

COOL TOOL for IMC Behavior at Sherwood School

School-wide Behavioral Expectation: Respect Self, Respect Others, Respect Community

Behavioral Matrix Location: IMC

INTRODUCTION PHASE

Purpose of Lesson:

1. To teach students expected procedures on how to behave in the IMC.
2. To teach students to be respectful of the IMC property.

TELL PHASE

Why is this Behavior Important? Because all students or adults who are in the IMC deserve to be working in an environment that will help them to be productive. Because IMC property deserves to be treated with respect so all students and staff can make use of it.

SHOW PHASE/TEACHING EXAMPLES

1. **Your class is entering the IMC for book check-out. There are no other classes in there at the time.** *The best thing to do is to come in to the IMC with your voices off and follow the directions of your teacher or the IMC teacher. Even though there are no classes you are to use quiet voices.*
2. **You begin to look for books, and your friend asks you to help them find one. You toss them a book you think they would like.** *You keep your voice quiet as you help your friend find a book. In order to take care of the IMC property you hand them a book, and then continue to look for your own book silently.*
3. **During the checkout time you want to have the IMC teacher help you find a book and you see she is available at the other end of the library.** *Instead of running over to her and asking her for help in a normal voice, you walk toward her and keeping your voice quiet as you ask her for help.*
4. **You check out the book you want and sit down as another class enters to use the computer lab.** *As you check out your book you ask when it is due so that you can return it on time. You sit at a table and are able to read your book because the other class came*

into the library silently, sat at the computers, and waited for directions from their teacher.

4. Your teacher says it is time to line up at the door to leave and you want to be the first in line. *You make sure to push in your chair as you get up from the table. You walk to the door to line up making sure your voices are off so you don't disturb the class in the IMC.*

DO PHASE

a. Role-play/Kids Activities:

- **Have students discuss the volume they should have when in the IMC, and how hard it would be for another class to focus if they were noisy.**
- **Have students practice entering the library quietly, pretending to find a book, and sitting down at the tables. Then as the teacher asks them to line up at the door they push in their chairs and do that silently.**
- **Have students role play helping a partner find a book with the appropriate volume and behavior.**

FOLLOW-UP/REINFORCEMENT PHASE

Follow-up activities will be:

- **Preteach IMC expectations to the students before taking your class into the IMC.**
- **Give verbal praise and Panda Paws to students who are caught following the procedures while in the IMC.**
- **When the students are following the procedures, signal other staff members to let them know what a great job your class is doing while in the IMC.**

DEBRIEFING PHASE

What did you learn today? (ask students to turn to a neighbor and explain the expectations when in the IMC. Have some of them report out to the whole group)

Are there any other ways to remind you to use this skill? (ask students)

Thank the students that participated!

