

Suggested Scripts for Teaching/Reviewing Procedures (teachers may feel free to paraphrase or elaborate, as appropriate)

Classroom/Learning Spaces

Lesson Objectives: Students will be able to a) list the four SOAR Student Rules (They are "I Stay Safe", "I Own My Actions", "I Act Responsibly" and "I Respect Everyone and Everything"), b) explain why the rules are important, and c) give examples of what the rules look or sound like in classrooms and learning spaces.

Lesson location: Classroom, other learning spaces (Art Room, Music Room, Library, Computer Lab, etc.)

Needed Materials: SOAR expectations chart, chart paper/markers or chalkboard.

1. Praise/thank students who quickly make eye contact with the adult, imitate your signal, and become silent. Remind remaining students of this expectation. Practice, as necessary.
2. Say, **"Students, what are the four SOAR Student Rules?"** (They are "I **Stay Safe**", "I **Own My Actions**", "I **Act Responsibly**" and "I **Respect Everyone and Everything**")
3. "Ask, **"Why do we have those rules?"** (Call on volunteers. Build the understanding that we have the rules because we all have the right to feel safe and respected; all students have a right to learn. The rules help protect everyone's rights.)
4. For each question that follows, first pose the question, have students "Turn and Talk" with a partner, then share some answers. Record student examples under each rule on a chart or chalkboard.
 - a) **"In our classrooms and learning spaces, what would a visitor see or hear that would show we are staying safe?"**
 - b) **"In our classrooms and learning spaces, what would a visitor see or hear that would show we own our actions?"**
 - c) **"In our classrooms and learning spaces, what would a visitor see or hear that would show we act responsibly?"**
 - d) **"In our classrooms and learning spaces, what would a visitor see or hear that would show we respect everyone and everything?"**
5. (optional) Have the class look over the examples under each rule. Ask, "Looking at the examples under each rule, which ones would be true everywhere, not just the classrooms and learning spaces?"
6. Say, **"Let's compare our list of examples with the rule chart in our room. Were there any important examples of "I Stay Safe", "I Own My Actions", "I Act Responsibly" and "I Respect Everyone and Everything" that we missed?"**

7. Choose several classroom procedures to practice at this time. Integrate practice in other procedures throughout the day, as opportunities arise.
8. Review: Thumbs-Up a) have each student write one example and one non-example of "I **S**tay Safe", "I **O**wn My Actions", "I **A**ct Responsibly" and "I **R**espect Everyone and Everything". b) teacher or student reads one slip, c) students show thumbs up if the behavior is an example; thumbs down, if not, d) call on one student to identify which of the three rules the behavior relates to.
9. Say, "**At Foothills Elementary we recognize and show appreciation to people who Stay Safe, Own their Actions, Act Responsibly, and Respect Everyone and Everything in many ways. What are some you know?**" (Possible answers: Brag Notes, verbal thanks, good report card grades for social and work habits, etc).

Classroom and Learning Spaces

	Learning Spaces
S I Stay Safe	Use hands and feet appropriately.
O I Own My Actions	Stay on task.
A I Act Responsibly	Follow rules and adult directions.
R I Respect Everyone and Everything	Follow teacher directions the first time.



Lunchroom

1. Lesson Objectives: Students will be able to a) list the four SOAR Student Rules (They are "I Stay Safe", "I Own My Actions", "I Act Responsibly" and "I Respect Everyone and Everything"), b) explain why the rules are important, and c) give examples of what the rules look or sound like in the lunchroom, and d) demonstrate all lunchroom procedures.

Lesson location: Lunchroom (during a time when other classes are not present)

Needed Materials: Lunchroom Rules charts, chart paper/markers

1. Praise/thank students who quickly make eye contact with the adult and become silent. Remind remaining students of this expectation. Practice, as necessary.
2. Briefly review the Foothills Student Rules and the reasons for having the rules.
3. For each question that follows, first pose the question, have students "Turn and Talk with a partner, then share some answers. Record student examples under each rule on a chart.
 - a. **"In the lunchroom, what would a visitor see or hear that would show we are staying safe?"**
 - b. **"In the lunchroom, what would a visitor see or hear that would show we are owning our actions?"**
 - c. **"In the lunchroom, what would a visitor see or hear that would show we are acting responsibly?"**
 - d. **"In the lunchroom, what would a visitor see or hear that would show we respect everyone and everything?"**
4. Say, **"Let's compare our list of examples with the rule chart in our room. Were there any important examples of "I Stay Safe", "I Own My Actions", "I Act Responsibly" and "I Respect Everyone and Everything" that we missed?"**
5. Talk students through the procedures for entering the lunchroom, going through serving line, eating, cleaning up, and leaving (have students practice each step if needed).
6. Really define what **"Eat first, then talk"** means.
7. Review: "Rewind"- Describe a common **non**-example of "I Stay Safe", "I Own My Actions", "I Act Responsibly" and "I Respect Everyone and Everything." Then ask, **"If we could rewind the situation and turn it into an example in which the Foothills rules are being followed, what would it look like?"**. Have students describe or act out the positive scenario (not the non-example).
8. Close by reminding students of ways we recognize students at Barnett who are respecting all, achieving your best, and making responsible choices in the lunchroom.

Lunchroom Expectations

	Lunchroom
S I Stay Safe	Sit as I eat my own food.
O I Own My Actions	Eat first, then talk.
A I Act Responsibly	Walk and throw away my trash.
R I Respect Everyone and Everything	Use manners and appropriate voice level.



Halls and Bathroom

1.Lesson Objectives: Students will be able to a) list the four SOAR Student Rules (They are "I Stay Safe", "I Own My Actions", "I Act Responsibly" and "I Respect Everyone and Everything"), b) explain why the rules are important, and c) give examples of what the rules look or sound like in the hallways, and d) demonstrate all hallway procedures.

Lesson location: Have the discussion in the classroom, and then practice procedures in the hall.

Needed Materials: halls rules chart, chart paper/markers or chalkboard

1. Praise/thank students who quickly become silent. Remind remaining students of this expectation. Practice, as necessary.
2. Briefly review the four Foothills SOAR Student Rules and the reasons for having the rules.
3. For each question that follows, first pose the question, have students "Turn and Talk with a partner, then share some answers. Record student examples under each rule on a chart or chalkboard.
 - a. **"In the hallways, what would a visitor see or hear that would show we are staying safe?"**
 - b. **"In the hallways, what would a visitor see or hear that would show we are owning our actions?"**
 - c. **"In the hallways, what would a visitor see or hear that would show we are acting responsibly?"**
 - d. **"In the hallways, what would a visitor see or hear that would show we respect everyone and everything?"**
4. Say, **"Let's compare our list of examples with the rule chart in our room. Were there any important examples of "I Stay Safe", "I Own My Actions", "I Act Responsibly" and "I Respect Everyone and Everything" that we missed?"**
5. Take a "practice walk" through hallways, highlighting examples of appropriate hall behavior.

Bathroom

6. For each question that follows, first pose the question, have students "Turn and Talk with a partner, then share some answers. Record student examples under each rule on a chart.
 - a. **"In the bathroom, what would a visitor see or hear that would show we are staying safe?"**
 - b. **"In the bathroom, what would a visitor see or hear that would show we are owning our actions?"**
 - c. **"In the bathroom, what would a visitor see or hear that would show we are acting responsibly?"**
 - d. **"In the bathroom, what would a visitor see or hear that would show we respect everyone and everything?"**
7. Say, **"Let's compare our list of examples with the rule chart in our room. Were there any important examples of "I Stay Safe", "I Own My Actions", "I Act Responsibly" and "I Respect Everyone and Everything" that we missed?"**
8. Talk about the flush and wash rule and that they need to wash their hands with soap for 20 seconds.
9. Have a student or pair of students demonstrate the procedures for asking to use restroom, returning to classroom, etc. Close by reminding students of ways we recognize students at Foothills who are respecting all, achieving our best, and making responsible choices in the hallways and restroom.

Halls and Bathroom Expectations

	Hallways	Bathroom
S I Stay Safe	Walk at all times.	Flush and Wash
O I Own My Actions	Walk quietly, face forward, in a single file line.	Go and return to class quickly.
A I Act Responsibly	Walk with a purpose.	Leave bathroom clean.
R I Respect Everyone and Everything	Keep hands and feet to self.	Respect the privacy of others.



Playground and Recess Areas

Lesson Objectives: Students will be able to a) list the four SOAR Student Rules (They are "I Stay Safe", "I Own My Actions", "I Act Responsibly" and "I Respect Everyone and Everything"), b) explain why the rules are important, c) give examples of what the rules look or sound like on the playground and recess, and d) demonstrate all playground procedures.

Lesson location: Playground. (Classroom for inside recess)

Materials Needed: Playground and All Settings rules charts, chart paper/markers, playground folders, play equipment/balls

1. Praise/thank students who quickly become silent. Remind remaining students of this expectation. Practice, as necessary.
2. Briefly review the four Foothills SOAR Student Rules and the reasons for having the rules.
3. For each question that follows, first pose the question, have students "Turn and Talk with a partner, then share some answers. Record student examples under each rule on a chart.
 - a. **"On the playground, what would a visitor see or hear that would show we are staying safe?"**
 - b. **"On the playground, what would a visitor see or hear that would show we are owning our actions?"**
 - c. **"On the playground, what would a visitor see or hear that would show we are acting responsibly?"**
 - d. **"On the playground, what would a visitor see or hear that would show we respect everyone and everything?"**
4. Say, **"Let's compare our list of examples with the rule chart in our room. Were there any important examples of "I Stay Safe", "I Own My Actions", "I Act Responsibly" and "I Respect Everyone and Everything" that we missed?"**
5. Walk students through the procedures for the playground. Students will play only approved games/activities. Teach the rules concerning use of specific pieces of play equipment.
6. Ask, **"What are cooperative game rules? Why would we have those at Foothills?"** (The rules are designed to a) keep larger number of students actively involved, b) minimize body contact in order to increase safety, and c) make the games more enjoyable for all students) Have groups of students demonstrate rules of the games.
7. Go through the Playground Guidelines paper and review rules that haven't been discussed yet.
8. Review: Play Thumbs-Up, Rewind, or other game to help students recognize examples and non-examples of "I Stay Safe", "I Own My Actions", "I Act Responsibly" and "I Respect Everyone and Everything" choices at recess.

9. Have a student or pair of students demonstrate the procedures for asking to use and return equipment, play fairly, include others, following adult direction, and play safely. Close by reminding students of ways we recognize students at Barnett who are leading with responsibility, engaging in learning, being respectful, and demonstrating safety at recess and on the playground.
10. **Bus Lines:** For each question that follows, first pose the question, have students "Turn and Talk with a partner, then share some answers. Record student examples under each rule on a chart.
 - a. **"In the bus line what would a visitor see or hear that would show we are staying safe?"**
 - b. **"In the bus line what would a visitor see or hear that would show we are owning our actions?"**
 - c. **"In the bus line what would a visitor see or hear that would show we are acting responsibly?"**
 - d. **"In the bus line what would a visitor see or hear that would show we respect everyone and everything?"**
11. Say, **"Let's compare our list of examples with the rule chart in our room. Were there any important examples of "I Stay Safe", "I Own My Actions", "I Act Responsibly" and "I Respect Everyone and Everything" that we missed?"**
12. Close by reminding students of ways we recognize students at Foothills who are respectful of all, achieving their best, and making responsible choices.

Recess/Bus, Bike, and Walking Areas

	Recess/Playground	Bus Lines
S I Stay Safe	Play safely.	Stay in classroom until bus bell.
O I Own My Actions	Play fairly, think before I act.	Stand and stay in assigned line.
A I Act Responsibly	Return equipment every time.	Go directly to bus line.
R I Respect Everyone and Everything	Follow adult and Student Council direction.	Be polite and talk quietly.

Note: During the winter it is appropriate to substitute indoor recess expectations for playground expectations. These vary by grade level, but should be based on the four Foothills Student Rules and "all settings" expectations. Playground expectations should be reviewed on the next day of outdoor recess.

Assemblies

Lesson Objectives: Students will be able to a) list the four SOAR Student Rules (They are "I Stay Safe", "I Own My Actions", "I Act Responsibly" and "I Respect Everyone and Everything"), b) explain why the rules are important, and c) give examples of what the rules look or sound like in an assembly.

Lesson location: Lunchroom if possible, in assembly location

Needed Materials: SOAR expectations chart, chart paper/markers or chalkboard.

1. Praise/thank students who quickly make eye contact with the adult, imitate the signal (such as counting down from 5), and become silent. Remind remaining students of this expectation. Practice as necessary.
2. Say, **"Students, what are the four SOAR Student Rules?"** (They are "I **S**tay Safe", "I **O**wn My Actions", "I **A**ct Responsibly" and "I **R**espect Everyone and Everything")
3. Ask, **"Why do we have those rules?"** (Call on volunteers. Build the understanding that we have the rules because we all have the right to feel safe and respected; all students have a right to learn. The rules help protect everyone's rights.)
4. For each question that follows, first pose the question, have students "Turn and Talk" with a partner, then share some answers. Record student examples under each rule on a chart or chalkboard.
 - a) **"In an assembly, what would a visitor see or hear that would show we are staying safe?"**
 - b) **"In an assembly, what would a visitor see or hear that would show we are owning our actions?"**
 - c) **"In an assembly, what would a visitor see or hear that would show we are acting responsibly?"**
 - d) **"In an assembly, what would a visitor see or hear that would show we respect everyone and everything?"**
5. (optional) Have the class look over the examples under each rule. Ask, "Looking at the examples under each rule, which ones would be true everywhere, not just an assembly?"
6. Say, **"Let's compare our list of examples with the rule chart in our room. Were there any important examples of "I Stay Safe", "I Own My Actions", "I Act Responsibly" and "I Respect Everyone and Everything" that we missed?"**
7. Choose several assembly procedures to practice at this time, such as entering, exiting, cheering, sitting on pockets, watching for leader signals. These would be examples of what it means to participate and respond appropriately. Define this rules more as grade level needs.

8. Review: Thumbs-Up a) have each student write one example and one non-example of "I **S**tay Safe", "I **O**wn My Actions", "I **A**ct Responsibly" and "I **R**espect Everyone and Everything" on slips of paper, b) teacher or student reads one slip, c) students show thumbs up if the behavior is an example; thumbs down, if not, d) call on one student to identify which of the three rules the behavior relates to.
9. Say, "**At Foothills Elementary we recognize and show appreciation to people who Stay Safe, Own their Actions, Act Appropriately, and Respect Everyone and Everything in many ways. What are some you know?**" (Possible answers: Brag Notes, verbal thanks, good report card grades for social and work habits, etc).

Assemblies

	Learning Spaces
S I Stay Safe	Keep hands and feet in your space.
O I Own My Actions	Respond appropriately.
A I Act Responsibly	Be a good audience member.
R I Respect Everyone and Everything	Participate appropriately.



Choose a lesson format or way to teach and practice each of the following tables. Arrival and Dismissal includes the hallways as well as the classroom. Practice the 'Why' behind the Foothills rules for these areas.

Arrival and Dismissal

S I Stay Safe	Use walkways and crosswalks appropriately.
O I Own My Actions	Be where I am supposed to be.
A I Act Responsibly	Arrive and depart on time.
R I Respect Everyone and Everything	Use appropriate and friendly language.

Office

	Office
S I Stay Safe	Wait patiently to be helped.
O I Own My Actions	Use kind words and actions.
A I Act Responsibly	Use phone as needed with permission.
R I Respect Everyone and Everything	Ask nicely.