

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

### Classroom/Learning Areas

**Lesson Objectives:** Students will be able to a) list the three RAM Student Rules (They are "Respect All", "Achieve Your Best", and "Make Responsible Choices"), b) explain why the rules are important, and c) give examples of what the rules look or sound like in the classrooms and learning areas.

**Lesson location:** Classroom

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

1. Praise/thank students who quickly make eye contact with the adult, imitate the signal, and become silent. Remind remaining students of this expectation. Practice, as necessary.
2. Tell, **"Students, what are the three RAM Student Rules"** (They are "Respect All", "Achieve Your Best", and "Make Responsible Choices")
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 areas, what would a visitor see or hear that would show we are being respectful?"**
  - b) **"In our classrooms and learning areas, what would a visitor see or hear that would show we are achieving your best?"**
  - c) **"In our classrooms and learning areas, what would a visitor see or hear that would show we are making responsible choices?"**
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 areas?"
6. Say, **"Let's compare our list of examples with the rule chart in our room. Were there any important examples of respecting all, achieving your best, and making responsible choices 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 respect all, achieve your best, or make responsible

choices behavior 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 Riverview Elementary we recognize and show appreciation to people who respect all, achieve their best, and make responsible choices in many ways. What are some you know?"**  
 (Possible answers: Principal 200 coupons, Ram Rewards, Quarterly Good Citizen Rewards, verbal thanks, Treasure Tower, good report card grades for social and work habits, etc).

### School Expectations

	Cafeteria	Hallways	Bus, Bike, and Walking Areas	Bathroom	Learning Areas	Playground
<b>R</b> <b>Respect All</b>	Use manners	Speak quietly	Follow teacher instructions	Use a quiet voice	Raise your hand to speak	Include all
<b>A</b> <b>Achieve Your Best</b>	Make healthy food choices	Walk with a purpose	Be on time coming to school and going home	Flush and wash your hands each time	Follow teacher's directions	Use kind words and actions
<b>M</b> <b>Make Responsible Choices</b>	Throw trash away	Monitor your time	Cross in crosswalk	Use bathroom appropriately and return to class quickly	Complete work or task	Follow game rules



### Cafeteria

**Lesson Objectives:** Students will be able to a) list the three RAM Student Rules (They are "Respect All", "Achieve Your Best", and "Make Responsible Choices"), b) explain why the rules are important, c) give examples of what

the rules look or sound like in the cafeteria, and d) demonstrate all cafeteria procedures.

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

**Needed Materials:** Cafeteria 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 three Riverview 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 cafeteria, what would a visitor see or hear that would show we are respecting all?"**
  - b. **"In the cafeteria, what would a visitor see or hear that would show we are achieving your best?"**
  - c. **"In the cafeteria, what would a visitor see or hear that would show we are making responsible choices?"**
4. Say, **"Let's compare our list of examples with the chart. Were there any important examples of respecting all, achieving your best, and making responsible choices in the cafeteria that we missed?"**
5. Talk students through the procedures for entering the cafeteria, going through serving line, eating, cleaning up, and leaving (have students practice each step if needed).
6. Review: "Rewind"- Describe a common **non**-example of respecting all, achieving your best, and making responsible choices behavior. Then ask, **"If we could rewind the situation and turn it into an example in which the Riverview rules are being followed, what would it look like?"**. Have students describe or act out the positive scenario (not the non-example).
7. Close by reminding students of ways we recognize students at Riverview who are respecting all, achieving your best, and making responsible choices in the cafeteria.

### Cafeteria Expectations

	Cafeteria
<b>R</b>  <b>Respect All</b>	Use manners

<b>A</b>  <b>Achieve Your Best</b>	Make healthy food choices
<b>M</b>  <b>Make Responsible Choices</b>	Throw trash away



### Halls and Restroom

**Lesson Objectives:** Students will be able to a) list the three Student Rules, (They are "Respect All", "Achieve Your Best", and "Make Responsible Choices"), b) explain why the rules are important, c) give examples of what the rules look or sound like in the hallways, and d) demonstrate all hallway procedures.

**Lesson location:** Have 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 three RAM Riverview 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 respecting all?"
  - b. "In the hallways, what would a visitor see or hear that would show we are achieving our best?"
  - c. "In the hallways, what would a visitor see or hear that would show we are making responsible choices?"
4. Say, "Let's compare our list of examples with the chart. Were there any important examples of being respectful, achieving our best, and making responsible choices in the hallways that we missed?"

Take a "practice walk" through hallways, highlighting examples of appropriate hall behavior.

### Bathroom

5. 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 being respectful to all?"
  - b. "In the bathroom, what would a visitor see or hear that would show we are achieving our best?"
  - c. "In the bathroom, what would a visitor see or hear that would show we are making responsible choices?"
6. Say, "Let's compare our list of examples with the chart. Were there any important examples of being respectful to all, achieving our best, and making responsible choices in the bathroom that we missed?"
7. 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 Riverview who are respecting all, achieving our best, and making responsible choices in the hallways and restroom.

### Halls and Bathroom Expectations

	Hallways	Bathroom
<b>R</b> <b>Respect All</b>	Speak quietly	Use a quiet voice
<b>A</b> <b>Achieve Your Best</b>	Walk with a purpose	Flush and wash your hands each time
<b>M</b> <b>Make Responsible Choices</b>	Monitor your time	Use bathroom appropriately and return to class quickly



### Playground and Bus Bike, and Walking Areas

**Lesson Objectives:** Students will be able to a) list the three Riverview Student Rules (They are "Respect All", "Achieve Your Best", and "Make

Responsible Choices"), b) explain why the rules are important, c) give examples of what the rules look or sound like on the playground, and d) demonstrate all playground procedures.

**Lesson location:** playground.

**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 three RAM Riverview 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 being respectful to all?"**
  - b. **"On the playground, what would a visitor see or hear that would show we are achieving our best?"**
  - c. **"On the playground, what would a visitor see or hear that would show we are making responsible choices?"**
4. Say, **"Let's compare our list of examples with the chart. Were there any important examples of being respectful to all, achieving our best, and making responsible choices on the playground that we missed?"**
5. Walk students through the procedures for the playground. Students will play only approved games/activities. Once established, games must be played using "Riverview Cooperative Game Rules" (see following pages). Students will also need to be taught rules concerning use of specific pieces of play equipment.
6. Ask, **"What are cooperative game rules? Why would we have those at Riverview?"** (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. Review: Play Thumbs-Up, Rewind, or other game to help students recognize examples and non-examples of being respectful to all, achieving your best, and making responsible choices at recess.
8. Close by reminding students of ways we recognize students at Riverview who are respectful of all, achieving their best, and making responsible choices.

9. 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, bike, and walking areas, what would a visitor see or hear that would show we are being respectful to all?"
  - b. "In the bus, bike, and walking areas, what would a visitor see or hear that would show we are achieving our best?"
  - c. "In the bus, bike, and walking areas, what would a visitor see or hear that would show we are making responsible choices?"
10. Say, "Let's compare our list of examples with the chart Were there any important examples of being respectful to all, achieving our best, and making responsible choices in the bus, bike, and walking areas that we missed?"
11. Have a student or pair of students demonstrate the procedures for asking to use bus, bike, and walking areas. Close by reminding students of ways we recognize students at Riverview who are respecting all, achieving our best, and making responsible choices in the hallways and restroom.

**Playground and Bus, Bike and Walking Expectations**

	<b>Bus, Bike, and Walking Areas</b>	<b>Playground</b>
<b>R</b> <b>Respect All</b>	Follow teacher instructions	Include all
<b>A</b> <b>Achieve Your Best</b>	Be on time coming to school and going home	Use kind words and actions
<b>M</b> <b>Make Responsible Choices</b>	Cross in crosswalk	Follow game rules

**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 three Riverview Student Rules and "all settings"

expectations. Playground expectations should be reviewed on the next day of outdoor recess.