

# COOL TOOL for Assembly Behavior at Sherwood School

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

**Behavioral Matrix Location: Multipurpose Room**

## **INTRODUCTION PHASE**

**Purpose of Lesson:**

- 1. To teach students expected procedures on how to behave during an assembly.**
- 2. To teach students to be respectful of the presenter(s) during an assembly**

## **TELL PHASE**

**Why is this Behavior Important?** Because all students or adults who are performing during an assembly deserve respect for what they are presenting. Because all audience members deserve to be able to see and hear the assembly presenters.

## **SHOW PHASE/TEACHING EXAMPLES**

- 1. Your class has been called down to the multipurpose room for an assembly. You get to the multipurpose room and you are not sure where to sit. *The best thing to do is to come in to the multipurpose room with your voices off. Listen to the principal or your teacher so you know exactly where to sit.***
- 2. You sit down on the floor in the multipurpose room but the performance has not started yet. *You remain silent to listen to the principal's directions or wait for the other students to arrive and for the show to begin. You sit on your bottom, face forward, hands to yourself, voices off, and stay seated. Be alert for the respect sign from an adult.***
- 3. During the assembly, the presenter shows or tells you something really funny. You want to laugh. *It's okay to laugh a little but not hoot and holler (provide negative example) during the assembly. Then stop laughing so you can hear the next part of the assembly.***

**4. The assembly is over. You have clapped to show your appreciation for the assembly. It is time to go back to your room. You've been sitting for a long time. You want to get up.** *You should first stay seated, keep your voices off until you return to your classroom, and listen to the principal or your teacher to know when it is time for your class to stand and line up to go back to your classroom.*

### **DO PHASE**

#### **a. Role-play/Kids Activities:**

- **Have students discuss how they think they should come in to the multipurpose room and sit.**
- **Have students practice walking quietly in a line into the multipurpose room and sitting down, remembering to sit on bottom, voices off, hands to self, staying seated.**
- **Have students' role playing being the principal after an assembly and dismissing the classes one at a time to go back to their classroom.**
- **Have students' role playing being dismissed from the lunchroom and lining up to go back to the classroom.**

### **FOLLOW-UP/REINFORCEMENT PHASE**

**Follow-up activities will be:**

- **Pre-teach assembly expectations to the students before taking your class into the multipurpose room. The principal will do the same over the intercom during announcements prior to an assembly.**
- **Give verbal praise and Panda Paws to students who are caught following the procedures during an assembly.**
- **When the students are following the procedures, signal other staff members to let them know what a great job your class is doing during an assembly.**

### **DEBRIEFING PHASE**

**What did you learn today? (ask students to turn to a neighbor and explain the expectations during assemblies. 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!!**

