

Teaching P.A.W.S

CAFETERIA

Expectations and Rules

<u>P</u>	Keep it clean.
<u>A</u>	Be courteous. Talking quietly.
<u>W</u>	Walk, sit, eat, and & talk quietly. Get what you need the first time through.
<u>S</u>	Follow line procedure. Walk. Stay seated.

TEACH:

- Overview of the lesson: "Today we are going to talk about using our PAWS- Pride, Attitude, Wise Choices, and Safety in the cafeteria. Let's review; P- Pride, A- Attitude, W- Wise Choices, S-Safety."
- Guided Discovery: "Could someone tell me what you think we are going to practice today in the cafeteria? Why do you think it's important to learn and practice these things?"
- Definition of the PAWS expectations for the cafeteria.
 - Show the matrix (Beverly Wildcats use their P.A.W.S)
 - Discuss the details of the cafeteria matrix with students (refer above)

MODEL:

A. Teacher model (primary) or choose a couple of students (intermediate) to "show" examples of following the expectations:

- **Pride**
 - If there is any trash to be seen, please pick it up
 - Clean up your area and any trash
- **Attitude**
 - Smile
 - Talk quietly
 - Help others if needed
- **Wise Choices**
 - Walk
 - Sit and remain seated
 - Focus on eating lunch

- Talk quietly
- Get what you need the first time through the lunch line
- **Safety**
 - Follow the line procedures
 - Walk
 - Stay seated at all times

B. You may demonstrate examples of not following expectations, but NEVER have students model inappropriate behaviors. They may engage in inappropriate behaviors and conversations unrelated.

C. Discussion. "Tell me what PAWS looks, feels, or sounds like in the cafeteria." Have a brief discussion about what it looks like to ALWAYS use your PAWS in the cafeteria.

PRACTICE:

- Take students to the cafeteria and have them practice using their PAWS as if they were eating lunch on a regular schedule.

Reteach/Extension Activities:

- Create a graphic organizer of what using your PAWS in the cafeteria looks and sounds like
- Draw a picture of using your PAWS in the cafeteria
- Role play what using your PAWS in the cafeteria looks like
- Modeling using your PAWS in the cafeteria
- Extra practice using your PAWS in the cafeteria
- Make a list of rewards for following the matrix

Teaching P.A.W.S

PLAYGROUND

Expectations and Rules

<u>P</u>	Keep it clean. Respect people and objects.
<u>A</u>	Think: Win-Win
<u>W</u>	Sharing & taking turns. Walk away.
<u>S</u>	Staff use walkies. Use of equipment properly. Keep rocks, dirt, and wood chips on ground. Know boundaries.

TEACH:

- Overview of the lesson: "Today we are going to talk about using our PAWS- Pride, Attitude, Wise Choices, and Safety on the playground. Let's review; P- Pride, A- Attitude, W-Wise Choices, S-Safety."
- Guided Discovery: "Could someone tell me what you think we are going to practice today on the playground? Why do you think it's important to learn and practice these things?"
- Definition of the PAWS expectations for the playground.
 - Show the matrix (Beverly Wildcats use their P.A.W.S)
 - Discuss the details of the playground matrix with students (refer above)

MODEL:

A. Teacher model (primary) or choose a couple of students (intermediate) to "show" examples of following the expectations:

- **Pride**
 - Keep it clean, pick up any trash
 - Respect people and their personal space
 - Respect objects
- **Attitude**
 - Think win-win
 - Problem solve if an issue comes up
 - Be kind and help others if needed
- **Wise Choices**
 - Share and take turns

- Walk away from conflict
- Report accidents
- **Safety**
 - Staff use walkies
 - Use equipment properly
 - Keep rocks, dirt, and wood chips on the ground
 - Know and respect boundaries

B. You may demonstrate examples of not following expectations, but NEVER have students model inappropriate behaviors. They may engage in inappropriate behaviors and conversations unrelated.

C. Discussion. "Tell me what PAWS looks, feels, or sounds like on the playground." Have a brief discussion about what it looks like to ALWAYS use your PAWS on the playground.

PRACTICE:

- Take students to playground and demonstrate using your PAWS appropriately.

Reteach/Extension Activities:

- Create a graphic organizer of what using your PAWS on the playground looks and sounds like
- Draw a picture of using your PAWS on the playground
- Role play what using your PAWS on the playground looks like
- Modeling using your PAWS on the playground
- Extra practice using your PAWS on the playground
- Make a list of rewards for following the matrix

Teaching P.A.W.S

HALLWAY

Expectations and Rules

<u>P</u>	Keep hallway clean. Respect people, objects, and displays of others work.
<u>A</u>	Quiet. Smile. Greet others. Common courtesy. Be nice, be caring.
<u>W</u>	Follow line procedures. Face forward. Single line. Pretzels or pockets. Right side of the hallway. Hold inside doors open for others.
<u>S</u>	Respect the speed limit. Walk with purpose. Keep outside doors closed.

TEACH:

- Overview of the lesson: "Today we are going to talk about using our PAWS- Pride, Attitude, Wise Choices, and Safety in the hallway. Let's review; P- Pride, A- Attitude, W- Wise Choices, S-Safety."
- Guided Discovery: "Could someone tell me what you think we are going to practice today in the hallway? Why do you think it's important to learn and practice these things?"
- Definition of the PAWS expectations for the hallway.
 - Show the matrix (Beverly Wildcats use their P.A.W.S)
 - Discuss the details of the hallway matrix with students (refer above)

MODEL:

- A. Teacher model (primary) or choose a couple of students (intermediate) to "show" examples of following the expectations:
- ***Pride***
 - If there is any trash to be seen, please pick it up, especially after breakfast
 - Keep a respectable distance from others
 - Make sure hands, feet, and objects remain off the walls and any displays
 - ***Attitude***
 - Smile
 - Keep quiet
 - Help others if needed
 - ***Wise Choices***
 - Face forward

- Remain in line
- Pretzels or pockets
- Bubbles or remain quiet
- Stay on the right side of the hallway
- Hold inside doors open for others
- **Safety**
 - Walk with a purpose
 - Obey the speed limit
 - Keep outside doors closed

B. You may demonstrate examples of not following expectations, but NEVER have students model inappropriate behaviors. They may engage in inappropriate behaviors and conversations unrelated.

C. Discussion. "Tell me what PAWS looks, feels, or sounds like in the hallway." Have a brief discussion about what it looks like to ALWAYS use your PAWS in the hallway.

PRACTICE:

- Pick a designated area of the building to practice walking to (example: cafeteria, bathroom, gymnasium, etc.). Make sure students are meeting all expectations of PAWS for hallway behavior.

Reteach/Extension Activities:

- Create a graphic organizer of what using your PAWS in the hallway looks and sounds like
- Draw a picture of using your PAWS in the hallway
- Role play what using your PAWS in the hallway looks like
- Modeling using your PAWS in the hallway
- Extra practice using your PAWS in the hallway
- Make a list of rewards for following the matrix

Teaching P.A.W.S

Restroom

Expectations and Rules

<u>P</u>	Prompt return. Clean up after yourself.
<u>A</u>	Allow for privacy. Use quiet (inside) voice
<u>W</u>	Use water and supplies wisely.
<u>S</u>	Keep hands, feet, and other objects to yourself. Wash your hands with soap and water.

TEACH:

- Overview of the lesson: "Today we are going to talk about using our PAWS- Pride, Attitude, Wise Choices, and Safety in the restroom. Let's review; P- Pride, A- Attitude, W-Wise Choices, S-Safety."
- Guided Discovery: "Could someone tell me what you think we are going to practice today in the restroom? Why do you think it's important to learn and practice these things?"
- Definition of the PAWS expectations for the restroom.
 - Show the matrix (Beverly Wildcats use their P.A.W.S)
 - Discuss the details of the restroom matrix with students (refer above)

MODEL:

- A. Teacher model (primary) or choose a couple of students (intermediate) to "show" examples of following the expectations:
- ***Pride***
 - Clean up after yourself
 - Return promptly
 - ***Attitude***
 - Allow for privacy
 - Use quiet voice
 - ***Wise Choices***
 - Use only water and supplies you need
 - ***Safety***
 - Keep hands, feet, and other objects to yourself

- Wash hands with soap and water

B. You may demonstrate examples of not following expectations, but NEVER have students model inappropriate behaviors. They may engage in inappropriate behaviors and conversations unrelated.

C. Discussion. "Tell me what PAWS looks, feels, or sounds like in the restroom." Have a brief discussion about what it looks like to ALWAYS use your PAWS in the restroom.

PRACTICE:

- Same sex staff will take children into the restroom to show them how to use their PAWS.

Reteach/Extension Activities:

- Create a graphic organizer of what using your PAWS in the restroom looks and sounds like
- Draw a picture of using your PAWS in the restroom
- Role play what using your PAWS in the restroom looks like
- Modeling using your PAWS in the restroom
- Extra practice using your PAWS in the restroom
- Make a list of rewards for following the matrix

Teaching P.A.W.S

BUS

Expectations and Rules

<u>P</u>	Pick up trash. Keep bus clean. Prompt.
<u>A</u>	Courtesy, smile, respect.
<u>W</u>	Keep backpack closed. Pay attention to driver, others, bus stop.
<u>S</u>	Walk to bus, in bus, through bus. Keep seated while bus is moving. Face forward. Feet out of aisles. Backpack on back. Talk quietly. NO yelling.

TEACH:

- Overview of the lesson: "Today we are going to talk about using our PAWS- Pride, Attitude, Wise Choices, and Safety on the bus. Let's review; P- Pride, A- Attitude, W- Wise Choices, S-Safety."
- Guided Discovery: "Could someone tell me what you think we are going to practice today on the bus? Why do you think it's important to learn and practice these things?"
- Definition of the PAWS expectations for the bus.
 - Show the matrix (Beverly Wildcats use their P.A.W.S)
 - Discuss the details of the bus matrix with students (refer above)

MODEL:

A. Teacher model (primary) or choose a couple of students (intermediate) to "show" examples of following the expectations:

- **Pride**
 - Clean up any trash
 - Keep the bus clean
 - Be prompt (on time)
- **Attitude**
 - Be courteous
 - Smile
 - Show respect
- **Wise Choices**
 - Keep back closed at all times
 - Pay attention to bus driver, others, and bus stop

- **Safety**

- Walk to bus, in bus, and through bus
- Stay seated while bus is moving
- Face forward
- Feet out of aisles
- Backpack on back
- Talk quietly, NO yelling

B. You may demonstrate examples of not following expectations, but NEVER have students model inappropriate behaviors. They may engage in inappropriate behaviors and conversations unrelated.

C. Discussion. "Tell me what PAWS looks, feels, or sounds like on the bus." Have a brief discussion about what it looks like to ALWAYS use your PAWS on the bus.

PRACTICE:

- Students will practice using their PAWS on the bus.

Reteach/Extension Activities:

- Create a graphic organizer of what using your PAWS on the bus looks and sounds like
- Draw a picture of using your PAWS on the bus
- Role play what using your PAWS on the bus looks like
- Modeling using your PAWS on the bus
- Extra practice using your PAWS on the bus
- Make a list of rewards for following the matrix