk 3	Revision			
Wk 4	Revision			
Wk 5	Revision			
Wk 6	Revision			
Wk 7	Revision			
Wk 8	Revision			
Wk 9	Revision			
Wk 10	Revision			

Stanthorpe State School SWPBS Lesson Plan T1 WK1

Expectation		Be Respectful & Be Responsible				
Setting		All Areas				
Specific Behaviours		⇒ Follow class expectations ⇒ Follow lunch time eating procedures ⇒ Wear your hat outside				
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses – true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	<input type="checkbox"/> Whiteboards <input type="checkbox"/> Choral responses <input type="checkbox"/> Multiple Choice Qs <input type="checkbox"/> Reinforcing games <input type="checkbox"/> Continuum Line		
	Opening	WALT, WILF and TIB <ul style="list-style-type: none"> Introduce skills Discuss location Discuss examples of skills at school and at home 				
	Body	I do	Positive Examples		Non-examples	
			<ul style="list-style-type: none"> Sally sits with her friends eating her lunch, when the teacher blew the whistle she was allowed to go play. Walking off to play when the whistle goes. 		<ul style="list-style-type: none"> Liam sat bouncing the ball against the wall at eating time. Running off to play as soon as the whistle goes. 	
		We do	Prep – Year 3		Year 4 – Year 7	
			Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Develop class rules/expectations for Be Resilient, Be Responsible, Be Respectful, and Be a Learner Discuss class reward system On a T chart do an activity of your job, my job. No More than 5 behaviours on each side. Could colour code each of the four colours of the behaviour expectations. Practice lunch time procedures - Take the students to the eating area. Discuss and model what happens during eating time. Discuss no hat no play policy. Discuss the reasons for wearing a hat at school. 		Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Develop class rules/expectations for Be Resilient, Be Responsible, Be Respectful, and Be a Learner Brainstorms as a group or individually what students believe are their right and responsibilities in the classroom. Discuss class reward system Reminder about lunch time eating procedures, where to sit, what to do and when they can go. Discuss the class rewards and school rewards and consequences Discuss no hat no play policy. Discuss the reasons for wearing a hat at school. 	
			<ul style="list-style-type: none"> Review what has been covered, give out gotchas for having a go. 		<ul style="list-style-type: none"> Role Play the four specific behaviours Review what is learnt, give out gotchas for having a go. Reinforce/remind students about expected behaviours at lunch. 	
			<i>Monitor and supervise (move, scan and interact), correct where necessary and give feedback</i>			
Closing		<i>Looking forward, looking back - Remind students about the expectation and specific skills for this week and what the skill is for next week.</i>				
Reteach		<ul style="list-style-type: none"> ➤ End of the week: discuss how someone demonstrated this week's expectation and specific skills. ➤ After data review in Week 9, reteach in Week 10 if necessary. 				

Stanthorpe State School SWPBS Lesson Plan T1 WK2

Expectation		Be A Learner				
Setting		All Areas				
Specific Behaviours		⇒ Contribute ideas ⇒ Get along ⇒ Stay on task ⇒ Use time wisely				
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses – true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	<input type="checkbox"/> Whiteboards <input type="checkbox"/> Choral responses <input type="checkbox"/> Multiple Choice Qs <input type="checkbox"/> Reinforcing games <input type="checkbox"/> Continuum Line		
	Opening		WALT, WILF and TIB			
	<ul style="list-style-type: none"> Introduce skills Discuss location Discuss examples of skills at school and at home 					
	Body	I do	Positive Examples		Non-examples	
			<ul style="list-style-type: none"> While working on the computer. Tom continued working and pushing the save icon until the teacher instructed them to pack-up. Julie included the new girl in their table group activities Wendy continued to work and ignored Justin. Although Sam finds cricket challenging he still has a go every week. 	<ul style="list-style-type: none"> Nathan joined Collin in the game of nougats and crosses instead of writing a narrative. Suzie had a better method for the science experiment, but chose not to share it. During the class warm ups about noun groups Noel though it was timely to discuss his neighbors new kitten. Noel refused to open his book because he doesn't like it when his teacher is away 		
		We do	Prep – Year 3		Year 4 – Year 7	
			Suggested teaching ideas – choose what is best for your class:		Suggested teaching ideas – choose what is best for your class:	
			<ul style="list-style-type: none"> Brainstorm the behaviours and being a learner looks like. Discuss why we need to ready to learn in class Discuss the following features of the active participant – follow along with lessons / contribute to class discussions and questions / stay on task / do set work 		<ul style="list-style-type: none"> Brainstorm the behaviours and being a learner looks like. Discuss the characteristics of an 'active participant' Demonstrate good practice of listening skills and working with class mates. 	
	You do	<ul style="list-style-type: none"> Brainstorm how would you/ what would encourage class members to be ready to learn Practice what the four behaviours listed above may look like (sitting listening etc.). Focus Forty – Being an Individual pg. 86 		Role Play the four specific behaviours <ul style="list-style-type: none"> Focus Forty – Being an Individual pg. 86 		
			<i>Monitor and supervise (move, scan and interact), correct where necessary and give feedback</i>			
Closing		<i>Looking forward, looking back - Remind students about the expectation and specific skills for this week and what the skill is for next week.</i>				
Reteach		<ul style="list-style-type: none"> ➤ End of the week: discuss how someone demonstrated this week's expectation and specific skills. ➤ After data review in Week 9, reteach in Week 10 if necessary. 				

Stanthorpe State School SWPBS Lesson Plan T1 WK3

Expectation		Be Respectful		
Setting		All Areas		
Specific Behaviours		⇒ Be honest		
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses – true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	<input type="checkbox"/> Whiteboards <input type="checkbox"/> Choral responses <input type="checkbox"/> Multiple Choice Qs <input type="checkbox"/> Reinforcing games <input type="checkbox"/> Continuum Line
	Opening	WALT, WILF and TIB		
		<ul style="list-style-type: none"> Introduce skills Discuss location Discuss examples of skills at school and at home 		
	Body	I do	Positive Examples	Non-examples
			<ul style="list-style-type: none"> Tom and Lance admitted to kicking the ball into the window When asked if they did it, Jane said yes. Ann knew it was wrong and told the teacher 	<ul style="list-style-type: none"> The ball went through the window and Thomas continued off to class. The car was found by Harold's mum under his bed, Harold says he did not take it. Jo told the teacher that Ann had done it. Ann was away that day. Tim went to the creek instead of school
		We do	Prep – Year 3	Year 4 – Year 7
			Suggested teaching ideas – choose what is best for your class:	
	<ul style="list-style-type: none"> Brainstorm with students who they can talk to when they hear or see something that is wrong. List these people. Discuss the difference between being brave and telling when something is wrong and 'dobbing'. discuss need to tell the whole truth to avoid further problems. 	<ul style="list-style-type: none"> List the characteristics of an honest person. Brainstorm with students who they can talk to when they hear or see something that is wrong. List these people. Discuss the consequences of being found out in a lie. 		
	You do	<ul style="list-style-type: none"> Focus Forty – Being an Individual pg. 86 	<ul style="list-style-type: none"> Focus Forty – Being an Individual pg. 86 	
		<i>Monitor and supervise (move, scan and interact), correct where necessary and give feedback</i>		
Closing		Looking forward, looking back - Remind students about the expectation and specific skills for this week and what the skill is for next week.		
Reteach		<ul style="list-style-type: none"> End of the week: discuss how someone demonstrated this week's expectation and specific skills. After data review in Week 9, reteach in Week 10 if necessary. 		

Stanthorpe State School SWPBS Lesson Plan T1 WK4

Expectation		Be Respectful				
Setting		Moving				
Specific Behaviours		⇒ Line up quietly ⇒ Walk quietly				
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses – true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	<input type="checkbox"/> Whiteboards <input type="checkbox"/> Choral responses <input type="checkbox"/> Multiple Choice Qs <input type="checkbox"/> Reinforcing games <input type="checkbox"/> Continuum Line		
	Opening	<ul style="list-style-type: none"> Introduce skills Discuss location Discuss examples of skills at school and at home WALT, WILF and TIB				
	Body	I do	Positive Examples	Non-examples		
			<ul style="list-style-type: none"> Students are sitting waiting for teacher to turn up after Big lunch On the way to Music the students walked past the Year 2/3 class without a sound 	<ul style="list-style-type: none"> After the bell Tom went to find Allen in the class next door to make plans for the sleep over. Helen began to sing as they walked past the Year 7s doing their exam. Thomas tapped his pencil on the glass window as they walked past 		
		We do	Prep – Year 3	Year 4 – Year 7		
			Suggested teaching ideas – choose what is best for your class:	Suggested teaching ideas – choose what is best for your class:		
			<ul style="list-style-type: none"> Discuss our learning time and being ready for class Discuss the purpose of the bell? (i.e. be lined up ready for class Role model with students how they should be lined up (i.e. quietly, calm body, feet together etc. Play follow the leader, without making a single noise. 	<ul style="list-style-type: none"> Discuss the reason we have bells at school Discuss the importance of being on time for class Brainstorm the ‘procedures’ that students should do before returning to class. Role model what needs happen following the bell. Practice moving around the classroom without running into any other students. Or making noise. 		
			<ul style="list-style-type: none"> Model the appropriate way to line up (i.e. join the back of the line, stand quietly, hands and feet to yourself etc.) Practice lining up Discuss appropriate behaviours Focus Forty – Lining Up pg. 19 Focus Forty – Walking inside pg. 26 	<ul style="list-style-type: none"> Before making their way to another place in the school reinforce the behaviour of transitioning between classes. Reinforce, remind students when waiting in line for class teacher Practice lining up. Focus Forty – Lining Up pg. 19 Focus Forty – Walking inside pg. 26 		
	<i>Monitor and supervise (move, scan and interact), correct where necessary and give feedback</i>					
	Closing		Looking forward, looking back - Remind students about the expectation and specific skills for this week and what the skill is for next week.			
Reteach		<ul style="list-style-type: none"> End of the week: discuss how someone demonstrated this week’s expectation and specific skills. After data review in Week 9, reteach in Week 10 if necessary. 				

Stanthorpe State School SWPBS Lesson Plan T1 WK6

Expectation		Be Responsible & Be Respectful		
Setting		All Areas		
Specific Behaviours		⇒ Make good choices ⇒ Use manners		
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses – true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	
	Opening	<ul style="list-style-type: none"> Introduce skills Discuss location Discuss examples of skills at school and at home 		
	Body	I do	Positive Examples <ul style="list-style-type: none"> Bill chose to attend class on time. I use friendly and polite words I use 'please' and 'thank you' Troy knocked and waited to before entering the classroom When entering the classroom Jo took off her hat Billy and Sarah were late for Parade. They waited near the door for the anthem to finish before making their way to their class. Todd apologized for accidently kicking the ball into Rodd. Rodd said he accepted Todd's apology. 	Non-examples <ul style="list-style-type: none"> On the way back from Music Billy went to the senior toilets without permission. Wendy threw all the unused toilet rolls in the bin. Troy gave his friend Lucy a toy horse he found in Sam's bag. Ian found 3 dollars in a school envelope; he bought some TNTs at morning tea. Norm refuses to move to another desk. Using unacceptable, rude language
		We do	Prep – Year 3 Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Introduce concept of STOP, THINK, DO as a decision making procedure. STOP before rushing into anything / what are the consequences for you and your friends: THINK what the possible solutions are. These may include telling an adult, asking nicely, sharing and compromise, walking away. DO the best solution. Model and role play positive situations using manners (use examples above). Practice correctly receiving a certificate Take, Shake, Thank 	Year 4 – Year 7 Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Brainstorm school situations and the consequences of choices made in those situations Introduce concept of STOP, THINK, DO as a decision making procedure. STOP before rushing into anything / what are the consequences for you and your friends: THINK what the possible solutions are. These may include telling an adult, asking nicely, sharing and compromise, walking away. DO the best solution. Role play situations where you may use manners Brainstorm a list of good manners and create a big book where every child contributes a page
		You do	<ul style="list-style-type: none"> Construct posters illustrating STOP / THINK / DO procedure. Traffic light symbols. Etc. Focus Forty – Manners Words pg. 28 	<ul style="list-style-type: none"> Students role play situations where choices have to be made Construct posters illustrating STOP / THINK / DO procedure. Traffic light symbols. Etc. Focus Forty – Manners Words pg. 28
			<i>Monitor and supervise (move, scan and interact), correct where necessary and give feedback</i>	
		Closing	<i>Looking forward, looking back - Remind students about the expectation and specific skills for this week and what the skill is for next week.</i>	

Reteach

- *End of the week: discuss how someone demonstrated this week's expectation and specific skills.*
- *After data review in Week 9, reteach in Week 10 if necessary.*

Stanthorpe State School SWPBS Lesson Plan T1 WK7

Expectation		Be Responsible		
Setting		All Areas & Play Areas		
Specific Behaviours		⇒ Be in the right place at the right time ⇒ Play in designated areas		
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses – true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	
	Opening	WALT, WILF and TIB <ul style="list-style-type: none"> Introduce skills Discuss location Discuss examples of skills at school and at home 		
	Body	I do	Positive Examples	Non-examples
			<ul style="list-style-type: none"> Attending classes, ensuring you are where you should be Speak to staff if you need to go somewhere away from a designated area. Listen to staff instructions. 	<ul style="list-style-type: none"> Going to toilets, drink breaks without permission. Crossing the road to collect a soccer ball without permission Not returning to class after the bell.
		We do	Prep – Year 3	Year 4 – Year 7
			Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Make a list of areas in the school which are “out of bounds” Discuss why we have areas that are “out of bounds”? If you need to go into an “out of bounds” area (e.g. ball over fence etc.) what should you do? (See teacher on duty) Walk out in the playground and point out the various play areas. Note out of bounds areas. Why are these areas out of bounds? 	Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Discuss the need for Designated play areas. Why do we have ‘designated play areas’ Discuss the safety of staying in bounds. Walk the areas of the school ‘in bounds’ Brainstorm the importance of students being in the right place at the right time. Chart Plus/Minus of being in the right place at the right time
	You do	<ul style="list-style-type: none"> Students make a map of schoolyard – shade in and label designated areas / out of bounds. Go outside and use an “in bounds” are for an activity/ lesson etc. Pre correct before breaks Reinforce that correct playground behaviour ensures maximum play time 	<ul style="list-style-type: none"> If you need to go into an “out of bounds” area (e.g. ball over fence etc.) what should you do? (See teacher on duty) 	
			<i>Monitor and supervise (move, scan and interact), correct where necessary and give feedback</i>	
	Closing		Looking forward, looking back - Remind students about the expectation and specific skills for this week and what the skill is for next week.	
	Reteach		➤ End of the week: discuss how someone demonstrated this week’s expectation and specific skills. ➤ After data review in Week 9, reteach in Week 10 if necessary.	

Stanthorpe State School SWPBS Lesson Plan T1 WK8

Expectation		Be Respectful		
Setting		All areas		
Specific Behaviours		⇒ Keep your hands and feet to yourself		
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses – true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	
	Opening	<ul style="list-style-type: none"> • Introduce skills • Discuss location • Discuss examples of skills at school and at home 		
	Body	I do	Positive Examples	Non-examples
			<ul style="list-style-type: none"> • While lining up the students sat in line Jo is waiting with her legs crossed and hands in her lap. • Fred is on his way to sport, He places his hands in his pockets while walking past his friends. • While sitting at the tables for Morning tea Cherie sat at the table and placed both her feet on the cement. 	<ul style="list-style-type: none"> • Jo is waiting in line to go to class. As they begin to walk off Kumar begins poking Jo in the back with his fingers. • Eddie is in a hurry to get to LOTE, he pushes past other students so that he could be first in line. • While playing soccer Ed continues to kick the other players so that they will release the ball.
		We do	Prep – Year 3	Year 4 – Year 7
			Suggested teaching ideas – choose what is best for your class:	
			What does peaceful mean? What does it mean if hands and feet are peaceful? <ul style="list-style-type: none"> • What do peaceful hands look like? Kept to oneself, kept by sides; hands may be folded together or placed in pockets. • What do peaceful feet look like? Kept facing forward; both feet on the ground. 	<ul style="list-style-type: none"> • What does hands and feet to yourself mean? Discuss the reason why we need to keep our hands and feet to ourselves. • Role play – in small groups positive examples for keeping hands and feet to yourself.
	You do	<ul style="list-style-type: none"> • Practice being in line and using peaceful hands and feet as you move around the school • Pre correct before movement. • Focus Forty – Positive Physical Contact pg. 54 	Focus Forty – Positive Physical Contact pg. 54	
		<i>Monitor and supervise (move, scan and interact), correct where necessary and give feedback</i>		
Closing		Looking forward, looking back - Remind students about the expectation and specific skills for this week and what the skill is for next week.		
Reteach		<ul style="list-style-type: none"> ➤ End of the week: discuss how someone demonstrated this week's expectation and specific skills. ➤ After data review in Week 9, reteach in Week 10 if necessary. 		

Stanthorpe State School SWPBS Lesson Plan T1 WK 9

Expectation		Be Respectful				
Setting		All Areas				
Specific Behaviours		⇒ Take care of yourself and others ⇒ Wear your uniform correctly				
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses – true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	<input type="checkbox"/> Whiteboards <input type="checkbox"/> Choral responses <input type="checkbox"/> Multiple Choice Qs <input type="checkbox"/> Reinforcing games <input type="checkbox"/> Continuum Line		
	Opening		WALT, WILF and TIB			
	<ul style="list-style-type: none"> Introduce skills Discuss location Discuss examples of skills at school and at home 					
	Body	I do	Positive Examples		Non-examples	
			<ul style="list-style-type: none"> Lean had the softball bag; Sharon grabbed the other side and carried it to the sports shed. Bag on port racks I collect my hat jumper and lunch box at the end of playtime. Jenny always makes herself neat and tidy when she comes to school. Sam washes his hands after using the toilets. Rodney helps Steve to tie his shoe laces. 		<ul style="list-style-type: none"> Sam so a new boy upset, Sam went back to class. Lepono loves the colour orange. He sprayed his hair orange. San stayed up late watching the last of his TV series Using bad language Sam loves Nirvana, his shirt says so. Leave your clothes bag and property lying around Using unacceptable, rude language 	
			Prep – Year 3		Year 4 – Year 7	
		We do	Suggested teaching ideas – choose what is best for your class:		Suggested teaching ideas – choose what is best for your class:	
			<ul style="list-style-type: none"> Photo of male and female students wearing the correct uniform and discuss what this entails Focus Forty – Respecting others ideas pg66 Focus Forty – Respecting others pg92 Focus Forty – personal Space pg40 		<ul style="list-style-type: none"> Photo of male and female students wearing the correct uniform and discuss what this entails Focus Forty – Respecting others ideas pg66 Focus Forty – Respecting others pg92 Focus Forty – personal Space pg40 	
			<ul style="list-style-type: none"> Remind students about correct uniform, reinforce with gotchas 		<ul style="list-style-type: none"> Remind students about correct uniform, reinforce with gotchas 	
			<i>Monitor and supervise (move, scan and interact), correct where necessary and give feedback</i>			
Closing		Looking forward, looking back - Remind students about the expectation and specific skills for this week and what the skill is for next week.				
Reteach		➤ End of the week: discuss how someone demonstrated this week's expectation and specific skills. ➤ After data review in Week 9, reteach in Week 10 if necessary.				

Stanthorpe State School SWPBS Lesson Plan T2 WK 1

Expectation		Be Respectful, Be Responsible & Be Resilient		
Setting		All Areas		
Specific Behaviours		⇒ Play Fairly ⇒ If you borrow it, return it ⇒ Be a good sport		
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses – true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	<input type="checkbox"/> Whiteboards <input type="checkbox"/> Choral responses <input type="checkbox"/> Multiple Choice Qs <input type="checkbox"/> Reinforcing games <input type="checkbox"/> Continuum Line
	Opening	WALT, WILF and TIB <ul style="list-style-type: none"> Introduce skills Discuss location Discuss examples of skills at school and at home 		
	Body	I do	Positive Examples <ul style="list-style-type: none"> Steve hit the ball outside the square, Steve admitted to being out and went to the last square. At the end of Friday sport All the girls shook hands with the other team and thanked them for the game. Jo had already been in twice and asked if someone else wanted to have a go. Giving encouraging verbal support Returning equipment Sadhvi always cheers on his/her team mates. Encouraging and cheering on team mates Ricky-Bobby asked the new student to come and play at lunch time Sam helps carry the bag for sport 	Non-examples <ul style="list-style-type: none"> Damian grabbed the ball and called 'paused' after it had bounced twice in his square and then called 'play on'. After getting out Robin tossed the bat and walked away from the group to cry. Because the soccer balls were not returned Gadhadhar could not borrow any from blue bin. Eunice will not let anyone else bat While working in blue bin Gary kept knocking on the window and running away. Laura always makes sure the same people get a bat every week, because they are her best mates.
		We do	Prep – Year 3 Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Brainstorm the concept of being a good sport, what does a good sport do? Role model the correct use of equipment and returning equipment at lunch times. Visit and practice borrowing and returning equipment from and to the blue room. Role play dos and don'ts of good sportsmanship. Role play the dos and don'ts of fair play. Focus Forty – sharing pg56 Focus Forty – including others pg74 	Year 4 – Year 7 Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Brainstorm the concept of being a good sport, what does a good sport do? Role model the correct use of equipment and returning equipment at lunch times. Visit and practice borrowing and returning equipment from and to the blue room. Discuss the dos and don'ts of fair play Focus Forty – sharing pg56 Focus Forty – including others pg74
		You do	<ul style="list-style-type: none"> Student reports in on someone they witnessed practicing the positive behaviours taught above. 	<ul style="list-style-type: none"> Student reports in on someone they witnessed practicing the positive behaviours taught above.
			<i>Monitor and supervise (move, scan and interact), correct where necessary and give feedback</i>	
		Closing	<i>Looking forward, looking back - Remind students about the expectation and specific skills for this week and what the skill is for next week.</i>	
		Reteach	<ul style="list-style-type: none"> End of the week: discuss how someone demonstrated this week's expectation and specific skills. After data review in Week 9, reteach in Week 10 if necessary. 	
		Play is the Way	<ul style="list-style-type: none"> Touch and Go- P.7 	

Stanthorpe State School SWPBS Lesson Plan T2 WK 2

Expectation		Be Responsible		
Setting		Moving		
Specific Behaviours		⇒ Walk directly to destination ⇒ Straight there, straight back		
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses – true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	<input type="checkbox"/> Whiteboards <input type="checkbox"/> Choral responses <input type="checkbox"/> Multiple Choice Qs <input type="checkbox"/> Reinforcing games <input type="checkbox"/> Continuum Line
	Opening		WALT, WILF and TIB	
	<ul style="list-style-type: none"> Introduce skills Discuss location Discuss examples of skills at school and at home 			
	Body	I do	Positive Examples	Non-examples
			<ul style="list-style-type: none"> On time for class Straight to the toilet and then back to class Damian handed the note into the office and returned to class All the class walked directly to the stadium for PE Walking quietly and sensibly to the evacuation area, sitting while roles are marked until students are dismissed. 	<ul style="list-style-type: none"> On her way to the Year 1 classroom, Terry walked past her friend’s class in H block. While walking to the toilets, Julie stopped to play in the sand. On her way to music Carol was not feeling well and went to the office. On the way to the civic center the students decided to take a short cut Running, talking loudly, following a different pathway to the rest of the class. Running on concrete
		We do	Prep – Year 3	Year 4 – Year 7
			Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Discuss the importance of ‘knowing where students are’ at school. Discuss advantages of getting to a destination on time Discuss, model and practice walking throughout the school. Explicitly walk through the procedures of a fire evacuation, following the school guidelines and discuss. Sequence (using photos or drawings) the process and steps taken to complete the evacuation. Discuss and model leaving classroom for toilet breaks. 	Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Discuss the ‘safe practice’ of teachers and staff knowing where students are at. Practice walking to a location in a positive manner (see examples above) Explicitly walk through the procedures of a fire evacuation, following the school guidelines and discuss. Sequence (using photos or drawings) the process and steps taken to complete the evacuation. Discuss the importance of being a role model and being responsible by walking straight to a destination (and if applicable) straight back. Discuss leaving the classroom for breaks and for lessons, being prepared for next lesson.
	You do	<ul style="list-style-type: none"> Practice walking to evacuation area. Remind students of going to and returning from the toilets prior to leaving the classroom. 	<ul style="list-style-type: none"> Student reports in on someone they witnessed practicing the positive behaviours taught above. 	
			<i>Monitor and supervise (move, scan and interact), correct where necessary and give feedback</i>	
	Closing		Looking forward, looking back - Remind students about the expectation and specific skills for this week and what the skill is for next week.	
Reteach		➤ End of the week: discuss how someone demonstrated this week’s expectation and specific skills. ➤ After data review in Week 9, reteach in Week 10 if necessary.		

Stanthorpe State School SWPBS Lesson Plan T2 WK 3

Expectation		Be Respectful & Be Responsible			
Setting		Play Areas			
Specific Behaviours		⇒ Use Equipment Safely ⇒ Follow Specific Playground rules ⇒ Play Safely			
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses – true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	<input type="checkbox"/> Whiteboards <input type="checkbox"/> Choral responses <input type="checkbox"/> Multiple Choice Qs <input type="checkbox"/> Reinforcing games <input type="checkbox"/> Continuum Line	
	Opening	WALT, WILF and TIB <ul style="list-style-type: none"> Introduce skills Discuss location Discuss examples of skills at school and at home 			
	Body	I do	Positive Examples	Non-examples	
			<ul style="list-style-type: none"> Only 8 people on the comet in the Binnalong playground, with all their legs facing out. Keep your hands and feet to yourself The Year 6/7 students know when it is their day to use the Binnalong playground During play time the students paly in the correct areas 	<ul style="list-style-type: none"> We were climbing on the fire fox. Hitting kicking poking Ignoring a dangerous situation Contact sports at lunch Wallace and Richard play tackle football when the students are not watching. Dan tackled Max during a game of soccer Dave uses his hat to slap other students 	
		We do	Prep – Year 3	Year 4 – Year 7	
			Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Go to and model/practice the correct and proper use of the Binnalong playground equipment. Walk the areas students are allowed to play in at lunch time. Walk to and discuss the process for borrowing and returning equipment. Discuss the proper use of equipment found in the sports shed Discuss the advantages to caring for school equipment. Focus Forty – Rights and responsibilities pg. 62 	Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Present the students with some <i>What would you do</i> scenarios about how they would report danger and other safety concerns. Discuss the correct use of sports equipment at school Discuss the advantages to caring for school equipment. Focus Forty – Rights and responsibilities pg. 62 	
	You do	<ul style="list-style-type: none"> Practice walking to evacuation area. Remind students of going to and returning from the toilets prior to leaving the classroom. 			
			<i>Monitor and supervise (move, scan and interact), correct where necessary and give feedback</i>		
Closing		Looking forward, looking back - Remind students about the expectation and specific skills for this week and what the skill is for next week.			
Reteach		➤ End of the week: discuss how someone demonstrated this week's expectation and specific skills. ➤ After data review in Week 9, reteach in Week 10 if necessary.			

Stanthorpe State School SWPBS Lesson Plan T2 WK 4

Expectation		Be Respectful & Be a Learner		
Setting		Play Areas & All Areas		
Specific Behaviours		⇒ Include others ⇒ Accept differences ⇒ Share and take turns with others		
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses – true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	<input type="checkbox"/> Whiteboards <input type="checkbox"/> Choral responses <input type="checkbox"/> Multiple Choice Qs <input type="checkbox"/> Reinforcing games <input type="checkbox"/> Continuum Line
	Opening	WALT, WILF and TIB <ul style="list-style-type: none"> Introduce skills Discuss location Discuss examples of skills at school and at home 		
	Body	I do	Positive Examples <ul style="list-style-type: none"> Damian does not like sport, but the other boys encourage him to have a go. Including new students into games Students with disabilities Different skin colour Allowing others to make mistakes and learn from these After 15 minutes Jody let Sam have a play with the sand toys. I use friendly and polite words 	Non-examples <ul style="list-style-type: none"> Steve batted in the nets all lunch time. Jo uses the same IPAD all lunch. Anne told Beth she wasn't her friend Dave is not allowed to play because he likes kingfisher Using unacceptable, rude language Insulting other students Allowing on some people to play handball
		We do	Prep – Year 3 Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Play some games that require the students to share and take turns, model what happens if we don't take turns. Discuss with students Role Model ways of asking students to come and play/share. Students can then practice asking other students. Brainstorm/graph some physical differences of students in the class (hair colour, eyes, height etc.). Work through a scenario of how you would ask to borrow someone's equipment and what you would do if they said no to the request, or are you allowed to borrow their equipment when they are away? Focus Forty – accepting your body pg. 58 	Year 4 – Year 7 Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Teacher to role play positive and non-positive examples of the specific behaviours listed above. Speed introductions – students have 2 minutes each to listen to each other talk and then introduce that person to the group. Discuss/brainstorm what an accepting student sounds like. Model ways of asking students to come and play/share. Roleplay – asking to borrow someone's equipment Create/debate some what would you do scenarios based on the specific behaviours above. (include others/sharing) Discuss Accepting differences. Brainstorm some elements that could make us different. Focus Forty – accepting your body pg. 58
		You do	<i>Monitor and supervise (move, scan and interact), correct where necessary and give feedback</i>	
		Closing	<i>Looking forward, looking back - Remind students about the expectation and specific skills for this week and what the skill is for next week.</i>	
		Reteach	<ul style="list-style-type: none"> End of the week: discuss how someone demonstrated this week's expectation and specific skills. After data review in Week 9, reteach in Week 10 if necessary. 	

Stanthorpe State School SWPBS Lesson Plan T2 WK 6

Expectation		Be Resilient		
Setting		All Areas		
Specific Behaviours		⇒ Be prepared to have a go ⇒ keep trying		
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses – true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	<input type="checkbox"/> Whiteboards <input type="checkbox"/> Choral responses <input type="checkbox"/> Multiple Choice Qs <input type="checkbox"/> Reinforcing games <input type="checkbox"/> Continuum Line
	Opening	WALT, WILF and TIB		
		<ul style="list-style-type: none"> Introduce skills Discuss location Discuss examples of skills at school and at home 		
	Body	I do	Positive Examples	Non-examples
			<ul style="list-style-type: none"> Trying something new Failing the first time, but trying again Doing the right thing, even if its by yourself Can leave their comfort zone Shane has never ridden a bike before, he kept falling off but he continued to get back on and keep trying Remaining with the task until it is finished Trying your best with a task even if you are unsure how to complete it (have-a-go) 	<ul style="list-style-type: none"> Never try new things Michael hates cricket but wont change to softball because he would be the only boy. Not completing work on time Not staying with the task that you are meant to, e.g. Walking all over the room, while you should be working. Giving up on your work because it is too hard; not asking for help.
		We do	Prep – Year 3	Year 4 – Year 7
			Suggested teaching ideas – choose what is best for your class:	Suggested teaching ideas – choose what is best for your class:
			<ul style="list-style-type: none"> Discuss/model 'being prepared to have a go' Focus Forty – Managing time pg. 36 Focus Forty – Setting goals pg. 68 	<ul style="list-style-type: none"> Scenario – imagine playing a computer game, you try to finish a level. What do you do? (discuss trying new methods, taking a different route). Discuss how we try this in life. Discuss the idea being prepared to have a go, what happens if it doesn't work? Focus Forty – Managing time pg. 36 Focus Forty – Setting goals pg. 68
		You do	Monitor and supervise (move, scan and interact), correct where necessary and give feedback	
		Closing	Looking forward, looking back - Remind students about the expectation and specific skills for this week and what the skill is for next week.	
Reteach		➤ End of the week: discuss how someone demonstrated this week's expectation and specific skills. ➤ After data review in Week 9, reteach in Week 10 if necessary.		
Play is the Way		➤ <i>Piccadilly Circus- P.1</i>		

Stanthorpe State School SWPBS Lesson Plan T2 WK 7

Expectation		Be a Learner				
Setting		All Areas				
Specific Behaviours		⇒ Learn from your mistakes ⇒ Learn from the positive mistakes of others				
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses – true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	<input type="checkbox"/> Whiteboards <input type="checkbox"/> Choral responses <input type="checkbox"/> Multiple Choice Qs <input type="checkbox"/> Reinforcing games <input type="checkbox"/> Continuum Line		
	Opening		WALT, WILF and TIB			
	<ul style="list-style-type: none"> Introduce skills Discuss location Discuss examples of skills at school and at home 					
	Body	I do	Positive Examples		Non-examples	
			<ul style="list-style-type: none"> Only saying positive things about people Being allowed to make mistakes and learn from these Doing something wrong, trying again Learning from the mistakes of others Dan continued to practice until 		<ul style="list-style-type: none"> Damian continued to be late for class even after being in trouble last week After watching Dave get in trouble for throwing stones, Terry did the same thing. Making the same mistakes over and over Being late for sport multiple times Sitting at the same computer that doesn't have your software on it. 	
		We do	Prep – Year 3		Year 4 – Year 7	
			Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Talk about the saying “don’t make the same mistake twice” Discuss we can fix a mistake (in school or home) (manners, apologizing, trying again). How do we learn from our mistakes? Focus Forty – Finding your strengths pg. 48 		Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Discuss how can having a go help us to learn? Discuss the idea of learning from the mistakes of others Propose some scenarios for students to solve when a mistake is made Discuss the idea of trying again, trying to find new ways to complete a task. Focus Forty – Finding your strengths pg. 48 	
	You do	<i>Monitor and supervise (move, scan and interact), correct where necessary and give feedback</i>				
	Closing		<i>Looking forward, looking back - Remind students about the expectation and specific skills for this week and what the skill is for next week.</i>			
	Reteach		➤ End of the week: discuss how someone demonstrated this week’s expectation and specific skills. ➤ After data review in Week 9, reteach in Week 10 if necessary.			

Stanthorpe State School SWPBS Lesson Plan T2 WK 8

Expectation		Be Responsible & Be Resilient				
Setting		All Areas				
Specific Behaviours		⇒ Think for yourself ⇒ Focus on your behaviour				
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses – true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	<input type="checkbox"/> Whiteboards <input type="checkbox"/> Choral responses <input type="checkbox"/> Multiple Choice Qs <input type="checkbox"/> Reinforcing games <input type="checkbox"/> Continuum Line		
	Opening	WALT, WILF and TIB				
		<ul style="list-style-type: none"> Introduce skills Discuss location Discuss examples of skills at school and at home 				
	Body	I do	Positive Examples		Non-examples	
			<ul style="list-style-type: none"> Choosing to do the right thing Making positive decisions around your behaviour Ignoring the inappropriate behaviour of others and reporting the unsafe/unsatisfactory behaviour of others. Jo knew it was time to head to sport, after reminding her friends she went to wait for softball. 		<ul style="list-style-type: none"> Doing the wrong thing, regardless of the outcomes Following friends making poor decisions Steve agreed to hide with Dave in the toilets to avoid music class. Matt knew what Rose was doing was wrong and continued to watch 	
		We do	Prep – Year 3		Year 4 – Year 7	
			Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Present some students with some <i>What do you do?</i> Scenarios and get the students to brainstorm how they would report danger and other safety concerns. Discuss the ‘good’ behaviours at school. Brainstorm the +/- of making good choices. Discuss the idea ‘who controls you?’ Get the students to realize that they need to be responsible for their thoughts and resilient in setting positive examples 		Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Open discussion about times where teacher/students have had to think for themselves and where this has avoided something. Present some students with some <i>What do you do?</i> Scenarios and get the students to brainstorm how they would report danger and other safety concerns. Discuss the idea ‘who controls you?’ Get the students to realize that they need to be responsible for their thoughts and resilient in setting positive examples 	
	You do	<ul style="list-style-type: none"> Focus Forty – expressing your own opinion pg. 78 Focus Forty – Who am I? pg. 38 		<ul style="list-style-type: none"> Focus Forty – expressing your own opinion pg. 78 Focus Forty – Who am I? pg. 38 		
			<i>Monitor and supervise (move, scan and interact), correct where necessary and give feedback</i>			
	Closing		Looking forward, looking back - Remind students about the expectation and specific skills for this week and what the skill is for next week.			
Reteach		<ul style="list-style-type: none"> End of the week: discuss how someone demonstrated this week’s expectation and specific skills. After data review in Week 9, reteach in Week 10 if necessary. 				
Play is the Way		➤ <i>Pegasus (3-6)- P.53 or Snake- P.47</i>				

Stanthorpe State School SWPBS Lesson Plan T2 WK 9

Expectation		Be Responsible				
Setting		All Areas				
Specific Behaviours		⇒ Use ICT devices & applications correctly				
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses – true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	<input type="checkbox"/> Whiteboards <input type="checkbox"/> Choral responses <input type="checkbox"/> Multiple Choice Qs <input type="checkbox"/> Reinforcing games <input type="checkbox"/> Continuum Line		
	Opening	WALT, WILF and TIB <ul style="list-style-type: none"> • Introduce skills • Discuss location • Discuss examples of skills at school and at home 				
	Body	I do	Positive Examples		Non-examples	
			<ul style="list-style-type: none"> • Use equipment and technologies for their intended purpose. • Keep your home address, phone number, email address, computer username and password to yourself (stranger danger) • Only 'friend' people on social networks you know. • Consider the long term affects of images before you click load. • Tell your teacher if you see anything that is unsafe/unsuitable 		<ul style="list-style-type: none"> • Not logging of your computer • Taking photos of students/peers at school on personal devices • Give anyone your personal information • Think before you upload or click send. • Once the image is online, it is there for life. 	
		We do	Prep – Year 3		Year 4 – Year 7	
			Suggested teaching ideas – choose what is best for your class:		Suggested teaching ideas – choose what is best for your class:	
			<ul style="list-style-type: none"> • Adopt a cop to talk to students about stranger danger and online issues. • Five fingers of trust – students write the names of 5 people. • Role model the correct use of ICT equipment. • 		<ul style="list-style-type: none"> • Adopt a cop to talk to students about stranger danger and online issues. • Role model the correct use of ICT equipment. • Cyber bullying EQ • Daniel Morcombe – 5 fingers of people of trust • Role model the correct use of ICTs and electronic devices. 	
	You do	<i>Monitor and supervise (move, scan and interact), correct where necessary and give feedback</i>				
	Closing		<i>Looking forward, looking back – Remind students about the expectation and specific skills for this week and what the skill is for next week.</i>			
	Reteach		<ul style="list-style-type: none"> ➤ End of the week: discuss how someone demonstrated this week's expectation and specific skills. ➤ After data review in Week 9, reteach in Week 10 if necessary. 			

Stanthorpe State School SWPBS Lesson Plan T3 WK1

Expectation		Be Resilient					
Setting		Classroom					
Specific Behaviours		⇒ Be a problem solver					
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses – true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	<input type="checkbox"/> Whiteboards <input type="checkbox"/> Choral responses <input type="checkbox"/> Multiple Choice Qs <input type="checkbox"/> Reinforcing games <input type="checkbox"/> Continuum Line			
	Opening		WALT, WILF and TIB				
	<ul style="list-style-type: none"> Introduce skills Discuss location Discuss examples of skills at school and at home 						
	Body	I do	Positive Examples		Non-examples		
			<ul style="list-style-type: none"> Damian forgot his swimmers. At morning tea he called his mum. Being ready for class Solves problems Sees solutions Sam is at his desk and Sally walks by and knocks his book off his desk. Sam picks up his book and does not give Sally a reaction. Tim puts his hand up to answer a question and gets it wrong. He sees the boy across from him smirk and shake his head. Tim shrugs and gives it another go. 		<ul style="list-style-type: none"> Sam yells at Sally and calls her names. Pencil Is broken/blunt Not solving simple problems Tim is embarrassed and puts his head down. He looks up at his class mate and pokes his tongue out at him. 		
			We do	Prep – Year 3		Year 4 – Year 7	
				Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Talk about what resilience in the class room looks like. Talk about problem solving. Discuss with the students different scenarios and how they can show resilience when something annoys them or hurts their feelings. Discuss how we are all part of our classroom and we are all here to learn Role Play some problem solving activities 		Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Talk about the meaning of resilience. Discuss different types of feelings. Discuss what problem solving means and give some examples Talk about self-esteem and how we are all part of our room working together to create a comfortable learning environment. 	
			You do	<ul style="list-style-type: none"> Review what has been covered, give out gotchas for having a go. Focus Forty – Who Am I? Self-esteem pg. 39 		<ul style="list-style-type: none"> Role Play some problem solving activities Review what is learnt, give out gotchas for having a go. Reinforce the aspects of a positive classroom. Focus Forty – Who Am I? Self-esteem pg. 39 	
				<i>Monitor and supervise (move, scan and interact), correct where necessary and give feedback</i>			
	Closing		Looking forward, looking back – Remind students about the expectation and specific skills for this week and what the skill is for next week.				
Reteach		➤ End of the week: discuss how someone demonstrated this week's expectation and specific skills.					

Play is the Way	➤ <i>Picadilly Circus- P.1, Timeball- P.25 or Running Raiders- P59</i>

Stanthorpe State School SWPBS Lesson Plan T3 WK2

Expectation		Be Responsible & Resilient		
Setting		Classroom & All Areas		
Specific Behaviours		⇒ Do your best ⇒ Challenge yourself		
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses – true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	<input type="checkbox"/> Whiteboards <input type="checkbox"/> Choral responses <input type="checkbox"/> Multiple Choice Qs <input type="checkbox"/> Reinforcing games <input type="checkbox"/> Continuum Line
	Opening		WALT, WILF and TIB	
	<ul style="list-style-type: none"> Introduce skills Discuss location Discuss examples of skills at school and at home 			
	Body	I do	Positive Examples	Non-examples
			<ul style="list-style-type: none"> Trying something new Making a mistake and trying again Ask clarifying questions Make time to finish work to a high standard Although she had never tried sushi before, after the first bite she knew she would have more Adam finished the math’s mentals 1 minute faster then yesterday. 	<ul style="list-style-type: none"> Giving up Not finishing a task Jo did not want try backstroke, because she liked freestyle. Not trying something new for the first time. Colin pretended to be sick so he didn’t have to play the game in PE. Sandy handed in the assignment even though she new it wasn’t finished.
		We do	Prep – Year 3	Year 4 – Year 7
			Suggested teaching ideas – choose what is best for your class:	
			<ul style="list-style-type: none"> Discuss how we can learn by making an effort to do better quality work Discuss what challenging yourself looks/feels like in the playground and around the school. Discuss behaviors or demonstrations of students learning that you have seen around all areas of the school. Focus Forty – Setting Goals pg. 68 	<ul style="list-style-type: none"> Discuss the behaviour of doing your best and challenging yourself. Discuss athlete’s who achieve PB (Personal Best). Compare to work at school and always achieving PB. Bruce lee Movie (you tube clip) (“Be Like Water” Focus Forty – Setting Goals pg. 68
	You do	<ul style="list-style-type: none"> Encourage the students to go home and set themselves a challenge to improve at something. Ask them to come back and report how this made them feel when they accomplished it. 	<ul style="list-style-type: none"> Encourage the students to go home and set themselves a challenge to improve at something. Ask them to come back and report how this made them feel when they accomplished it. 	
			<i>Monitor and supervise (move, scan and interact), correct where necessary and give feedback</i>	
Closing		<i>Looking forward, looking back – Remind students about the expectation and specific skills for this week and what the skill is for next week.</i>		
Reteach		➤ <i>End of the week: discuss how someone demonstrated this week’s expectation and specific skills.</i> ➤ <i>After data review in Week 9, reteach in Week 10 if necessary.</i>		
Play is the Way		➤ Robots- P.83		

Stanthorpe State School SWPBS Lesson Plan T3 WK3

Expectation		Be Responsible		
Setting		All Areas		
Specific Behaviours		⇒ Be prepared for all lessons		
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses – true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	
	Opening	<ul style="list-style-type: none"> • Introduce skills • Discuss location • Discuss examples of skills at school and at home 		
	Body	I do	Positive Examples <ul style="list-style-type: none"> • Jim was walking to class with friends when they decided to go for a walk and get a drink. Jim went onto class instead. • Todd unpacked his bag and took all his work into the classroom ready to start. • Be ready and on time for music/Lote/PE • Have all your equipment/folder for class 	Non-examples <ul style="list-style-type: none"> • Jim followed his friends instead of going straight to class. • Todd left most of his stuff in his bag when he went into class to start his day. • Donna picked up the two dollars off the ground and went and put it in her bag. • Coming to school without a pencil • No Swimmers for swimming
		We do	Prep – Year 3 Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> • I will have all needed materials when I arrive at school, discuss what these materials may be. • Discuss self- control and personal responsibility and what it looks like. • Brainstorm ideas on what personal responsibility looks like during your day.(What do you use or need for various activities) 	Year 4 – Year 7 Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> • I will have all needed materials when I arrive at school. • Discuss what these materials may be. • Discuss personal responsibility and examples of this. <ul style="list-style-type: none"> • Brainstorm things you need in a day and during a week of school to be ready for each activity you have in a week. • Can you share some times when you accepted responsibility for something great that you did?" • (Make a list on the board as students share past experiences.)
		You do	<ul style="list-style-type: none"> • Discuss your class expectations and school expectations. • Focus Forty – Organising Yourself pg. 33 • Focus Forty – Being an Individual pg. 86 	<ul style="list-style-type: none"> • Focus Forty – Being an Individual pg. 86 • Focus Forty – Organising Yourself pg. 33 • Book The Virtues Project pg. 216
			<i>Monitor and supervise (move, scan and interact), correct where necessary and give feedback</i>	
		Closing	<i>Looking forward, looking back - Remind students about the expectation and specific skills for this week and what the skill is for next week.</i>	
	Reteach	<ul style="list-style-type: none"> ➢ End of the week: discuss how someone demonstrated this week's expectation and specific skills. ➢ After data review in Week 9, reteach in Week 10 if necessary. 		

Stanthorpe State School SWPBS Lesson Plan T3WK4

Expectation		Be Respectful		
Setting		Classroom		
Specific Behaviours		⇒ Follow instructions		
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses – true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	
	Opening	<ul style="list-style-type: none"> • Introduce skills • Discuss location • Discuss examples of skills at school and at home 		
	Body	I do	Positive Examples <ul style="list-style-type: none"> • Students come into the classroom and sit down at their desks quietly ready to start. • Students listen to the teacher and raise their hands when wanting to ask a question or answer one. • Students use their manners when wanting something or needing to leave the room. • Speak to staff if you see something unsafe • Rod comes to school to listen and learn. • Listening to instruction & doing as you are asked. • During lock down Remain out of sight & silent. 	Non-examples <ul style="list-style-type: none"> • Students come into the classroom and walk around the room talking, pushing and disrupting others. • Students call out and talk amongst themselves while the teacher is talking. • Students take and use things without asking. Leave the room to go to the toilet or for a drink without asking. • During the lock down Edith continued to talk loudly to Jo across the room.
		We do	Prep – Year 3 Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> • Make a list of ways to show respect in the classroom • Draw a picture of yourself showing respect in the classroom. • Make a poster showing what respect looks like in your classroom. • Explicitly walk through the steps of the lock down. • Discuss reasons why a lockdown can occur 	Year 4 – Year 7 Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> • List ways you can do your part to show respect in the classroom. • Ask the students to give examples of how respect is shown to them in the classroom. • Make a poster showing what respect looks like in their classroom. • Explicitly walk through the steps of the lock down. • Discuss reasons why a lockdown can occur
		You do	<ul style="list-style-type: none"> • Have a student model how to come into a classroom and sit at their desk showing respect, have them follow instructions • Reinforce your classroom values and discuss how these show respect. • Book The Virtues Project pg. 216 	<ul style="list-style-type: none"> • Before making their way to another place in the school reinforce the behaviour of transitioning between classes. • Reinforce, remind students when waiting in line for class teacher • Practice lining up. • Focus Forty – Lining Up pg. 19 • Focus Forty – Walking inside pg. 26 • Book The Virtues Project pg. 216
			<i>Monitor and supervise (move, scan and interact), correct where necessary and give feedback</i>	
		Closing	<i>Looking forward, looking back - Remind students about the expectation and specific skills for this week and what the skill is for next week.</i>	
		Reteach	<ul style="list-style-type: none"> ➢ End of the week: discuss how someone demonstrated this week's expectation and specific skills. ➢ After data review in Week 9, reteach in Week 10 if necessary. 	

Stanthorpe State School SWPBS Lesson Plan T3 WK6

Expectation		Be Respectful		
Setting		Classroom		
Specific Behaviours		⇒ Listen to Adults & Classmates ⇒ Accept others' opinions and ideas		
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses – true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	
	Opening	WALT, WILF and TIB <ul style="list-style-type: none"> Introduce skills Discuss location Discuss examples of skills at school and at home 		
	Body	I do	Positive Examples <ul style="list-style-type: none"> Alice gets her math book out of her desk, sits quietly and looks at the teacher to give instruction. Follow directions from staff Matthew stops talking and sits quietly when the teacher gives the attention signal. Cory lets everyone in his group contribute their ideas for their new poster. Listen to others opinions and ideas 	Non-examples <ul style="list-style-type: none"> Tyler lies on the floor at group time tapping his feet against the people in front of him. Jenny keeps colouring in the front of her folder when the teacher asks the students to take out math book and turn to page ten. Samantha keeps calling out when another student puts their hand up to answer a question. Dan knew the answer to the problem but the team leader refused to listen.
		We do	Prep – Year 3 Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Create a classroom poster with your class by having the students tell you what 'respect' examples they would like on there. Have students act out skits of showing respect in their classroom. Have students work together drawing a picture of 'Respect' in their classroom 	Year 4 – Year 7 Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Divide students into groups and ask them to develop a skit about showing a Non-example of responsibility and a positive example of responsibility in the classroom Students are asked to create an A4 poster of 'Respect in our Classroom' to be displayed around their room. Have students state where they see respect shown in their classroom. Do some small group work using problem solving.
		You do	<ul style="list-style-type: none"> Give out Gotchas to those who showed these values during your activities. See book "The Virtues Project" pg. 216 Focus Forty – Building on Other's Ideas pg. 77 	<ul style="list-style-type: none"> Give out Gotchas to those who showed these values during your activities. See book "The Virtues Project" pg. 216 Focus Forty – Building on Other's Ideas pg. 77
			<i>Monitor and supervise (move, scan and interact), correct where necessary and give feedback</i>	
		Closing	<i>Looking forward, looking back - Remind students about the expectation and specific skills for this week and what the skill is for next week.</i>	
		Reteach	<ul style="list-style-type: none"> ➤ End of the week: discuss how someone demonstrated this week's expectation and specific skills. ➤ After data review in Week 9, reteach in Week 10 if necessary. 	

Stanthorpe State School SWPBS Lesson Plan T3 WK7

Expectation		Be Responsible		
Setting		All Areas		
Specific Behaviours		⇒ Take care of school and personal property ⇒ Report problems and damage		
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses – true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	
	Opening	WALT, WILF and TIB <ul style="list-style-type: none"> Introduce skills Discuss location Discuss examples of skills at school and at home 		
	Body	I do	Positive Examples	Non-examples
			<ul style="list-style-type: none"> Jim asks to borrow his friend’s eraser, returns it as soon as he has finished with it and says ‘Thank you’. Wear a clean and tidy school uniform and I remember my hat. Leave jewelry at home. I keep my desk tidy. I Leave my bag on the port racks. Ben kicks a ball and it hits the window cracking it. He reports this to a teacher straight away and apologises. Using materials properly and putting them away. Putting away personal belongings. 	<ul style="list-style-type: none"> Dan finds a Niko pen on the ground. He picks it up and draws a line along the wall as he walks back to class. Barbie is sitting in a soft chair and sees the fabric coming apart at the seam. She pulls at the fabric to make a hole in the chair. Leaving your desk in a mess. Sid washes his hands in the toilet and walks off leaving the tap running. Leaving materials around the room. Abusing materials. Taking other peoples belongings.
		We do	Prep – Year 3	Year 4 – Year 7
			Suggested teaching ideas – choose what is best for your class:	
			<ul style="list-style-type: none"> Introduce awareness - Ask the students to tell you how they look after their school belongings. Discuss what personal property is and what school property is. Discuss why it is important to report problems and damage. Discuss why it helps them and the school to take care of property. 	<ul style="list-style-type: none"> Discuss with your class what personal property is and what school property is. Ask them why they may be responsible for it. Divide students into groups and have them work on a short presentation of how reporting problems and damage help everyone. Have student’s list ways they look after their personal property and school property.
		You do	<ul style="list-style-type: none"> Review what being responsible looks like. Reflect on the meaning of responsibility. <ul style="list-style-type: none"> See book ‘The Virtues Project’ pg. 217 	<ul style="list-style-type: none"> Review what being responsible means and where it is displayed around the school. Reflect on the meaning of responsibility. See book ‘The Virtues Project’ pg. 217
			<i>Monitor and supervise (move, scan and interact), correct where necessary and give feedback</i>	
	Closing		<i>Looking forward, looking back - Remind students about the expectation and specific skills for this week and what the skill is for next week.</i>	
Reteach		<ul style="list-style-type: none"> End of the week: discuss how someone demonstrated this week’s expectation and specific skills. After data review in Week 9, reteach in Week 10 if necessary. 		

Stanthorpe State School SWPBS Lesson Plan T3 WK8

Expectation		Be Resilient			
Setting		Play areas			
Specific Behaviours		⇒ Accept Feedback ⇒ Give Encouragement to peers			
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses - true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	<input type="checkbox"/> Whiteboards <input type="checkbox"/> Choral responses <input type="checkbox"/> Multiple Choice Qs <input type="checkbox"/> Reinforcing games <input type="checkbox"/> Continuum Line	
	Opening	WALT, WILF and TIB <ul style="list-style-type: none"> Introduce skills Discuss location Discuss examples of skills at school and at home 			
	Body	I do	Positive Examples	Non-examples	
			<ul style="list-style-type: none"> Maddie is playing goalie on her netball team. She misses the goal but gives it another go. She hears her team mates supporting encouragement. Be prepared to accept feedback. Benny is bold out in cricket. His team mate tells him it was a good try. Encourage your peers to have a go. 	<ul style="list-style-type: none"> Bradley has been left on the side lines and not chosen to play football. He starts yelling out names to the players and saying he is always left out. June does not like to play softball. She deliberately tries to get out without trying for her team. Insulting class mates. 	
		We do	Prep – Year 3	Year 4 – Year 7	
			Suggested teaching ideas – choose what is best for your class:	Suggested teaching ideas – choose what is best for your class:	
You do	<ul style="list-style-type: none"> What does being resilient mean in the playground? Discuss with your class what feedback is and why feedback may help. Have your class join up in partners and each student has to give some positive feedback about what they like about their partner. Do a role play activity that demonstrates giving encouragement to each other. 	<ul style="list-style-type: none"> Each student writes down what they think resilient means. They then read out their answers and give an example of when they have been resilient. Students stand up one by one and give some positive feedback on another student in the class. Students work in groups writing down ways to give encouragement to other students.			
	<ul style="list-style-type: none"> Give out Gotchas through the week when you see or hear positive forms of resilient behavior. Have visual prompts displayed around your classroom showing resilience. <ul style="list-style-type: none"> 'The Virtues Project' (Tact) pg. 217 Focus Forty - Finding Your Strengths pg. 49 	Review where students can display resilience on the sporting field or in the playground. Have visual prompts around your room demonstrating what resilient means in different areas of life. The Virtues Project' (Tact)pg. 217 Focus Forty - Finding Your Strengths pg.49 Focus Forty – Build - ups pg.45			
		<i>Monitor and supervise (move, scan and interact), correct where necessary and give feedback</i>			
Closing		<i>Looking forward, looking back - Remind students about the expectation and specific skills for this week and what the skill is for next week.</i>			
Reteach		<ul style="list-style-type: none"> End of the week: discuss how someone demonstrated this week's expectation and specific skills. After data review in Week 9, reteach in Week 10 if necessary. 			
Play is the Way		<ul style="list-style-type: none"> Zig Zag Ball- P.95 			

Stanthorpe State School SWPBS Lesson Plan T3 WK 9

Expectation		Be Responsible				
Setting		Classroom				
Specific Behaviours		⇒ Be a helpful group member				
E X P L I C I T T E A C H I N G	Warm Up	<i>Possible Ideas:</i> <input type="checkbox"/> 4 Be repetition <input type="checkbox"/> PowerPoint <input type="checkbox"/> Card responses – true/false; tick/flick, colours,	<input type="checkbox"/> Physical gestures – thumbs up/thumbs down; actions <input type="checkbox"/> Flashcards <input type="checkbox"/> You-tube clips or pictures to stimulate communication	<input type="checkbox"/> Whiteboards <input type="checkbox"/> Choral responses <input type="checkbox"/> Multiple Choice Qs <input type="checkbox"/> Reinforcing games <input type="checkbox"/> Continuum Line		
	Opening	WALT, WILF and TIB <ul style="list-style-type: none"> Introduce skills Discuss location Discuss examples of skills at school and at home 				
	Body	I do	Positive Examples		Non-examples	
			<ul style="list-style-type: none"> Being prepared and taking care of your space. Do you best work The teacher comes in and finds water on his desk. Dean comes to the teacher and tells him he accidentally knocked over the glass of water there. Doing what you know is right. Tom sees Sam struggle with the sports bag. He steps in and helps out. 	<ul style="list-style-type: none"> It is Sam’s turn to water the bean experiments in his classroom. He decides not to water them to see if they will die. Jenny was to pick up the tuck-shop box for the class and did not do it as she did not have tuck-shop that day. Not having the things you need to do your work efficiently. 		
		We do	Prep – Year 3		Year 4 – Year 7	
			Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Have a group discussion on what ‘doing your best work’ is. Discuss what the teacher is responsible for and what the students are responsible for. Talk about being reliable and trustworthy. Have students make a list of what you need to be ready for a day at school. What you need for different days i.e. sport, library, swimming etc. 		Suggested teaching ideas – choose what is best for your class: <ul style="list-style-type: none"> Discuss what being a helpful group member looks like. Discuss what doing your best work is. List ways you can show being a good group member in your classroom Talk about personal responsibility. Discuss being reliable and trustworthy. 	
			<ul style="list-style-type: none"> Review ways of being responsible. Give Gotchas to students who come prepared and display being helpful during the day. ‘The Virtues Project’ Responsibility, Self-Discipline and Service pg. 218, 219 and 220. 		<ul style="list-style-type: none"> Review what you know about being Responsible. Give Gotchas to students who participated well in the activities and displayed the quality. Focus Forty Helping pg.65 Focus Forty 	
	<i>Monitor and supervise (move, scan and interact), correct where necessary and give feedback</i>					
	Closing		<i>Looking forward, looking back - Remind students about the expectation and specific skills for this week and what the skill is for next week.</i>			
	Reteach		<ul style="list-style-type: none"> ➤ End of the week: discuss how someone demonstrated this week’s expectation and specific skills. ➤ After data review in Week 9, reteach in Week 10 if necessary. 			