

# Creating a Positive Classroom

You might do this as a class, or divide the class into small groups and give them 10 minutes to work on a definition. Each group can choose one person to write down the group's ideas, and another to read the group's definition aloud when the class reconvenes.

Write students' definitions on a chalk board. Then work together to come up with a class definition of bullying. Here are some concepts you can introduce into the discussion to keep students on track.

- Bullying takes at least two people: the bully and the victim.
- Bullies like to feel strong and superior
- Bullies enjoy having power over others
- Bullies use their power to hurt others

Your class definition might use different words but should include these basic ideas.

**Bully definition:** Bullying is when a stronger, more powerful person hurts or frightens a smaller or weaker person deliberately (on purpose) and repeatedly (again and again)

You might write the class definition on the whiteboard or easel and leave it there indefinitely. Or have students write the definition in the notebook they use in your class.

## Step 4 (15-20 minutes):

Encourage students to share responses. Make a list on the board to compare what the class has in common. Make a list of unique responses that only one student describes. This is a creative method to get to know the class, and receive enthusiastic participation.

## Step 5:

**Build Acceptance:** When students accept each other, they are less likely to bully each other and more likely to defend victims of bullying. Here are three ways you can build acceptance in your classroom.

### Acceptance Statements (15-20 min)

Work with your class to come up with a list of "acceptance statements" everyone (or most) can agree on (Example: "we are all unique. Our differences make us interesting." Have students make posters, collages, bulletin boards, or displays illustrating the statements.

### Acceptance Projects: (minimum (2) 30-45 minutes sessions each depending on project choice)

Ask your group to brainstorm ways to help people become more accepting of each other. What do they think everyone should know? How can they get their message across? Through songs? Skits? Stories? Poems? Posters? Announcements over the P.A. system? Articles in the schools newsletter or yearbook?

Let your students make the important decisions about what types of projects to do. Be available to offer support and advice (and to suggest alternatives to projects that are clearly inappropriate), but try to let your students go wherever their creativity takes them. They might work individually or in small groups.

When the projects are finished, show them off at your Who Am I? family night.

## Step 6: (20-30 minutes):

**Let's Talk About Bullying :** Have a class discussion about bullying. You might use the questions that follow. But first: Tell students not to name names or point fingers. This should be a general discussion, not a time for blaming or accusing.

# Creating a Positive Classroom

1. Who can tell me what bullying is?
  - a. If you and your students did the "Define Bullying" activity, someone can read the class definition
2. What happens to people who are bullied? How do you think they feel?
3. How do you think bullies feel?
4. What happens to people who are around bullies and victims? What's it like to see someone get bullied? How does that make you feel?
5. Is there anyone who thinks bullying is a problem in our school? What makes you think that?
6. Is there anyone who thinks bullying is a problem in our classroom? What makes you think that?
7. Who would like to have a bully free classroom?
8. What would it take to make our classroom bully free? Who has ideas for this?

Write students ideas on an easel or whiteboard. Then have them vote for the top 5. Try their ideas for a week or two. Let students assess their own progress toward making your classroom bully free.

## Step 7 (15-20 minutes plus 10-15 minute discussion)

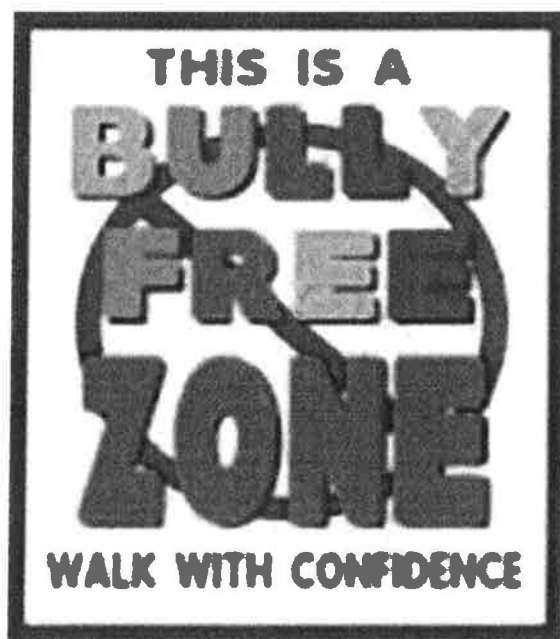
**Bullying Stories:** Pass out *Bullying Stories* (handout) and follow given directions

## Step 8

### "Our Classroom Is A Place Where..." (5-10 minute review) :

Distribute copies of the handout "Our Classroom Is A Place Where..." (Handout is attached) and discuss each statement. If students agree with the statements, they can sign and date their handouts. Post them around the room to show that your classroom is a place where people accept each other.

Refer to the handouts throughout the year and discuss it with your students, parents, teachers, etc.





## TRUE OR FALSE?

- |  |   |   |
|--|---|---|
| 1. Bullying is just teasing.   | T | F |
| 2. Some people deserve to be bullied.  | T | F |
| 3. Only boys are bullies.  | T | F |
| 4. People who complain about bullies are babies.                               | T | F |
| 5. Bullying is a normal part of growing up.                                    | T | F |
| 6. Bullies will go away if you ignore them.                                    | T | F |
| 7. All bullies have low self-esteem.<br>That's why they pick on other people.  | T | F |
| 8. It's tattling to tell an adult when you're being bullied.                   | T | F |
| 9. The best way to deal with a bully<br>is by fighting or trying to get even.  | T | F |
| 10. People who are bullied might hurt for a while,<br>but they'll get over it. | T | F |



## Answers to TRUE OR FALSE?

1. Bullying is just teasing. **FALSE**  
Bullying is much more than teasing. While many bullies tease, others use violence, intimidation, and other tactics. Sometimes teasing can be fun; bullying *always* hurts.
2. Some people deserve to be bullied. **FALSE**  
No one ever deserves to be bullied. No one "asks for it." Most bullies tease people who are "different" in some way. Being different is not a reason to be bullied.
3. Only boys are bullies. **FALSE**  
It seems that *most* bullies are boys, but girls can be bullies, too.
4. People who complain about bullies are babies. **FALSE**  
People who complain about bullies are standing up for their right not to be bullied. They're more grown-up than the bullies are.
5. Bullying is a normal part of growing up. **FALSE**  
Getting teased, picked on, pushed around, threatened, harassed, insulted, hurt, and abused is *not* normal. Plus if you *think* it's normal, you're less likely to say or do anything about it, which gives bullies the green light to keep bullying.
6. Bullies will go away if you ignore them. **TRUE and FALSE**  
Some bullies might go away. But others will get angry and keep bullying until they get a reaction. That's what they want.
7. All bullies have low self-esteem. That's why they pick on other people. **FALSE**  
Some bullies have *high* self-esteem. They feel good about themselves, and picking on other people makes them feel even better. Most of the time, bullying isn't about high or low self-esteem. It's about having power over other people.
8. It's tattling to tell an adult when you're being bullied. **FALSE**  
It's smart to tell an adult who can help you do something about the bullying. It's also smart to tell an adult if you see someone else being bullied.
9. The best way to deal with a bully is by fighting or trying to get even. **FALSE**  
If you fight with a bully, you might get hurt (and hurt someone else). Plus you might get into trouble for fighting. If you try to get even, you're acting the same as the bully. And the bully might come after you again to get even with *you*. Either way only makes things worse.
10. People who are bullied might hurt for a while, but they'll get over it. **FALSE**  
Bullying hurts for a long time. Some kids have dropped out of school because of bullying. Some became so sad, desperate, afraid, and hopeless that they committed suicide. Many adults can remember times when they were bullied as children. People don't "get over" being bullied.



## BULLYING STORIES

Use the spaces below to write about experiences from your life.  
**NO NAMES RULE:** Don't use anybody's name.

Describe a time when someone's words  
or behavior hurt you.

Describe a time when you said or did  
something to hurt another person.

Describe a time when you saw/heard  
bullying but didn't do anything about it.

Describe a time when you saw/heard  
bullying and either got help  
or tried to stop it.



## OUR CLASSROOM IS A PLACE WHERE . . .

*We don't all have to be the same.*

*We don't all have to think the same.*

**WE DON'T ALL HAVE TO ACT THE SAME.**

**We don't all have to talk the same.**

*We don't all have to dress the same.*

*We don't all have to believe the same things.*

**WE HAVE THE RIGHT TO BE OURSELVES.**

**We like it that people are different.**

We know that our differences  
make us interesting and **UNIQUE**.

**We honor different ways of being, acting,  
and believing—even when we don't agree with them.**

*We do our best to solve problems peacefully.*

*We speak up if we see others being treated unfairly.*

**We treat each other the way we'd like to be treated.**

**We treat each other with respect.**

## Lesson Plan: Who Am I Collage

**Grades: 4-8**

**Time:** Approximately 1 hour

**Topic:**

Students learn how to build self-esteem by creating a collage to learn who they are and what is important and unique to themselves personally.

**Objectives:**

1. Students will use an appropriate way to share facts about themselves.
2. Students will become aware of the uniqueness of themselves and of others.
3. Students will describe orally to a group of peers who they are.
4. Students will find pictures or phrases to symbolize concepts of their personalities.

**Materials:**

1. Magazines - 2 or 3 per student; include many areas of interest
2. Construction paper of assorted colors
3. Glue
4. Scissors

**Introduction:**

It is surprising what range of knowledge and interests our students have when we take time to find out. This activity gives students a chance to reflect on who they are and then to share that information in a fun way with the rest of the group.

**Preparation:**

After School Staff can create a collage of themselves and present it to the class to demonstrate how to make and present the collage

**Directions:**

1. Individually students will cut pictures or word phrases out of magazines that represent their personal interests and abilities.
2. The pictures and words will be glued onto an 8x11 sheet of construction paper to form a collage.
3. The completed collages will be displayed

**Closure:**

Each collage will be identified by its owner and s/he will be allowed to explain what the symbols stand for. Students love this activity. They also like for the collages to be displayed for a couple of weeks and from time to time they will make comments about things they should have included on their own or should have been on a fellow student's collage. Students love to find out about each other. They also love to have their group leaders do one!

Staff Name:

Age or grade levels: K-8

2-46

# Academic/Enrichment Activities

May include: Reading, Writing, Research, Math skill building, Science, Social Studies, Geography, History, Homework Help, Lakeshore, Reader's Theater...

## Activity: A.S.P. Goal Setting

Time Needed 30 # Sessions: 1 of 2

Book

pg.#

Location

Supplies: Paper, pencil

**1. Preview objectives.** "We are doing this activity so that you to help set your individual goals for the after school program.

**2. Teach:** Describe what staff (you) will be doing during this activity.

\*Staff will be using KWL charts to brainstorm with students.

\*Staff will write what the students know about the after school and what they want to know or learn about the after school program.

**3. Practice:** Describe what students will be doing during this activity:

\*Students will participate in filling out the KWL chart. They will then choose a personal goal of how the after school program will help them. They will write what challenges they have to meet their goal. They will write what resources they have from both school and the after school program to help them meet their goals.

**4. Review:** Questions to ask at the end of the activity so students may demonstrate what they have learned from this activity.

\*Students will share out their challenges and goals to the rest of the class (or pair share).

## Activity: A.S.P. Goal Setting

Time Need 30 # Sessions 2 of 2

Book:

pg.#

Location:

Supplies: Markes, crayons, Paper, pencil

**1. Preview objectives.** "We are doing this activity so that you can Visualize and then create the steps students will need to reach their goals.

**2. Teach:** Describe what staff (you) will be doing during this activity.

\*Staff will walk around making sure all students are engaged in activity, answering questions and encouraging students think deeper.

**3. Practice:** Describe what students will be doing during this activity.

\*Students will create and draw their goals individually.

\*Students can share out/present to entire class if desired.

**4. Review:** Questions to ask at the end of the activity so students may demonstrate what they have learned from this activity.

\*What are your steps in overcoming your challenges?

\*What resources will you use?



# KWL

## “AFTER SCHOOL PROGRAM”

### WHAT WE KNOW

### WHAT WE WANT TO KNOW

### WHAT WE LEARNED

**1. What we KNOW:**

Use a **large sheet of paper** and have your group brainstorm what the students KNOW about the After School Program (ASP)

Questions to help the discussion: Describe what students know about the ASP, what have you heard about it, is anyone been in the program for more than three years, what are some things they might do in the ASP?

Each question may start a new line of thinking. Remember to write down all the thoughts and not judge if they are right or wrong. ....

**2. What we WANT to Know:**

On the same sheet have the students think about what they WANT TO KNOW about the ASP

**3. What we learned:**

You may keep this sheet posted and students can add to *What we Want to Know* - or put it away until the last week. Before you end the quest on the ASP post this paper and have the students review what they KNOW and WANT TO KNOW. Then have them talk about and list what they LEARNED.

After School Program		
KNOW	WANT TO KNOW	LEARNED

## STEP UP Program Lesson Plans

Staff Name:

Age or grade levels

K - 8

## Academic/Enrichment Activities

May include: Reading, Writing, Research, Math skill building, Science, Social Studies, Geography, History, Homework Help, Lakeshore, Reader's Theater...

**Activity: Family Portraits****Time:** 30 min    **# Sessions:** 1**Book:** "Family Portraits" worksheet**Page:**    **Location:****Supplies:** none**1. Preview objectives.**

"We are doing this activity so that you work together with your group."

**2. Teach:** Describe what staff (you) will be doing during this activity

- Staff will divide students into groups of five or six depending on the number of students.
- Staff will give students directions on how to play the game. (See "Family Portraits" worksheet.)
- Staff can give "Photographer" family suggestions. (See "Family Portraits" worksheet.)
- Staff will monitor students to see that all students are included.

**3. Practice:** Describe what students will be doing during this activity

- Each group will take turns performing in front of the other groups.
  - The groups which are not performing will be the audience. These students might be able to give suggestions as to what type of family the performing group can pose.
- Performing group will select one person from their group to be the "Photographer".
  - The Photographer will call out a kind of family.
  - The Photographer will count to 3 giving his group time to pose.
  - The rest of the group will pose as the family.
  - Once the photographer reaches 3, the group must remain frozen for a count of 5.
- Each performing group will get to do 3 poses. These can be done in succession or by rotation. If done by rotation, change who is the photographer.

**4. Review:** Questions to ask at the end of the activity so students may demonstrate what they have learned from this activity.

- Which family did you like most? Why?
- Which family did you like most? Why?
- Which family did you like least? Why?
- Did you learn anything about yourself or someone else?

**5. Notes:** A place to write down ideas for improving the lesson next time.

# Family Portraits

A picture tells a lot about a character—the way she stands, the expression on her face, the way she looks at others. This activity gives you ideas for different kinds of characters. It's as fun to watch as it is to play. If you're playing with a group, divide in half, so half can watch while the other half plays, then switch off.

In each group, choose one player to be the photographer. Everyone else in this group gets together and poses like they're having their picture taken. The first picture should look like a nice family portrait; perhaps some people are kneeling in front, while others are standing in back. Once you are in your family portrait position, the photographer calls out a kind of family such as "the musical family," and counts to three. The posing players have three seconds to change their position and pose the way the musical family would pose. For example, you might change the position of your arms and pretend to be playing an instrument. By the time the photographer is done counting to three, everyone should be frozen in their new pose.

The photographer calls out another family such as "the sleepy family," and counts to three. Again, the posing players change their positions

and facial expressions to become the sleepy family before the photographer finishes counting to three. The photographer calls out four family types and then the next group takes a turn.

## Suggestions for Family Types

- Crazy family
- Sick family
- Magical family
- Loving family
- Fighting family
- Goofy family
- Circus family
- Dancing family
- Rock 'n' roll family
- Gymnastics family (be careful-no flips)
- Sports family
- Swimming family
- Movie star family
- Sad family
- Fire-fighting family
- Artist family
- Aerobics family
- Lion family
- Teacher family



Remember, you are making a picture and pictures can't move or make sounds. Try to stay in the same place in the picture, so if you are kneeling in the front, you should always be kneeling in the front, even when the family picture changes.

*If you have an audience, or are playing in front of a group, have the photographer take suggestions from the audience for types of families.*

Staff Name:

Age or grade levels

K - 8

2-50

# Academic/Enrichment Activities

May include: Reading, Writing, Research, Math skill building, Science, Social Studies, Geography, History, Homework Help, Lakeshore, Reader's Theater...

## Activity: Player to Player

**Time:** 15 min    **# Sessions:** 1

**Book:** Great Group Games (red book)

**Page:** 75 - 76    **Location:**

**Supplies:** Open area where students can move freely. If you move desks, be sure to return to original place.

**1. Preview objectives.** "We are doing this activity so that you can find other students who you have something in common."

**2. Teach:** Describe what staff (you) will be doing during this activity

- ☐ Staff will explain activity to students.
- ☐ Tell students to "mingle mingle" when appropriate.
- ☐ Randomly call out various categories (see page 75 for ideas) and then count down from 10 as players find others who share the same characteristics for a particular category.
- ☐ Watch for students who do not find a group. These students are "out" and can help staff call out categories.
- ☐ Keep the game brief as the goal is to find similarities not to get a winner.

**3. Practice:** Describe what students will be doing during this activity

- ☐ Students will "mingle mingle" while listening for staff to call out a category.
- ☐ Find other students who share the same characteristic. (more than 2 people can be in a group.)

**4. Review:** Questions to ask at the end of the activity so students may demonstrate what they have learned from this activity.

(Select two or three of the questions below for discussion)

- ☐ How did you find players who shared your interests?
- ☐ How did it feel to be a part of a group?
- ☐ Is it easy or difficult to participate in groups other than with your usual group of friends?
- ☐ How do you find good friends?
- ☐ How might you invite others to join your circle of friends?

**5. Notes:** A place to write down ideas for improving the lesson next time.

**TIME** 5-15 minutes

**THE GAME** Have players mingle in an open area. Randomly call out various categories and then count down from 10 as players find others who share the same characteristics for a particular category. If time is up before players form a group, they're out. Ask them to help call out new categories.

## SAMPLE CATEGORIES

- › Left-handed, right-handed, or ambidextrous
- › Number of siblings
- › Number of pets
- › Favorite subjects
- › Favorite soft drink
- › Birthplace in current hometown or other town
- › Birthday month
- › Hair color
- › Eye color
- › Sports fan
- › Arts fan
- › Nature lover
- › Favorite movie genre
- › Favorite book genre
- › Favorite comic book hero
- › Favorite time of day
- › Favorite color
- › Favorite animal
- › Favorite ice cream
- › Prefer to use brush, comb, or fingers to fix hair

**VARIATION** Once groups have formed, give players time to introduce themselves, answer questions, and get to know each other better.

## GOING DEEPER

- › How did you find players who shared your interests?  
How did it feel to be part of a group?
- › Were some of the same people in your group every time?  
Different people in your group each time?
- › Is it easy or difficult to participate in groups other than with your usual group of friends? How can you become more comfortable joining other groups?
- › How do you find good friends? How does it feel to belong?
- › How might you invite others to join your circle of friends?

Staff Name:

Age or grade levels

4th-8th

## Academic/Enrichment Activities

**Activity: Letter Scramble****Time:** 30 min **# Session** 1**Book:** Graffit Wall**Page:** 16 **Location:****Supplies:** Pencil, paper for a large 5x5 square grid or wall space, markers

**1. Preview objectives.** "We are doing this activity so that you can make as many words as you can using the letter grid.

**2. Teach:** Describe what staff (you) will be doing during this activity

\*Staff will explain the rules that students will make words with letters that are next to each other, - up, down, or diagonally touching. each letter square can only be used once in each word. Staff will challenge students to make as many words as they can using letters in the grid. SEE ATTACHMENT. "

**3. Practice:** Describe what students will be doing during this activity

\* All students are engaged and focused on making as many words as they can.

Students will then pair share and compare words with their partner. The whole class will come together and share their words and see how many words they were able to find.

**4. Review:** Questions to ask at the end of the activity so students may demonstrate what they have learned from this activity.

\*Was it easy for you to find words?

\*Why was it difficult or easy for you?

\*When you pair shared, did you find other words?

\*What can you do different the next time?

**5. Notes:** A place to write down ideas for improving the lesson next time.

# Letter Scramble

2-53

**Up, down, all around—how many words can you make?  
List as fast as you can.**

## WHAT YOU NEED

- ✓ Paper for a large 5 X 5 square grid
- ✓ Space next to the grid for listing the words
- ✓ Markers for writing

**Time** 10 minutes or more

**Independence Level** High

## WHAT YOU DO

**Challenge kids to make as many words as they can using letters in the grid.**

1. Draw a 5 X 5 grid.
2. Write a letter in each square.
3. Explain the rules:
  - Make words with letters that are next to each other—up, down, or diagonally touching.
  - Each letter square can be used only once in each word—no doubling back.
  - Words can take any shape in any directions—they don't need to be in a straight line.
4. Show examples (see sample page) and start the list.
5. Get as many players involved as possible—but it may be only one or two at a time!

### Options

- Set a target number of words, or ask how many they think they'll make.
- Set a time limit.
- Ask how many letters they think the longest word will be.

R	C	D	O	O
R	I	S	T	T
A	C	E	R	O
T	A	J	O	N
E	F	A	F	A

### To fill in letters use

*Vocabulary words from  
classes, teachers, or kids*

*Names of children,  
places, famous people*

*Have children fill in letters*

*Other ideas?*

# STEP UP Program Lesson Plans

Staff Name:

Age or grade levels

4th-8th<sup>2-54</sup>

## Academic/Enrichment Activities

**Activity: Red to Hot**

**Time:** 30 min **# Session** 1

**Book:** Graffit Wall

**Page:** 22 **Location:**

**Supplies:** Pencil, large poster paper, markers, paper,

**1. Preview objectives.** We are doing this activity so that you are able to transform the first word into the last word by changing one letter at a time.

**2. Teach:** Describe what staff (you) will be doing during this activity

\* Staff will use the example attached to show students the process. Staff will then partner students and allow them time to work on making new words. The class will then show the process on the large sheet of paper. Students will repeat the process with new words." SEE ATTACHMENT.

**3. Practice:** Describe what students will be doing during this activity

\*Students will work with partners and transform the words. They will then share with the class the process.

**4. Review:** Questions to ask at the end of the activity so students may demonstrate what they have learned from this activity.

to transform the words without difficulty?  
patterns?  
you?

\* Were you able

\*Did you find any word

\*Why was it difficult or easy for

**5. Notes:** A place to write down ideas for improving the lesson next time.



# RED to HOT

Swap a letter, make a word. How far will it go ?

## WHAT YOU NEED

- ✓ GraffitiWall space
- ✓ Markers

**Time** 10 to 20 minutes

**Independence Level** High

## WHAT YOU DO

**Transform words one letter at a time, and see how far it can go.**

1. The goal is to transform the first word into the last by changing one letter at a time.
2. Each time a letter is changed, it still must be a word.
3. Give an example.
4. Write RED and HOT on the Wall with space between them.
5. How many changes will it take to get to HOT?

RED		RED
LED		ROD
LET	OR	ROT
LOT		HOT
HOT		

### Starters

boy - man  
sip - eat  
read - talk  
take - back  
feel - good

6. Put up a starter from the list (see box), or make up your own. (Hint: To make your own, start with a word and keep making changes as long as you can. Then put up the starter and the last one.)

## Options and Variations

- Use any word for a start, and don't post an ending word.
- Change one letter at a time to make a new word and see how many new words can be made.
- See how many new words can be made before none of the original letters are left.
- Put the same starter word in two different places. See if different groups come up with different lists.

## **“Soft Lockdown” Safety Process**

**Purpose:** To teach students what to do during a Soft lockdown.

**Time:** 20 – 30 minutes

**Ages:** All ages

**Materials:** Map of School

**Prep:** Determine where your designated meeting places are based on current location.

**Procedure:**

1. Explain to students that the signal for a soft lockdown is voice signal “soft lockdown” or whistle signal.
  - When students hear this signal you will freeze/stop what you are doing and become absolutely quiet.
  - If outside, staff will direct students to line up and walk to an inside location.
  - If inside or once inside:
    - Staff will lock doors and windows
    - Close blinds
    - Contact PF with status
    - Students will continue with an inside activity.
2. Have students practice responding by freezing and becoming quiet / 3x or until they can respond immediately to the signal.
3. Practice walking to the designated meeting place if outside.
4. Practice locking doors and windows, closing blinds.
5. Staff should take attendance at meeting place and contact program facilitator updating them of status of students. (ex. Blue group all 18 student accounted)
6. Once you hear the all clear. Staff will proceed back to their original activity.
7. Review with students:
  - What did we do well
  - What do we need to practice again
  - Why do we practice this? (to be safe)
8. If you need additional practice, do so that day and follow up with another practice within the week.

## “Hard Lockdown” Safety Process

**Purpose:** To teach students what to do during a hard lockdown.

**Time:** 20 – 30 minutes

**Ages:** All ages

**Materials:** Map of School

**Prep:** Determine where your designated meeting places are based on current location.

**Procedure:**

1. Explain to students that the signal for a hard lockdown is voice signal “hard lockdown” or whistle signal.
  - When students hear this signal you will freeze/stop what you are doing and become absolutely quiet.
  - If outside, staff will direct students to line up and walk to the nearest safe location.
  - If inside or once inside:
    - Staff will lock doors and windows
    - Close blinds
    - Contact PF with status
    - Students will be quiet. Hiding out of view of doors and windows
      - If inside cafeteria/mprr, student should not be hiding under desks. They should be in an area where they can escape if room is breached.
2. Have students practice responding by freezing and becoming quiet / 3x or until they can respond immediately to the signal.
3. Practice walking to the designated meeting place if outside.
4. Practice locking doors and windows, close blinds, and remaining quiet.
5. Staff should take attendance at meeting place and contact program facilitator updating them of status of students. (ex. Blue group all 18 student accounted)
6. Once you hear the all clear. Staff will proceed back to their original activity.
7. Review with students:
  - What did we do well
  - What do we need to practice again
  - What is the difference between soft and hard lockdown
  - Why do we practice this? (to be safe)
8. If you need additional practice, do so that day and follow up with another practice within the week.

## **“Active Threat” Safety Process**

**Purpose:** To teach students what to do during an active threat.

**Time:** 20 – 30 minutes

**Ages:** All ages

**Materials:** Map of School

**Prep:** Determine possible escape routes for different parts of campus.

**Procedure:**

1. Explain to students that the signal for active threat is voice signal “active threat” or whistle signal.
  - When students hear this signal you will freeze/stop what you are doing and become absolutely quiet.
  - If outside, staff will direct students to run to the nearest safe location. (this location could be outside or inside)
  - If inside or once inside:
    - Staff will lock doors and windows
    - Close blinds
    - Students will be quiet. Hiding out of view of doors and windows. During actual event staff and students will barricade doors.
      - If inside cafeteria/MPR, student should not be hiding under desks. They should be in an area where they can escape if room is breached.
    - Doors are not to be opened until the all clear is signaled.
2. Have students practice responding by freezing and becoming quiet / 3x or until they can respond immediately to the signal.
3. Practice running to the nearest safe place if outside.
4. Practice locking doors and windows, close blinds, and remaining quiet.
5. Once you hear the all clear. Staff will proceed back to their original activity.
6. Review with students:
  - What did we do well
  - What do we need to practice again
  - Why do we practice this? (to be safe)
7. If you need additional practice, do so that day and follow up with another practice within the week.

## Leave the Building Safety Process

**Purpose:** To teach students how to leave the building during an emergency.

**Time:** 20 – 30 minutes

**Ages:** All ages

**Materials:** Map of School

**Prep:** Determine where your designated meeting places are based on current location.

**Procedure:**

1. Explain to students that the signal to leave the building is voice signal “leave the building” or fire alarm. (Do not pull fire alarm for drills)
  - When students hear this signal you will freeze/stop what you are doing and become absolutely quiet.
  - Staff will direct students to line up and walk to the designated meeting place.
2. Have students practice responding by freezing and becoming quiet / 3x or until they can respond immediately to the signal.
3. Then practice walking to the designated meeting place.
4. Staff should take attendance at meeting place and contact program facilitator updating them of status of students. (ex. Blue group all 18 student accounted)
5. Once you hear the all clear. Staff will proceed back to their original activity.
6. Review with students:
  - What did we do well
  - What do we need to practice again
  - Why do we practice this? (to be safe)
7. If you need additional practice, do so that day and follow up with another practice within the week.

Staff Name:

Age or grade levels

K-8TH

# Academic/Enrichment Activities

May include: Reading, Writing, Research, Math skill building, Science, Social Studies, Geography, History, Homework Help, Lakeshore, Reader's Theater...

**Activity: SAFETY MAP CREATION**
**Time:** 30 # Sessions: 1

**Book:** **Page:** **Location:**
**Supplies:** paper or small poster paper, pencil, crayons or markers or colored pencils

**1. Preview objectives.** "We are doing this activity so that you ..."show what you have learned about your safety expectations and locations through drawing a map of the school and emergency evacuations.

**2. Teach:** Describe what staff (you) will be doing during this activity.

\*Staff will review over emergency evacuation plans with students helping them reflect the locations & plans

\*Staff will explain that they are going to draw a map of the school and the emergency locations for safety

\*Staff will pass out a sheet paper and coloring items and allow students to create map

\*Staff will move around to help assist students stay on task and remember safety locations

**3. Practice:** Describe what students will be doing during this activity

\*Students will reflect emergency plans and locations.

\*Students will draw map of the school, and the emergency locations

\*Students will pair up in a group of 4 and present to class

**4. Review:** Questions to ask at the end of the activity so students may demonstrate what they have learned from this activity.

\* In what ways will you be ready for an emergency? \* How safe do you feel knowing where to go?

\*Why do we leave our work area, to go to our emergency locations?

**5. Notes:** A place to write down ideas for improving the lesson next time.

**Activity:**
**Time:** **# Sessions:**
**Book:** **Page:** **Location:**
**Supplies:**

**1. Preview objectives.** "We are doing this activity so that you...."

**2. Teach:** Describe what staff (you) will be doing during this activity

**3. Practice:** Describe what students will be doing during this activity

**4. Review:** Questions to ask at the end of the activity so students may demonstrate what they have learned from this activity.

**5. Notes:** A place to write down ideas for improving the lesson next time.

## STEP UP Program Lesson Plans

Name: \_\_\_\_\_

Age or grade levels \_\_\_\_\_

## Academic/Enrichment Activities

May include: Reading, Writing, Research, Math skill building, Science, Social Studies, Geography, History, Homework Help, Lakeshore, Reader's Theater...

**Activity: Teaching attention signals**# 1st two  
Time: 2-5 min Sessions: weeks

Location: quiet area

Decide what attention getting signal you will use with your group. (this can be the same as the whole group signal or another one) You may need to change to a different signal mid-year.

**1. Preview objectives.** "We are doing this activity so that you will know exactly what to do when you see or hear our signals. You and I will have a better time, you will be safer because you will give me your attention more quickly when you know what the signals mean." The signal for quiet is a raised hand and I will stop talking. I will expect you to stop what you are doing and look at me.

**2. Teach:** I will tell the students what signal I will use when I want them to stop moving, talking and give me 100% of their attention. I will tell the students to talk to their neighbor and when I give the signal everyone will stop what they are doing and give me their attention. I will congratulate the groups/individuals that are successful and have them practice again until the whole group is successful. I will thank and praise students for following directions, getting quiet, giving me their attention. I will remind others of the expectations and have the group practice again, praising those who do well.

**3. Practice:** Students will listen, follow my directions and respond to the signal. I will praise positive responses and have students practice throughout the 1st two weeks.

**4. Review:** Questions to ask at the end of the activity so students may demonstrate what they have learned from this activity. Students will demonstrate success by responding to the signal. I will ask: Why do we do this? What do you want me to do when you raise your hand? (you should respond to their signal as well)

**5. Notes:** A place to write down ideas for improving the lesson next time.

**Follow this plan for teaching any signals or processes for your group. Praise students whenever they follow the directions or demonstrate positive behavior.**

Staff Name:

Age or grade levels

K-8

# Academic/Enrichment Activities

May include: Reading, Writing, Research, Math skill building, Science, Social Studies, Geography, History, Homework Help, Lakeshore, Reader's Theater...

**Activity:** Practice correct behavior-whole group

**Time:** 1- 10 minutes **# Sessions:** when needed  
**Page:** **Location:** in or outdoors

**Supplies:** Pictures or words to support the lesson

## 1. Preview objectives.

"We are doing this activity because you have forgotten what the process is for : (lining up, walking across campus, how to sit in the cafeteria (at a desk, on the floor), what tone of voice to use how to get your snack, how to clean up, how to get my attention)...whatever the problem may be.

**2. Teach:** Whenever the group of students demonstrate they do not know how to follow the rules for any behavior, I will stop the activity and tell the students they are going to practice how to (see above). Ask a volunteer to tell you what they should be doing. Ask all the students to practice that procedure. (You may need to have all the students return to their desks and line up again on your direction Or they may need to stop and return to the starting point and show you how to walk quietly in the hall). I will thank and praise students for following directions, getting quiet, giving me their attention. I will remind others of the expectations and have the group practice again, praising those who do well.

**3. Practice:** The students will respond to my attention getting signal and follow a direction to assure that all are quiet and paying attention to me . They will listen, review what the correct behavior is and tell me what they should be doing. They will listen and follow my directions and practice the appropriate behavior. I will model the correct behavior if needed.

**4. Review:** If students complete the practice quickly and without problem-congratulate them and continue. If it takes multiple times-let them know that they will probably be faster when they have learned the rules, remind them that they made the rules and then move on to the next activity.

**5. Notes:** A place to write down ideas for improving the lesson next time.



Staff Name:

Age or grade levels

# Academic/Enrichment Activities

May include: Reading, Writing, Research, Math skill building, Science, Social Studies, Geography, History, Homework Help, Lakeshore, Reader's Theater, ...

## Activity: Planning with students

20 -30

every day and  
when needed

Time: minutes # Sessions:

Book:

Page:

Location:

Supplies: large chart paper or white board (plans/brainstorming ideas will be saved) markers/  
seating in the circle

**1. Preview objectives.** "We are doing this activity so that you can be a part of planning for your STEP UP program, so I can get ideas from you and you can make this program interesting for you. I will remind the students of the group norms: When we brainstorm all ideas will be accepted and one person at a time will speak. When we move to planning we will discuss the pros-and cons of each idea. As time goes on you may want to stay focused and not bring up ideas that are impossible or inappropriate as this will take up your planning time. The ideas we come up with today will be put into the schedule, starting 2 weeks from this planning session.

**2. Teach:** I will focus the students on one area at each planning session; SPARKS, Enrichment, Homework Help, Clubs. I will ask for the students to think about what they would like to have that activity include. I will list their ideas on large paper (to be saved if more than one session is needed). When ideas have stopped coming in I will lead them in narrowing the ideas down to activities that are possible in the program. I will also share my ideas for activities. I will integrate their ideas into my plans for the upcoming schedules and/or during specific months of the year. I will assure that all students are participating and provide input.

**3. Practice:** Students will share their ideas about what they would like to do during SPARKS, Enrichment, Homework time or clubs they would like to start up or are interested in. Students in the upper grades (5th - 8th) may lead the session and/or be the note takers.

**4. Review:** Questions to ask at the end of the activity so students may demonstrate what they have learned from this activity.

**5. Notes:** Questions to ask at the end of the activity so students may demonstrate what they have learned from this activity. Do you think this planning session was successful? Explain why. What can we do to make this a more successful activity? I will consider making changes based on my experience with the group and their suggestions.