LANSDOWNE HIGH SCHOOL

School-wide Behavior Management Plan
Lesson Plans

Prepared by
The PBIS Committee
School-Wide Expectations

Explanation: Direct teaching of the Viking Code of Conduct (Three R’s) and other related social skills is necessary for successful implementation of PBIS.

Targeted Group: The entire student and staff population of LHS.

Strategies:

1. Teachers will begin their classes with mini-lessons on the Viking Code of Conduct and components during the first week of school.
2. Morning announcements, posters, and newsletters will be used to promote the Viking Code of Conduct.

Activities:

1. During the first week of school, the Viking Code of Conduct and its components will be introduced. Ninth grade students will participate in lessons via Viking Academy teachers.
2. During the first week of school, the Viking Code of Conduct will be reviewed in 10th, 11th, and 12th grade Social Studies classes.

Suggestions:

1. Teachers should reward students with V-Bucks as they begin to consistently display correct behavior.
2. Teachers should post the Viking Code of Conduct posters in their rooms and throughout the building.
3. Teachers should give class credit for completion of Viking Code Lesson Openings and Assessments completed.

Outcomes:

1. The Viking Code of Conduct will be successfully introduced or reviewed in all classrooms.
2. Students will become familiar with the components of the Viking Code, particularly Positive and Negative Consequences for behavior.
3. Student behavior will improve once the components of the Viking Code of Conduct are put into practice.
Objectives: Students and teachers will be able to identify and assess behavioral expectations for students and faculty based on the Viking Code of Conduct; students and teachers will be able to identify and explain positive consequences based on consistent correct behavior.

Materials: Copies of Openings and Assessments for students, student agendas, overhead transparencies of Opening, Assessment, Viking Code of Conduct, Positive Consequences Examples

Procedure:
• Introduce class to the day’s topic by referring to the objectives listed.
• Distribute Opening: Recognizing Behavior in the Workplace.
• Complete Opening with class, discussing their results.
• Have students turn to the Viking Code of Conduct in their Agenda. (A copy of this is on Page 1-3 of this binder). Ask students to compare their answers to the Opening to the Viking Code of Conduct. Do they see similarities? Point out how the Viking Code is written (in positive terms, i.e., “Act this way...” as opposed to negative terms, i.e., “You cannot/may not...”)

** Note: Students may indicate that the Code of Conduct is unnecessary, since students already know how to behave in school. This is a good springboard for discussion and student input regarding the general behavior of students in the school. A discussion may begin like this:
Student: Why are we doing this? We are seniors and we already know how we’re supposed to act.
Teacher: I understand what you are saying, and I agree that many students know how to act in school. But let me ask you: Do students really act this way? For example, has your class ever been disturbed by loud noise or vulgar language as other students change classes? How did that affect your class’ lesson?
Entertain students’ ideas and questions. One of the key purposes of PBIS is to build dialogue and relationships between students and teachers, and a discussion such as this may give students a chance to express their opinions about how they believe students should act.

• Refer to the Positive Consequences Examples on Page 2-7 of this binder. Show students a copy of this page, explaining that just as an employer may reward an employee with a raise, promotion, and/or time off, students can be rewarded for their behavior.
• Show students a copy of a V-Buck. Explain how one is filled out and where their copy should be placed. Be sure that students understand that V-Bucks are for consistently displayed behaviors, not occasional behavior.
• Some students may find V-Bucks juvenile or unnecessary, and may vocally object to them. Again, this is an opportunity to discuss their opinions and suggestions. Several talking points here include:
  - Point out that the rewards associated with V-Bucks may be of interest to them, such as homework passes or movie tickets.
  - Discuss other rewards that may be used, such as a letter of acknowledgement for students who achieve a high number of V-Bucks. Letters of commendation are vital for college or job applications, so all students can use them to further their future careers.
  - Remind students that they, as upperclassmen, set the tone for the school. Ask them what type of school they would like to attend – one in which the focus is punishment or rewards. Perhaps a general setting of teachers acknowledging good behavior would be a better place to go to everyday than a place of constant negativity and punishment.

• Distribute “Assessment: Viking Code and Positive Consequences” to students. Ask students to complete it and return it to you. You may want to offer class credit to the students for completing the Assessment and/or Opening.
Opening: Behavior in the Workplace

Regardless of where you choose to hold a future job, an employer will expect certain types of behavior from his or her employees. Imagine that you run your own business, and answer the following questions.

What types of behavior would an employer expect from an employee? Why?

How might you reward an employee who consistently showed dedicated, hard-working behavior?

Now, transfer this information to your life now, as a student at Lansdowne High School. Your “job” while in school is to be a student. What types of behavior are expected of you? What types of behavior do you expect from your teachers? Why?
Lansdowne High School
Upperclassmen Lessons

Respect  Responsibility  Readiness

Name: ___________________________  Date: __________
Teacher Name: ____________________  Class: __________

Assessment: Viking Code and Positive Consequences

Directions: Please complete the following assessment based on your conclusions from today's mini-lesson.

The Viking Code:
1) Why does the Viking Code exist? Do you find it necessary? Why or why not?

2) Is the Viking Code written well for this school? How might you alter it to better fit our population?

Positive Consequences
3) What is the purpose of V-Bucks? How does a student earn one?

4) What other forms of rewards would benefit students at LHS?

5) A key component of any successful program is good marketing. The Viking Code will be reinforced through the Drama classes on the morning announcements, and we are looking for a song to introduce each Viking Code spot. Please list any songs that you feel show the positive, upbeat purpose of the Viking Code.
Lansdowne High School
Upperclassmen Lessons

Respect  Responsibility  Readiness

Lesson #2 – Negative Consequences

Objective: Students and teachers will be able to identify and explain positive consequences based on consistent correct behavior.

Materials: Copies of Openings and Assessments for students, student agendas, overhead transparencies of Opening, Assessment, Viking Code of Conduct, Negative Consequences Examples

Procedure:
• Introduce class to the day’s topic by referring to the objective listed. You should quickly mention yesterday’s lesson, in which students were asked to discuss the Viking Code of Conduct as well as positive consequences for behavior.
• Distribute Opening: Recognizing Behavior in the Workplace II.
• Complete Opening with class, discussing their results.
• Have students turn to the Viking Code of Conduct in their Agenda. (A copy of this is on Page 1-3 of this binder). Ask students to comment on what consequences should happen if a student does not follow the Viking Code of Conduct.

**Note: Students may indicate that the Code of Conduct is unnecessary, since students already know how to behave in school. This is a good springboard for discussion and student input regarding the general behavior of students in the school. A discussion may begin like this:

Student: Why are we doing this? We are seniors and we already know how we’re supposed to act.
Teacher: I understand what you are saying, and I agree that many students know how to act in school. But let me ask you: Do students really act this way? For example, has your class ever been disturbed by loud noise or vulgar language as other students change classes? How did that affect your class’ lesson?

Entertain students’ ideas and questions. One of the key purposes of PBIS is to build dialogue and relationships between students and teachers, and a discussion such as this may give students a chance to express their opinions about how they believe students should act.

• Refer to the Negative Consequences Examples on Page 2-14 of this binder. Show students a copy of this page, explaining that just as an employer may penalize an employee with a pay cut, a layoff, or a termination, students may be penalized for consistently refusing to behave appropriately.
• Show students a copy of a Staff Incident Report. Explain how one is filled out, and what happens if one is issued to a student. The key here is for students to understand that the staff is trying to DETER behavior from reaching the Office Referral point. SIRs are more
than just records of “bad” behavior; they are tools for trying to help students see where they need to improve.

- Many students may be under the incorrect assumption that an SIR is not an indication of the need to change behavior. Again, this is an opportunity to discuss their opinions and suggestions. Several talking points here include:
  - Refer students back to the third question on their Opening. Work with students to draw the parallels between the workplace and school in which an employee (student) should be warned before receiving serious punishment.
  - Discuss the concept of “fairness” with students. Many students (and employees) complain that they have been penalized too harshly, or without a good reason. Explain to students that SIRs are used to help students formally understand when they are beginning to act inappropriately. As a result, they have plenty of “fair” warning that they should change their behavior, before they reach an office referral.
  - Remind students that they, as upperclassmen, set the tone for the school. Ask them what type of school they would like to attend – one in which the focus is punishment or rewards. Perhaps a general setting of teachers acknowledging good behavior would be a better place to go to everyday than a place of constant negativity and punishment.

- Distribute “Assessment: Negative Consequences” to students. Ask students to complete it and return it to you. You may want to offer class credit to the students for completing the Assessment and/or Opening.
Yesterday, you completed an activity in which you took on the role of an employer. As the employer, you thought about and recorded behaviors that you would want to see from your employees. Continue to take on the role of employer as you answer the following questions.

What types of behavior would you NOT want to see from an employee? Why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What sorts of consequences might happen to employees who display the above behaviors?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

If you had an employee who was beginning to act inappropriately in the workplace (let’s say she arrived late twice), but she was a good employee overall, what would you do? Would you fire her? Would you warn her? Would you dock her pay? Why would you choose the response you did?

________________________________________________________________________

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________________________________________________________________________
## Lansdowne High School

### Upperclassmen Lessons

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<thead>
<tr>
<th>Respect</th>
<th>Responsibility</th>
<th>Readiness</th>
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<tbody>
<tr>
<td>Name:</td>
<td>Date:</td>
<td>Class:</td>
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<tr>
<td>Teacher Name:</td>
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**Assessment: Negative Consequences**

Directions: Please complete the following assessment based on your conclusions from today's mini-lesson.

1) What similarities do you see between how employees are rewarded or penalized for their behavior in the workplace, and how students are rewarded or penalized for their behavior in school?

2) What is the purpose of a Staff Incident Report (SIR)? What consequences could accompany it?

3) What is the purpose of an office referral? How does it differ from an SIR?

4) Do you think that issuing an SIR is a fair way to warn students that they are behaving inappropriately? What other methods could you think of?

Since the Viking Code Committee affects students as much as it affects teachers, we are interested in knowing your ideas. If you are interested in becoming a part of the Committee (and therefore affecting all the decisions you've seen here), please see Ms. Ferraro. We would welcome your input!
Objective: Students and teachers will be able to identify and the three basic types of behavior in school settings in order to better implement the Viking Code of Conduct.

Have the students open their agendas to the Viking Code of Conduct, while you refer to the Viking Code poster.

You may use this script to explain the Viking Code of Conduct to your students.

“This is a brand new school year, which means all of us have a fresh start. Everything that happened last year is now in the past.

“I know that all of you would like to do your best and have a successful school year. How many of you are interested in knowing a guaranteed method that will help you have a successful school year?”

[Discuss what a successful school year means.]

“What would you think if I told you I had a simple method to achieve this success? Well, I do. It’s called the Viking Code of Conduct and it’s right here.”

[Point to your Viking Code of Conduct poster on bulletin board.]

“It’s really easy to remember, and it’s even easier to use. The three pieces are right here – respect, responsibility, and readiness. Each piece starts with an ‘R’; that’s why it’s easy to remember.

“Any student who remembers to practice the Viking Code of Conduct will be successful. In fact, it’s impossible for you NOT to have a successful school day as long as you are respectful, responsible, and ready-to-learn.

“Now let’s talk about the Three R’s. When I say the word “respect,” what do you think about?”

[Discuss the word “respect” with the class.]

“When I say the word “responsibility,” what do you think about?”

[Discuss the word “responsibility” with the class.]

“When I say the word “readiness,” what do you think about?”

[Discuss the word “readiness” with the class.]

“Great. Well now you have some ideas and examples to think about for the Three R’s. You’re going to hear about the Three R’s throughout the school year. Let’s start off the first day of school by putting some of those ideas into practice.”
Objective: Students and teachers will be able to identify and assess "respectful" behavior in school settings in order to better implement the Viking Code of Conduct.

Distribute Drill: Respect

You may use this script to explain respect to your students.

"I'd like to focus on the first "R" of the Three R's. Let's talk about the word 'respect.' What are some ways you can show respect to a person?"

[Discuss and write student responses on the overhead or chalkboard.]

“What are some ways people are disrespectful to one another?”

[Discuss and write student responses on the overhead or chalkboard.]

[Optional] “Let's do some role-playing. Could I please have two volunteers?”

[Choose two students and ask them to stand at the front of the classroom. Ask one student to pretend to be a teacher instructing a class. Ask the other student to demonstrate what a "respectful" student would look like. Discuss with the class what behaviors the "respectful" student exhibited. Ask the two volunteers to reverse roles. Again, have one student pretend to be a teacher instructing a class. Ask the other student to demonstrate what a "disrespectful" student would look like. Discuss with the class what behaviors the "disrespectful" student exhibited.]

“The last thing I'm going to do is assess how well you understood what respect means.”

[Distribute the assessment "Can You See Respectful Behavior?".]

“This worksheet has ten different actions on it. Read each action carefully and decide if it is an example of respect. If it is an example of respect, put a plus (+) sign next to it. If it's not an example of respect, put a minus (-) sign next to it.”

[Discuss the assessment with the students when they have completed it.]

“You did a great job learning about Respect. Please make certain you show respectful behaviors in all of your classes today.”
Directions: Read the following story carefully and then respond to the prompts.

Tara and Melinda were asked to represent their school by attending an assembly on respectful behavior. Tara was really excited to be chosen. She felt honored to represent her school, and she was interested in what the speaker would be saying. Melinda was also excited about attending the assembly. She was looking forward to missing a whole day of classes.

Tara arrived at the assembly ten minutes early. She wanted to get a good seat so she could focus on the speaker's words. Melinda arrived at the assembly ten minutes late. She stopped for food and noisily slurped her Coke as she chose a seat in the back of the auditorium. She planned on sleeping though the assembly.

As the speaker addressed the group, Tara focused on the speaker's face and listened intently to his words as he spoke. During the question and answer, she raised her hand and waited to be called on before asking her question. She even thanked the speaker for his response.

Melinda noticed a cute boy two seats away from her. She yelled, "Hey!" to get his attention, and several people turned around to look at her. She spent the next few minutes trying to get his phone number but had to stop when a teacher looked at her and said, "Shh!" When she began to listen to the speaker, she found that she disagreed with one of his statements. She loudly yelled, "That's so stupid!"

Give examples of how Tara showed respectful behavior.

Give examples of how Melinda showed disrespectful behavior.
Can You See Respectful Behavior?

Directions: Read each of the actions carefully. If the action shows respectful behavior, put a plus (+) sign next to it. If the action does not show respectful behavior, put a minus (-) sign next to it.

1. _____ coming to class on time
2. _____ talking to a friend
3. _____ raising your hand
4. _____ saying thank you
5. _____ making fun of someone’s mistake
6. _____ cursing at someone you’re mad at
7. _____ praising someone’s good work
8. _____ ignoring someone who is talking to you
9. _____ asking permission for something you want
10. _____ talking about the person in front of you
Lesson #3 - Responsibility

Objective: Students and teachers will be able to identify and assess "responsible" behavior in school settings in order to better implement the Viking Code of Conduct.

Distribute Drill: Responsibility

You may use this script to explain responsibility to your students.

"I'd like to focus on the second "R" of the Three R's. Let's talk about the word 'responsibility.' What are some ways you can show responsibility?"

[Discuss and write student responses on the overhead or chalkboard.]

"What are some ways people show that they are not responsible?"

[Discuss and write student responses on the overhead or chalkboard.]

[Optional] "Let's do some role-playing. Could I please have four volunteers?"

[Choose four students and ask them to stand at the front of the classroom. Ask the four students to pretend to be working on a group project together. Ask the students to demonstrate what "responsible" students would look like. Discuss with the class what behaviors the "responsible" students exhibited. Next, ask two of the volunteers to demonstrate what irresponsible students would look like. Discuss with the class what behaviors the "irresponsible" students exhibited.]

"The last thing I'm going to do is assess how well you understood what responsibility means."

[Distribute the assessment.]

"This worksheet has ten different actions on it. Read each action carefully and decide if it is an example of responsibility. If it is an example of responsibility, put a plus (+) sign next to it. If it's not an example of responsibility, put a minus (-) sign next to it."

[Discuss the assessment with the students when they have completed it.]

"You did a great job learning about Responsibility. Please make certain you show responsible behaviors in all of your classes today."
Lansdowne High School
Viking Academy Lessons

Respect Responsibility Readiness

Name: ___________________________ Date: ___________________________

Drill: Responsibility

Directions: Read the following story carefully then respond to the prompt.

"Who was on the phone, Mom?" Jen asked.
"That was my boss. One of my co-workers called in sick, so I have to go to work," Jen’s mom replied.
"Aw, Mom, I thought we were going out for pizza."
"Well, Jen, we’ll have to wait until tomorrow. I’m only going in for four hours, and besides, we can use the money."
"I know, Mom," Jen said, "but I was really looking forward to that pizza."
"Tomorrow we’ll go. I’m leaving in a few minutes, and I have some things to tell you before I go. First, I don’t want any of your friends over."
"But, Mom!" Jen protested.
"Jen, your sister hasn’t been feeling well. I want you to make dinner for both of you, and then I want you to make certain your sister sleeps for the rest of the evening."
"The rest of the evening?!" Jen protested again.
"Yes, so that means you have to keep quiet as she sleeps. No TV or stereo. Jen, I’m counting on you. Your sister needs her rest."
"Okay, Mom. I’ll cook dinner and stay quiet for the rest of the night."
"Thanks, honey. I’ll be home at 10:30. Have a good night." Jen’s mom kissed her good-bye then left.

A few minutes after Jen’s mom left, the phone rang. It was Jen’s best friend Louisa.
"Hi, Jen," Louisa said. "What’s up?"
"Not much," Jen replied. "I’m babysitting my sister."
"Oh yeah? Your mom’s not home? I’m coming over. You can hear my new J. Lo CD."

Describe what Jen will do for the rest of the evening if she is being responsible.
**Can You See Responsible Behavior?**

Directions: Read each of the actions carefully. If the action shows responsible behavior, put a plus (+) sign next to it. If the action does not show responsible behavior, put a minus (-) sign next to it.

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<tbody>
<tr>
<td>1.</td>
<td>_____</td>
<td>setting your alarm clock at night</td>
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<td>2.</td>
<td>-_____</td>
<td>making breakfast for your sister</td>
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<td>3.</td>
<td>_____</td>
<td>arriving at school 10 minutes late</td>
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<td>4.</td>
<td>_____</td>
<td>washing the dinner dishes</td>
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<tr>
<td>5.</td>
<td>_____</td>
<td>forgetting to study for a test</td>
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<td>6.</td>
<td>_____</td>
<td>remembering your class schedule</td>
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<td>7.</td>
<td>_____</td>
<td>not being able to recall your locker</td>
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<td>8.</td>
<td>_____</td>
<td>coming to class with a pencil</td>
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<tr>
<td>9.</td>
<td>_____</td>
<td>coming home past your curfew</td>
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<tr>
<td>10.</td>
<td>_____</td>
<td>not keeping a promise</td>
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</table>
Objective: Students and teachers will be able to identify and assess "read" behavior in school settings in order to better implement the Viking Code of Conduct.

Distribute Drill: Readiness

You may use this script to explain readiness to your students.

"I'd like to focus on the third "R" of the Three R's. Let's talk about the word 'Readiness.' What are some ways you can show you are ready-to-learn?"

[Discuss and write student responses on the overhead or chalkboard.]

“What are some ways people show they are not ready-to-learn?”

[Discuss and write student responses on the overhead or chalkboard.]

[Optional] “Let's do some role-playing. Could I please have two volunteers?”

[Choose two students and ask them to stand at the front of the classroom. Ask one student to pretend to be a teacher instructing a class. Ask the other student to demonstrate what a "ready-to-learn" student would look like. Discuss with the class what behaviors the "ready-to-learn" student exhibited. Ask the two volunteers to reverse roles. Again, have one student pretend to be a teacher instructing a class. Ask the other student to demonstrate what a student who was not "ready-to-learn" would look like. Discuss with the class what behaviors the not "ready-to-learn" student exhibited.]

“The last thing I'm going to do is assess how well you understood what 'readiness' means."

[Distribute the assessment.]

“This worksheet has ten different actions on it. Read each action carefully and decide if it is an example of being ready-to-learn. If it is an example of being ready, put a plus (+) sign next to it. If it's not an example of being ready, put a minus (-) sign next to it."

[Discuss the assessment with the students when they have completed it.]

“You did a great job learning about Readiness. Please make certain you show that you are ready-to-learn in all of your classes today.”
Lansdowne High School
Viking Academy Lessons

Respect  Responsibility  Readiness

Name: ___________________________  Date: __________

Drill: Readiness

Directions: Read the following story carefully and then respond to the prompts.

The students were surprised to see that their regular teacher was not in the classroom. In fact, no teacher was in the classroom at all. Immediately the kids began to goof around.

Instead of doing their drills, four girls headed to the bathroom to redo their hairstyles. Two boys were hanging out a window trying to catch a butterfly. Another two boys were looking through the teacher’s desk, which was strictly off-limits.

No one was doing the drill. The few students who were in their seats were talking loudly, giggling, or doodling. A minute after the bell rang, the teacher who was covering the class walked in. Even though this was one of the class’ favorite teachers, no one stopped what he or she was doing. Clearly, no one was ready.

Give examples that show the students were not ready.

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

Describe what the classroom would have looked like if the students had been ready to learn.

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________
Lansdowne High School
Viking Academy Lessons

Respect  Responsibility  Readiness

Name: ___________________________  Date: ________________

Can You See Ready-to-Learn Behavior?

Directions: Read each of the actions carefully. If the action shows readiness, put a plus (+) sign next to it. If the action does not show readiness, put a minus (-) sign next to it.

1. _____ starting the drill immediately
2. -_____ talking to your neighbor
3. _____ coming to class late
4. _____ having your homework out
5. _____ writing a note to your friend
6. _____ opening your textbook to the correct page
7. _____ arguing with another classmate
8. _____ listening to the teacher’s directions
9. _____ sitting quietly in the classroom
10. _____ daydreaming
Objective: Using existing forms, students and teachers will create unique matrices for the implementation of the Viking Code of Conduct in order to personalize and follow the Code.

First, ask students if they have any questions about the Three R’s that they have learned about this week.

Next, show students overhead transparencies of each of the following forms: V-Bucks, Viking of the Month, and SIRs. Briefly explain the purpose and procedure for each form. Ask students if they have any questions.

Then, distribute the Matrix Activity.

As a class, have students generate examples of what each of the Three R’s should look like in your classroom. You may want to divide the students into small groups.

Elicit responses from each group, and come to a class consensus about how the Viking Code Matrix will look in your classroom. Create a final, polished copy to display in the room.

Once the matrix is created, it should be posted in the classroom for easy reference and reminders.
Lansdowne High School

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<tr>
<th>Respect</th>
<th>Responsibility</th>
<th>Readiness</th>
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Matrix Activity

Participant names: ____________________________________________

_________________________________________________________________

Teacher name: __________________________ Subject: ________________

Directions: Please define by example what the Viking Code of Conduct (Three R's) should look like in this classroom. Be specific.

Respect: _____________________________________________________

_________________________________________________________________

Responsibility: ______________________________________________

_________________________________________________________________

Readiness: __________________________________________________

_________________________________________________________________

When you have finished, share your answers with the entire group to create a unique class set of the Viking Code of Conduct. You may write the class set on the good paper provided, then post in the room.
**PBS Wolf Etiquette Lesson Plan**

**Objective:** Students will list and explain examples of the TCHS Wolf Etiquette behavioral plan and orally demonstrate a comprehensive understanding of the procedure and guidelines. Students will understand how Wolf Etiquette relates to OCPS Code of Conduct.

**Materials:** Wolf Etiquette overhead graphic organizer/student Wolf Etiquette graphic organizer (have Sharon in the copy room make a transparency for you if you’d like to use this as an overhead), Wolf Etiquette teacher guidelines sheet, OCPS Code of Student Conduct book.

**Procedures:**
- Discuss and Review Code of Conduct
- Discuss and review Wolf Etiquette
- Put up graphic organizer and brainstorm with the class different examples of the Wolf Etiquette Guidelines (Optional: have the students fill out a copy of the graphic organizer at their seat as the class lists ideas)
- Explain to students that if they are referred to administration then they may be required to complete a written reflection prior to seeing an administrator.
- Hand out the TCHS Wolf Etiquette Guidelines Acknowledgement Form

**Evaluation:** Student will turn in signed acknowledgement form stating their understanding of TCHS Wolf Etiquette.
PBIS Lesson April week 4

Please use the following survey to discuss social injustice.

- Introduce the idea of social justice. What topics would be included? How are these topics relevant to you life?
- You can make copies of the handout for each student, make an overhead, take a classroom poll, etc.
- Use the results to have a classroom discussion.
That's Not Fair!

When it comes to social injustice, the United States has made a lot of progress in some areas and little in others. Check your opinions about each of the issues below. Feel free to check as many different answers as you feel apply to each situation.

<table>
<thead>
<tr>
<th>Issues</th>
<th>I am really concerned about this</th>
<th>We've made a lot of progress</th>
<th>We still have a lot to do</th>
<th>This injustice is overblown</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Racial discrimination</td>
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<tr>
<td>2. Gender discrimination</td>
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<td>3. Poverty</td>
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<td>4. Sexual orientation</td>
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<td>discrimination</td>
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<td>5. Hunger</td>
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PBIS lesson April week 2

- Included is a drawing of a person with scenarios that could come up in life.

- Please read through these things and have students think about what things they have control over and what they don’t.

- You can have a copy for each student, or an overhead, or a large copy (11X17) for the whole group.
WHERE IS THE CONTROL?

Directions: Listed below are 21 words or phrases. Write the number inside the body outline if you have some control over it. Write the number outside the body if you have no control.

1. weather
2. using drugs
3. shoplifting
4. mother
5. attending school
6. cousins
7. crime rate in city
8. test scores
9. brothers
10. grades
11. teachers
12. participating in crime
13. father
14. sex life
15. attitude
16. stealing
17. enemies
18. sisters
19. drinking alcohol
20. the school you attend
21. who your friends are
PBIS Lesson April week 3

- Included is a sheet of questions about helping others. Use this to discuss optimism in school and outside of school.
- You can make a handout for each student, or an overhead to go through as a class. You can have students discuss, or write down answers and discuss, or think on their own.
HELPING OTHERS

Directions: Answer each of the following questions, using complete sentences.

1. In the past week, how have you helped a family member?

2. In the past week, how have you helped a classmate?

3. In the past week, how and when did you help a stranger?

4. How did helping someone else make you feel?
PBIS Lesson April week 1

**Competition Time!!!!**

As a planning room, use this format to write a RESPECT POEM. Be as creative as possible. When you are finished, turn into Megan Pederson’s PO Box. A neutral party (not an Apollo staff) will read these poems and assign awards based on your creativity and thoughtfulness. Prizes will be awarded to selected poems.

**HOW I SHOW RESPECT**

I show respect for the bus drivers by…

I show respect for my teacher by…

I show respect for the commons staff by…

I show respect to my fellow students by…

I show respect to Apollo by…
10/31 Matrix Day Lesson Plan
RESPONSIBILITY
Working Together and Using Available Resources

Wednesday, October 31, 2007 will be our next Matrix Day. For those of you who have
ninth grade homerooms the Link Crew members will be coming in to teach the lesson.
For 10-12th grade homerooms, the homeroom advisor will be teaching the lesson. Ninth
grade teachers please be there to support the link leaders.

Objective: To guide students through several activities that will help them value working
together successfully and teach them what resources are available and how to access
them.

Attached you will find everything that you need to complete this lesson.

**Special Needs or notes- The Pundles activity is extremely English language dependent.
Please group students who are English Language Learners with students who are English
proficient.

Activity #1 Directions:

*Tell the students that you are going to discover some resources that will help them be
more successful in school.

Ask each student to take out a writing utensil.
Pass Out Number Sheet face down to each student...have them keep it face down.
Give students 30 seconds to circle as many numbers as possible, starting with 1 and continue
consecutively...say “Go”, have them turn over the paper and give 30 seconds.
Determine who got the most circled by having them raise hands while you count up in
order.
Now give them another chance since they are familiar with the process. Repeat the 30 second
process, except this time have them put a slash through the numbers.
Again, determine who got the highest.
Give them one more chance but tell them you are going to give them a tip that will help them be
more successful.

TIP: Fold paper into quarters and show them the pattern of 1 being in the first
quadrant, 2 in the second, 3 in the third, 4 in the fourth, 5 in the first, etc.

Give them 30 seconds to slash in the other direction and then check to see how everyone
improved their performance over the first two attempts.

Closure questions:
Did you notice how it got easier each round?
Why do you think that happened?
Is that true in life or school?

Transition statement: “So now that you’ve met a challenge by yourself, let’s have you
work with a partner and see what you can accomplish together.”
Activity #2 Directions:
Have students partner up.
Hand out face down a Pundle sheet to each partnership.
Have them turn their sheets over and explain what Pundles are and give them one answer.
Give them 2 minutes to work with their partner to figure out each pundle, writing their answers next to the pundles themselves.
After two minutes, go through each pundle and ask for answers. Have them write down the answers that they didn’t get and circle the ones they got.
Write down on the board how many the class got and how many you had to give to them. Also have them count up how many they got as a partnership. (You gain three pieces of information you will need for closure with these number you gather.)

Closure Questions:
Did you notice that you or your partner knew answers that others didn’t?
Why is that?
Do you think that having a partner to work with in school can be helpful?
How? And how can partners sometimes be a hindrance?
What are some things you should and shouldn’t do when working with partners in order to make it more effective?

Wrap-up Activity
Now let’s brainstorm what other resources we have available to us at school so that we can be more successful (for example, counseling office, peer tutors, specific people around the building, career center, LRC, CSO’s, etc.)

Homeroom Teacher: Please generate one list of resources and submit to Erin Bloch so that we can generate a list to post.
Please allow students to keep their goals setting sheets. Thank you!

Access the resources available to them now for their short-term goal.

Close:

**Activity 1: Budgeting**

Step 1: Set your goal.

Step 2: Make a plan to achieve your goal.

Step 3: Review and adjust your plan.

Step 4: Celebrate your success.

Close:

**Activity 2: Setting Goals**

Step 1: Write down your goal.

Step 2: Break it down into smaller steps.

Step 3: Set a deadline for each step.

Step 4: Review your progress.

Close:

**Opener:**

Everyone makes the grade.

**Activity:**

Today we will take a look at how to set and work toward accomplishing goals in your life.

**Introduction:**

Talent cannot be taught in

- Goal Setting Sheet (for each student)

- 1 sheet of paper

- You will need to create a chart by summarizing 1-2 steps of paper or
PBIS lesson plan June week 1

Planning room teachers,

- On Wednesday this week please discuss respecting adults and representing Apollo over the summer with your planning room students.
- Please read the story “Plain Brown Wrapper” out loud to your planning rooms. Then discuss the important points.
- There is a script below, but you can do this in any way that works with your planning room.

Thanks,

PBIS team

Respecting Adults in the Community

As the school year is coming to an end, we would like to remind all our SOARing Eagles to represent Apollo High School and the values you are learning here even when you are out of school. Here are some things to think about:

- Who are some adults that you see around town or in public places?
- What are some reasons these adults might have contact with you?
- How can you show respect for an adult that you have contact with in the community?

Thank you for representing Apollo High School in a positive way. We have had a great year, and look forward to an even better one next year.
Plain Brown Wrapper

A lady in a faded gingham dress and her husband, dressed in a homespun, threadbare suit, stepped off the train in Boston, and walked timidly without an appointment into the Harvard university president's outer office. The secretary could tell in a moment that such backwoods, country hicks had no business at Harvard and probably didn't even deserve to be in Cambridge.

She frowned.

"We want to see the president,' the man said softly.

"He'll be busy all day, "the secretary snapped.

"We'll wait," the lady replied.

For hours, the secretary ignored them, hoping that the couple would finally become discouraged and go away. They didn't and the secretary grew frustrated and finally decided to disturb the president, even though it was a chore she always regretted. "Maybe if they just see you for a few minutes, they'll leave," she told them. He sighed in exasperation and nodded. Someone of his importance obviously didn't have the time to spend with them, but he detested gingham dresses and homespun suits cluttering up his outer office.

The president, stern-faced with dignity strutted toward the couple. The lady told him, "We had a son who attended Harvard for one year. He loved Harvard. He was happy here. But about a year ago, he was accidentally killed. And my husband and I would like to erect a memorial to him somewhere on campus."

The president wasn't touched, he was shocked. "Madam," he said gruffly, "We can't put up a statue for every person who attended Harvard and died. If we did, this place would look like a cemetery." "Oh No," the lady explained quickly. "We don't want to erect a statue. We thought we would like to give a building to Harvard."

The president rolled his eyes. He glanced at the faded gingham dress and the homespun suit, and then exclaimed, "A building! Do you have any earthly idea how much a building costs? We have over seven and a half million dollars in the physical plant at Harvard."
For a moment the lady was silent. The president was pleased. He could get rid of them now. Then the lady turned to her husband and said quietly, "Is that all it costs to start a university? Why don't we just start our own?" Her husband nodded. The president's face wilted in confusion and bewilderment. Mr. and Mrs. LeLand Stanford walked away, traveling to Palo Alto, California where they established the university that bears their name, a memorial to a son that Harvard no longer cared about.

"You can easily judge the character of a person by how he treats those who can do nothing for him or to him."

-Malcolm Forbes
PBIS Lesson May Week 4

This week in planning room please take some time to discuss future plans and goals and complete the following activities:

Senior Planning Rooms

Have your current seniors write a letter to incoming freshmen. They can do this individually, or as a group. Explain that you will be sharing this with your 9th grade planning room next year.

Some topics could be:

- What they will need to know about Apollo.
- What the seniors learned in their high school career.
- What the 9th graders will need to be successful.

Freshman, Sophomore and Junior Planning Rooms

Have you Planning Room students write down a few goals they would like to accomplish this summer, or write themselves a personal note or letter.

Save these until the fall and pass them back out when students come back next year. Remember there will be a lesson about planning for the future and setting attainable goals in September, so you could save their summer goals until then and see if they need to amend anything.
Grant me the SERENITY to accept the things I cannot change...

COURAGE to change the things I can...

And the WISDOM to know the difference!
PBIS lesson May week 3
Possible activities:

1. Photocopy and have each student fill out page and hang in your planning room.

2. Use as a class discussion.
   - What things can we change in our lives?
   - What things do we have no control over?
   - How do we know the difference between the two?
   - What supports do you need?
   - How do you re-act positively to the things you cannot control?
PBIS Lesson May week 2

Please read this story to your homeroom. Then discuss the questions at the end.

_The Gossip_

There was once, in a small village, a man who was a terrible gossip! He always had stories to tell about his neighbors. Even if he didn't know someone, he still had something to say about them.

Well, the New Year was coming, and the man decided to make a fresh start. He went to the Rabbi.

"Rabbi," he said, "I feel bad about the gossip and the rumors I've spread. I really want to make amends. Please tell me what to do to atone."

The Rabbi thought for a minute, and then he said, "I'll tell you what you must do in order to put right the damage you've done. But you must follow my directions exactly...no questions! Do you understand?"

"I promise, Rabbi. I promise I'll do just what you say."

"Good," said the Rabbi. "Now, go to the market and buy a fresh chicken. Then bring it here to me as fast as you can. But mind," warned the Rabbi, "that you pluck it absolutely clean. Not a single feather must remain."

Well, the man could not imagine what the Rabbi wanted with a chicken, but he'd promised not to ask questions, so off he went as fast as his legs could carry him. He got to the market, purchased the best chicken he could find, and started running back to the Rabbi's house, plucking off the feathers as he ran. Furiously he plucked until, when he got to the Rabbi's door, not a single feather was left.

Out of breath, the man handed the chicken over to the Rabbi, who turned it over and over until he was satisfied. Then he turned to the man and said, "Now bring me all the feathers."

"But Rabbi," gasped the man, "how could I do such a thing?! The wind must have carried those feathers so far, I could never find them all!"

"That's true," said the Rabbi. "And that's how it is with gossip. One rumor can fly to many corners, and how could you retrieve it? Better not to speak gossip in the first place!"

And he sent the man home to apologize to his neighbors, and to repent.
Discussion questions

*Discuss how it feels when someone spreads a story about you.

*How does everyone respond when you try to find out "who said that?" It almost seems that a rumor, once started, has a life of its own.

*How does it affect safety at Apollo when people spread rumors?
PBIS Lesson – January week 4

**RESPECT**
Author Unknown

To give respect to one another,
is to care for them like a sister or brother.
It is to show someone that you really care,
to compromise, outlook, and always be fair.

To be respectful you shall show dignity,
also speak nothing but the honesty.
You could be respectful to just about anyone,
a teacher, parent, or even a friend in a marathon.

To be respectful is to show forgiveness,
and not to laugh at someone's weakness.
Give a complement or two to make someone feel
wanted,
it will make them feel special, unique, or gifted.

To give respect to someone else,
you have to learn to respect yourself.
To show respectfulness you have to learn,
to give everyone a chance or a turn.

Everyone has the right to be respected,
a friend, crossing guard, or a guy running to be
elected.
So don't forget to respect all, whether it is spring, summer, winter or fall.

After sharing this poem with your planning, do one of the following options:

• Post in your room.
• Discuss what it feels like to be respected/disrespected.
• Have the students write their own respect poem.
• Talk about why it is important to respect all other people and what respect looks like in certain school situations.
PBIS lesson January week 2

Please talk about respect in planning room this week.

- Review the matrix on respect.
- Talk about examples of and/or concerns with respect.
- Following is a self assessment asking about respect. You could make copies for your planning rooms, make an overhead or do this orally, use it as a pole in your room.
Are you a Respectful Person?
(Take this self-assessment and find out)

True  False

☐ ☐ I treat other people the way I want to be treated.

☐ ☐ I am considerate of other people.

☐ ☐ I treat people with civility, courtesy and dignity.

☐ ☐ I accept personal differences.

☐ ☐ I work to solve problems without violence.

☐ ☐ I never intentionally ridicule, embarrass, or hurt people.

*The more “true” answers you have, the more respectful you might be.*
Are You a Respectful Person?
(Take this self-evaluation and find out)

True  False
☐  ☐ I treat other people the way I want to be treated.
☐  ☐ I am considerate of other people.
☐  ☐ I treat people with civility, courtesy, and dignity.
☐  ☐ I accept personal differences.
☐  ☐ I work to solve problems without violence.
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• The more true answers you have, the more respectful you might be.

***Feel free to use this any way you like...
- Make photocopies and have your students take the quiz
- Use these as discussion questions
- Use this to take a poll in your classroom

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***Feel free to use this any way you like...
- Make photocopies and have your students take the quiz
- Use these as discussion questions
- Use this to take a poll in your classroom
PBIS lesson plan January Week 1

Please discuss appropriate language with your planning rooms. Following is a sheet with four different types of inappropriate language, their meaning, and examples.

- Discuss four types of inappropriate language.
- Ask for examples.
- Answer specific questions from students.
- There is a quiz included. If you would like, you could print them and have students complete, or you could do an oral quiz with the entire group, or use it however you would like.

Please discuss these different types of inappropriate language with your planning room. Feel free to talk more about any of these as you see fit.

Vulgarity
Vulgarity is an example of bad manners, and bad taste in speech or behavior. Another meaning of the word vulgar is indecent, obscene, lacking in distinction or charm. Vulgarity can cover many areas. If something is vulgar, we should not say the words or perform the vulgar action. We need to remember that any time vulgarity is used, in any form, it reflects back upon our character.

Cursing
The definition of curse is the expression or wish that misfortune, evil, doom, etc. would come to a person or group. The first definition of the word curse is a formula or charm intended to cause misfortune to another. A second meaning of the word curse is a profane word or curse word.

Lying
A lie is a falsehood meant to deceive people into believing something other than the truth. When people tell lies, they are not only deceiving others, they are deceiving themselves. The dishonest person soon starts to believe the lie he or she tells, losing the potential to realize the distinction between truth and lies. Exaggerating or spicing up your story to be included or
accepted into a group is another form of lying.

Swearing
The definition of swearing is an irreverent or profane use or inference of a deity.

Please discuss these questions with your planning room.

(1) What's wrong with using vulgarity in school?
(2) Why is it wrong to call someone a name?
(3) Can a person use inappropriate language without speaking?
(4) What are some reasons why students lie?
(5) What are some consequences of lying?
(6) How might swearing be offensive to other people?
(7) How does lying and using offensive language reflect on our character?
Inappropriate language quiz

Name: ___________________________ Planning Room: ___________________________

Complete this quiz and turn it in to you planning room teacher. Quizzes with all answers correct will be entered into a drawing for great prizes!

Directions: Match the examples to a type of inappropriate language.

1) _____ I give my friend the finger.
2) _____ I tell my teacher I am late because my locker was stuck, but I was really in Iggy’s.
3) _____ I am upset about my grade, so I told my friend I hope my teacher gets a flat tire.
4) _____ I use the “F” word in the hallway.
5) _____ Some of my friends have been shoplifting, so I told them I did as well to look cool.
6) _____ My friend is going to prom with the person I like, so I told another friend I hoped they would get food poisoning.

Key
a) vulgarity  b) lying  c) cursing

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Key
a) vulgarity  b) lying  c) cursing
PBIS Lesson December week 1 - Culture

Everyone has a Culture

Have students fill out the “Everyone has a Culture-Everyone is Different” sheet. Students get into small groups and compare their responses.

**Suggestions for discussion:**
- Were your responses exactly alike?
- What differences did you find?
- How can you explain the differences?

Students are each given a badge to show that everyone has a culture. Ask them to draw or place something on the badge that represents their culture.

You may need two days to complete these activities.
PBIS Lesson December Week 1

Culture is Like an Iceberg

Materials:

Features of a culture worksheet (included)
Drawing of an iceberg

Instructions:

Before beginning, remind students that culture is a complex concept, everyone has a culture and culture shapes how we see the world, ourselves and others.

Make the point that only about 1/8 of an iceberg is visible above the water. The rest is below. Culture is very similar to an iceberg. There are aspects that are visible and many more aspects that are not visible.

Look at the Features of Culture worksheet. Have students in planning room fill out the sheet on their own culture. Then, as a group, compare.
PBIS Lesson December Week 2

Acceptance

Ask the students to think about and answer the following:

- How does it feel to be seen by others as different or as an outsider?
- Describe an instance when you considered someone else to be different or an outsider.
- Explain what led you to that judgment.

Share your answers.

Remember...you’ll understand others better if you understand and see yourself as others see you.
PBIS lesson December week 3

Poem on Acceptance

(The only person on earth you need to be accepted by is yourself.)
When you get what you want in the struggle for the self,
And the world makes you king and queen for the day,
Just go to a mirror and look at yourself,
And see what that person has to say!
For it isn't your father, mother, friend or host,
Whose judgment upon you must pass;
The person whose verdict counts the most,
Is the one staring from the glass.
Some may think you are a wonderful chum,
And call you as radiant as the sun;
But if the person in the mirror says you're dumb,
And you can't look him in the eye - you're done.
He is the one to please, never mind the rest,
For he will be with you until the end,
And you will have passed your most difficult test
If the person in the mirror becomes your friend.
You may fool the whole world along the years,
And get pats on your back as the ages you pass,
But your final reward will be pain and tears,
If you've cheated the person in the glass.

Once you have read this poem, discuss with your students what benefits come to you when you “like the person looking back at you in the mirror.”
PBIS Lesson  November - week 4

Puppies for Sale

A farmer had some puppies he needed to sell. He painted a sign advertising the pups and set about nailing it to a post on the edge of his yard. As he was driving the last nail into the post, he felt a tug on his overalls. He looked down in the eyes of a little boy.

“Mister,” he said, “I want to buy one of your puppies.”

“Well,” said the farmer, as he rubbed the sweat off the back of his neck,” these puppies come from fine parents and cost a good deal of money.”

The boy dropped his head for a moment. Then reaching deep into his pocket, he pulled out a handful of change and held it up to the farmer.

“I’ve got thirty-nine cents. Is that enough to take a look?”

“Sure,” said the farmer. And with that he let out a whistle, “Here, Dolly!” he called. Out from the doghouse and down the ramp ran Dolly, followed by four little balls of fur. The little boy pressed his face against the chain fence. His eyes danced with delight.

As the dogs made their way to the fence, the little boy noticed something else stirring inside the doghouse. Slowly another little ball appeared; this one noticeably smaller. Down the ramp it slid. Then in a somewhat awkward manner the little pup began hobbling toward the others, doing its best to catch up…”I want that one,” the little boy said, pointing to the runt.

The farmer knelt down at the boy’s side and said, “Son, you don’t want that puppy. He will never be able to run and play with you like these other dogs would.”

With that the little boy stepped back from the fence, reached down, and began pulling up on one of his pant legs. In doing so he revealed a steel brace running down both sides of his leg attaching itself to a specially made shoe. Looking back at the farmer, he said, “You see sir, I don’t run too well myself, and he will need someone who understands.”

The world is full of people who need someone who understands them.

Changing Lives 2003

Possible discussion questions:

**Name some people who understand you:    -in school
                                           -outside of school

**Think of ways you could let this person know that they’re important to you.

**Describe how it would feel if you didn’t have anyone that understands how you feel.

“Happiness can only exist in acceptance.”

Denis De Rougamont
PBIS lesson November week 3

Included you will find a sheet on outcomes.

- Please use this to discuss optimism. This sheet gives scenarios and then the students give the best case scenario and the worst case scenario. Then they need to choose which scenario they would want.

- Please talk about ways they can make the best case scenario happen and how their choices to be positive and optimistic help them to achieve the best results.

- You can make an overhead or a copy for each student.
NOW WHAT?

DIRECTIONS: You are faced with the following situations. Decide the following for each:

A. What is the worst that can happen?
B. What is the best you can hope for?
C. What would you choose to do?

1. Earlier this morning at home you were swinging a stick by the TV set and you "broke" the screen.
   A. (Worst) _____________________________________________
   B. (Best) _____________________________________________
   C. (Choose) ___________________________________________

2. Your science teacher just told you that you are getting an "F" on your report card. You've been telling your parents that you are doing well in science.
   A. (Worst) _____________________________________________
   B. (Best) _____________________________________________
   C. (Choose) ___________________________________________

3. Your mother has given you money to buy food at the store. Along the way you lose the money.
   A. (Worst) _____________________________________________
   B. (Best) _____________________________________________
   C. (Choose) ___________________________________________

4. The principal has called you to the office.
   A. (Worst) _____________________________________________
   B. (Best) _____________________________________________
   C. (Choose) ___________________________________________

5. Someone in school told a student with a reputation for being a "fighter that YOU want to fight. Now you've heard that this student is looking for you.
   A. (Worst) _____________________________________________
   B. (Best) _____________________________________________
   C. (Choose) ___________________________________________

6. Your friend loaned you a tape player and you dropped it and it broke.
   A. (Worst) _____________________________________________
   B. (Best) _____________________________________________
   C. (Choose) ___________________________________________