**PBIS Vision:** Creating a positive culture that supports success for all.

**R**.**I**.**S**.**E**. – **R**espect, **I**ntegrity, **S**afety, **E**mpathy

|  |  |  |
| --- | --- | --- |
| **PBIS Lesson Plan to Teach Madras Expectations** | | |
| [**R.I.S.E. Expectation**](https://docs.google.com/document/d/1rF9G-mSmv4AUoVOXdswsroG7w-BZ97ic3sDHaXA_G-4/edit)  Safety: Honor the personal space of others. | | |
| Area: School-wide | | Time Frame: 30 minutes |
| **Step 1:** Identify & Provide Rationale/Purpose for teaching the stated behavior | | |
| Safety is one of our expectations at Madras Middle School. Within this expectation is the rule, “Honor personal space of others.” It is important to pay attention to personal boundaries. People feel more comfortable when they have their own personal and private space. Having a personal “bubble” can help students stay focused. If your mind is on how close someone is standing by you or sitting near you, it is much harder to focus on the task you want to be doing. People in your personal space can be a distraction and keep you from learning and meeting expectations. | | |
| **Step 2:** Lesson Objective(s) (desired behavior both observable & measurable) | | |
| Students will keep body and objects to themselves as they honor the personal space of others. They will practice this safety expectation in various school settings. Students will be able to explain why it is important to keep hands and objects to themselves and how they can promote honoring the personal space of others by remaining at a respectful distance. | | |
| **Step 3:**  Examples and Nonexamples of the desired behavior \*Choose students to model examples and non-examples, asking students how they felt in each simulation | | |
| Examples (look/sound like) | Non-examples (not look/sound like) | |
| · Keep hands and feet to self (stay in your own physical space)  · Keeping a space between you and others in line  · Saying “excuse me if you accidentally bump into someone”  · Ask politely for someone to step back if they are too close to you and you feel uncomfortable | · Standing or walking too close to someone in line  · Pushing/shoving  · Touching, tapping others  · “Getting in someone’s face” when upset, using a “puffed chest” too close to someone  · Leaning over and putting your arm very close to another student | |
| **Step 4:** Practice/Role Play Activities | | |
| **Video Clip:** <https://www.youtube.com/watch?v=UDJP_B-R2r4>  Discussion Questions: Think of a time when someone has gotten in your “personal space”. Did it make you want to back away or become friends with them? Did it make you comfortable or defensive?  **Model expected behavior:**  Teacher(s) model or read following scenarios. The teacher discusses why the second scenario is an example of respectful behavior.    Danny and his classmates are walking in a line to the library and Steve is walking slowly. Danny begins to tap Steve on his back to get him to walk faster and won’t stop. Steve gets upset and yells at Danny to stop. Danny yells back “move, you’re as slow as a turtle!”    Mary and her friends are waiting in line to go into their classroom. Kim is in front of Mary and is not paying attention. Mary politely reminds Kim that it is her turn. Kim says “oh sorry, I wasn’t paying attention”. | | |
| **Practice expected behavior:**  **Space Spin** - Have students stretch their arms out straight on both sides, and turn slowly in place, in a complete circle. Explain that this area is their “personal space.” This helps them to visualize what the space “looks” like. Now have the students put their arms down at their sides and have one student slowly walk toward another one. Tell him to stop just before he thinks he has reached the edge of their personal space. When he stops to make his guess, the student standing should raise their arms out straight and slowly turn in place. If they bump him with their arm, he has to try again. You can explain that the bubble changes in size depending on our relationship to others–see [Activity 16 “Personal Space](https://drive.google.com/a/cowetaschools.net/file/d/0By5tDBdlSmwvVTFqM3JBU1hWVkFFdXp6U3lYVkZLNTJtYWI0/view)”.)    **Students will discuss the following scenarios:**    The teacher is handing out materials to the students. Anna gets her paper and pencil and is walking back to her desk. As she goes down each row she decides to tap the students on the back with her pencil. A student yells out “stop!” Anna yells back “I’m not doing anything!” How could this have been avoided?    Imagine that you have just bought your lunch and opened it while walking back to your seat in the cafeteria. You are not looking and trip over the legs of someone stretched out in the aisle. How do you feel? How could this have been avoided?  Debrief with students any questions: “Are there any questions you have about respecting others personal space? | | |
| **Practice/Check for Understanding:**  With a peer or independently, students are asked to come up with their own scenario. Student groups will act out appropriate, respectful behavior for their scenario. Teacher(s) and other students will provide feedback to peer groups. (Feedback must be specific to the expectation)  Review Questions:  · Why is it important to keep your body and objects to yourself?  · Why is it important to respect personal boundaries? | | |
| **Assessment** (aligned to Objective)**:**  Students can complete the following sentence stem:  It is important to keep my body and objects to myself because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  It is important to be respect other people’s space and belongings because \_\_\_\_\_\_\_\_\_\_\_\_\_. | | |
| **Additional Opportunities for Practice/Reteach**:  · Use weekly settings to model correct ways to maintain personal space. Include examples sitting an appropriate distance from someone in the cafeteria, being in class line, looking for a book in the same section in the library, sitting in the bus seat (use a bench as a model bus seat), etc. Discuss with students what they see and why a modeled situation is exhibits Safety.  · Give reinforcement Eagle Applause cards to students consciously working on and demonstrating the expectation of maintaining personal space. Provide specific verbal feedback so the student knows why they earned the card. | | |
| **Vocabulary Practice:**  · Boundaries  · Respect  · Personal space | | |
| **Materials:**  · Video:<https://www.youtube.com/watch?v=UDJP_B-R2r4>  · Copies of scenarios  · Activity 16: [Personal Space\* (page 27-28)](https://drive.google.com/a/cowetaschools.net/file/d/0By5tDBdlSmwvVTFqM3JBU1hWVkFFdXp6U3lYVkZLNTJtYWI0/view?usp=sharing) | | |