

ENRICHMENT LESSON OVERVIEW

WEEK ONE

Day 1. Getting Started/Viking Pledge

Day 2. Planner

Day 3. Information Packets/Review Traner 6 Poster

Day 4. Trustworthy

Day 5. Respectful

WEEK TWO (4 day week)

Day 6. Appropriate

Day 7. Noble

Day 8. Effort

Day 9. Responsible

WEEK THREE

Day 10. Traner 6 Throughout the School

Day 11. Traner Bucks/Staff Recognition & Monthly Goals & Rewards, Academic Goals, Connect to Incentives

Day 12. Referral Form and Procedures

Day 13. Viking Pledge

Day 14. Enrichment Class

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GETTING STARTED/VIKING PLEDGE (30 min)

MATERIALS: Viking Pledge Poster

ACTIVITY: Take roll, brief introductions, check schedules, school wide basic rules and point out Viking Pledge

- **Take roll** and brief introductions
- Go through **students schedules**
 - make sure they are in the correct class before you write them on your roll sheet
 - Keep in mind that students may be entering late due to some confusion in the way the schedule is printed this year with 7 periods and enrichment is listed 4th period (enrichment is still a 30 min period) and the schedule is written this way in their planners.
 - This year students may have mixed enrichments so take note if their schedule says “Enrichment 7 or Enrichment 8” because that will determine which lunch time and enrichment time they have. (7th graders eat lunch first then go to enrichment while 8th grade is in enrichment 1st, then go to lunch; 6th graders have the last lunch)
 - Make sure they all know where they are going next whether it is lunch or 5*
- Show students the location of the **Viking Pledge** Poster in the room
 - Read the poster out loud and have the students echo you
 - let them know they will be reciting the Viking Pledge after the Pledge of Allegiance every morning

Teachers remember to review these school wide **basic rules** with students:

- Students may only use lockers before school, before & after lunch and after school. They may only have access to locker during class if they have a signed pass (use sparingly)
- Remind students to walk on the “RIGHT” side of the red line in the hall way during passing
- Any time the entire class is going somewhere together they must walk IN A LINE, ON THE LINE to their destination (going to library, computer lab, assemblies, etc.)
- Students line up at your door waiting to be greeted into your classroom
 - Teachers are expected to be at their doors monitoring during passing
- Students need to have their planners in order to get into class
 - Teachers are expected to check for planners at the door

*****Let students know that, if they don't have one already, they will need their planner by tomorrow! We will be going over them tomorrow in enrichment! Reward those students who have their planners already, with a Traner buck for being prepared.**

PLANNER

Materials: Teacher Planner

Review student planner thoroughly with class.

LET STUDENT'S KNOW THAT IF THEY DO NOT HAVE THEIR PLANNER YET, THEY NEED TO GET IT ASAP, AS IT IS PART OF THEIR REQUIRED DAILY MATERIALS.

2. Have student write their name with a marker, on front page, so it is viewable through the window under 2009-2010
3. Have students fill-in TRAINER 6 on second page (we will be reviewing those thoroughly soon)
4. **READ** the dress code and **CONSEQUENCES** to students and have them follow along
5. **READ** tardy policy to students as they follow along
6. Have students write their schedule on schedule page
 - Once again, their schedule is printed with 7 periods so clarify that we have enrichment as 4* in a 7* schedule and check to see if anyone has a problem with their schedules
 - Remember to take note if their schedule says "Enrichment 7 or Enrichment 8" because that will determine which lunch time and enrichment time they have. (7th graders eat lunch first then go to enrichment while 8th grade is in enrichment 1st, then go to lunch; 6th graders have the last lunch)
7. Go over the team up – afterschool program pages
 - If they are planning to play ANY sports throughout the year, they **MUST** sign up for the after-school program
8. Permission slips to play sports ATHLETIC PARTICIPATION PERMIT needs to be completed in order to play sports (once a year)
9. Point out misc. stuff to students that can be useful: Study skills, math formulas, etc.
10. Then open to August 31st on planner that should be completed each day. (Students must be completing planner in order to use their passes.) Complete section under correct content area.
 - Teachers should have a simple agenda on the board somewhere for students to write in their planner
11. Hall passes in back – show destination codes located on top. **DO NOT REMOVE FROM PLANNER OR PASSES WILL BE INVALID.** Must be completing planner each period to use passes.
12. Complete name and address section in the inside back cover.

**Answer any other general questions students may have about school that we might have left out.

PREVIEW TRAINER 6 POSTER (15 minutes)

Materials: Trainer 6 Poster, Paper, Pencil

ACTIVITY: Review what each of the letters of TRAINER stands for while holding the poster. Discuss an example and non-example of trustworthy. Next go to respectful and continue with an example and non-example for the rest of the Trainer 6. (Remember this is a brief preview of the Trainer 6.)

Next, have students put away planners and cover the Trainer 6 poster. Ask students if they remember all of the Trainer 6, because you are about to test them. Have students get out a pencil and paper. Write T, R, A, N, E, R on the board vertically and tell them to copy it onto their paper. Now, tell the students to fill in as many of the TRAINER 6 that they can remember. Give them a few minutes. (fill out some Trainer bucks while waiting for students to finish)

Have students circle the letters they left blank. Ask students to raise their hand if they completed all six; if they are all correct (R's switched okay) you can reward the student with a Trainer Buck!

Briefly go over the answers as a class. Have them chorally say the answers and have students with blanks complete their paper as you go along.

INFORMATION PACKETS (15 min)

Materials: Pen or pencil

These are the internet permission forms, fieldtrip permission forms, migrant worker, etc.

- Go through the information packets with the students,
 - Do not need to read the entire thing, but should briefly explain what the documents mean.

*If time permits, have students begin to fill out all the information that they can, such as their name, address, phone number, etc.

The students that return these packets promptly within a day or two should receive a Trainer Buck.

NOTE: These all need to be signed and turned back into you. You will need to turn in your entire class packets to Sheryl no later than Friday, September 11, 2009. Keep in mind, that you may tell your students an earlier due date to ensure their safe and prompt return! 😊

*****Preparation for tomorrow's lesson:** prepare a poster board to look like this to display classroom rules (p.s. writing the first letter in red and the rest in black, highlights the TRAINER part and looks like classroom poster)

Trustworthy	
Respectful	
Appropriate	
Noble	
Effort	
Responsible	

THIS POSTER BOARD WILL BE USED FOR THE NEXT 6 LESSONS AND SHOULD BE KEPT AND DISPLAYED WITHIN YOUR CLASSROOM THROUGHOUT THE YEAR.

****We will give you generic rules that will be used in every classroom**** (Don't worry, your specific classroom rules & regulations will be covered under these generic rules)

TRUSTWORTHY (30 minutes)

Materials: Paper & Pencil. Teacher needs poster board & perm. Markers, white board, dry erase markers

Anticipatory Set: Write the definition of trustworthy on the white board. *TRUSTWORTHY: Taking responsibility for one's conduct and obligations: Warranting & deserving trust; reliable.* (explain if necessary with an example)

Activity: Group activity & discussion (acting out if possible)

- Divide the class into groups of 3 to 4 students.
- Have each group develop lists of do's and don'ts for being a trustworthy person.
 - While students are writing, you can walk around and look for examples of things that students can "act out" for an example
- Have students share examples of being trustworthy and not trustworthy,
 - Other class members have to decide whether the example belongs in the trustworthy or not trustworthy category.
 - Ask each group what happens with people who are not trustworthy (the don'ts)? What are the consequences for a person that is not trustworthy?
- Teacher should give an example of someone you trust and why. Share how you think trustworthy behavior makes a better sports team, band and school and student.
- Discuss all of the different things that made someone trustworthy and try to bring it all back to school and the classroom. Come up with a different ways you can be trustworthy in your classroom. Then, have kids help you out in creating the overall rule that covers everything you have been talking about in this one positive statement and write it on your board.
 - For example, when the students say, "be in your seat" or "be in class" you say "okay, be where you're supposed to be" or when they say, "do your warm-up" or "grab your journal" you say, "okay do what you're supposed to do"! You get the idea- this covers a lot!

Write rule on poster board next to Trustworthy.

Trustworthy	Be where you are supposed to be & do what you are supposed to do.
Respectful	
Appropriate	
Noble	
Effort	
Responsible	

****Remember to "act out" whenever possible. Acting out the behaviors you want to see from the students helps them out tremendously on what exactly you expect from them!**

Respectful (30 minutes)

Materials: Students need paper and pencils.

ANTICIPATORY SET: Write definition of Respectful on the white board.

Respectful: To feel or show regard for; Willingness to show consideration or appreciation.

ACTIVITY: Discussion about Respect & Disrespect (acting out, if possible)

- Teacher explains that if they are talking, a respectful way for a student to get the teachers attention is to raise their hand and wait for the teacher to call on them. Teacher gives an example of disrespect, like student talking/interrupting when they are talking. That is not only disrespectful it is annoying.
- Ask students to think about some disrespectful acts that really annoy them.
 - After a few minutes have them write them down.
- Ask students to think about the respectful way a person could handle the situation they just wrote about and write it on the back side of the paper(during this time walk around and try to find your “actors”)
- Have students act out the disrespectful and respectful ways to handle some of the situations(the ones you already selected)

Examples: Walking into the classroom and sitting in your seat (respectful: quietly, hands to self, sitting in correct seat; disrespectful: loud, hands not to themselves, etc.), using classroom stapler/pencil sharpener (respectful: using materials as they are suppose to be used; disrespectful: slamming materials around, not using properly).

*Once again, brainstorm with students to come up with these three general classroom rules.

Write rule on poster board next to Respectful.

Trustworthy	Be where you are supposed to be and do what you are supposed to do.
Respectful	Listen with a silent mouth Use materials properly Treat others the way you want to be treated
Appropriate	
Noble	
Effort	
Responsible	

APPROPRIATE (30 MIN)

MATERIALS: Teachers may want to have student handbook as a resource.

ACTIVITY: Define & discuss appropriate (act out if possible)

1. Define appropriate-actions or behaviors that are correct for a specific setting, location, context or environment. Give an example of appropriate behavior at school. Ask your students what have they heard described as appropriate. Have the class discuss some other appropriate school behaviors. Ask for an example of an appropriate behavior at home and discuss others. (**Be prepared for cultural and belief system differences.) Ask for an example of an appropriate behavior in the community and discuss others.
2. Who determines what is appropriate? The person who is in charge of the setting or location- school=administrators, teachers and staff; home= parents; community=police and the people through their elected officials that pass laws.
3. Are things appropriate in some situations and not others? Talk about some situations where hanging out with friends & family is different than hanging out with colleagues & business associates.
4. When do teens determine what is appropriate? Teens are always in a setting. When they are with other teens in a non school or home setting they may have more input as to what is appropriate in their group. They still must obey all laws. What they might consider appropriate around each other (their friends) may not be appropriate for school or home).

*****REMEMBER****Please refrain from lecturing about what **YOU** think is appropriate. Let the students discuss their ideas unless of course they become inappropriate.

*Once again, brainstorm with students to come up with these three general classroom rules.

Write rule on poster board next to Appropriate.

Trustworthy	Be where you are supposed to be and do what you are supposed to do.
Respectful	Listen with a silent mouth Use materials properly Treat others the way you want to be treated
Appropriate	Use polite language Follow dress code
Noble	
Effort	
Responsible	

NOBLE (30min)

Materials: None required

ACTIVITY: Define and discuss Noble.

1. Ask students what is meant by the word NOBLE. This is a term that is not used much today. Be ready for minimal discussion.
2. Define noble as having or showing high moral character; then discuss this definition with your students. You may not get much response because high moral character is different for different people and may be non-existent for some, redefine noble as “doing the right thing when nobody is looking”, or “doing the right thing just because it is the right thing to do” then ask students what this means to them.
3. Ask the students to share, with a partner or in groups, the last time they did “a noble thing” or when someone did something noble for them.
 - a. **AS THE STUDENTS ARE DISCUSSING THE NOBLE THINGS THAT HAVE HAPPENED YOU COULD TRY A LITTLE EXPERIMENT, WALK AROUND THE CLASSROOM AS IF YOU ARE MONITORING THEIR DISCUSSION AND DROP SOMETHING AND SEE IF SOMEONE PICKS IT UP FOR YOU AND MAKE A HUGE DEAL ABOUT HOW NOBLE THAT ACT WAS. POINT OUT THAT THEY DIDN'T HAVE TO PICK IT UP. ***DO NOT REWARD THEM WITH A TRAINER BUCK BECAUSE THEY ARE SUPPOSED TO JUST DO IT BECAUSE IT IS THE RIGHT THING TO DO NOT TO BE REWARDED!**
4. Share some of the things the students were discussing. Ask the students who is strong enough to do the right thing when their friends are telling them to do the wrong thing; if they raise their hand, ask students to share an example of this and reward them with a TRAINER BUCK! (this is for sharing their story, not necessarily for their noble act)

*Once again, brainstorm with students to come up with these three general classroom rules.

Write rule on poster board next to Noble.

Trustworthy	Be where you are supposed to be and do what you are supposed to do.
Respectful	Listen with a silent mouth Use materials properly Treat others the way you want to be treated
Appropriate	Use polite language Follow dress code
Noble	Doing the 'right thing'; help others
Effort	
Responsible	

Effort (30 minutes)

Materials: Maze (desire, time, effort) & pencil

Activity: Complete maze & discussion

Observe how they work their way through the maze. If students are having a difficult time, instruct them to focus on one letter at a time. Encourage them, but struggling a little is ok in this task. Most students should be able to get through it on their own.

Discussion: As soon as students complete the maze celebrate the accomplishment. Point out that it took three things to complete the maze: Desire, Time & Effort. Discuss how it took desire to try to complete the maze and to keep going when they came to a dead end. Discuss about how it took time, it wasn't quick and easy. Point out that most things in life that are worth doing take some time. Talk about the effort that you saw when kids kept trying even though they were stuck or confused. Talk about how they felt when they completed the maze.

Ask students to identify a time in their life that they put forth desire, time and effort. Give an example of something that you accomplished in your life. If students want to share their example, you can help them elaborate on how the accomplishment took desire, time and effort.

Ask the students to think about their lives now and what in their life do they need to put time and effort into. Discuss breaking a problem/task up into small parts to accomplish the desired outcome, like some students did with the maze, going letter by letter to accomplish their task.

If time permits, ask students to identify someone whom has put forth the desire, time and effort to accomplish a task. This can be a person that they know, or a famous person. Ask students to identify specific steps the person completed to accomplish the task.

****Remember to "act out" whenever possible. Acting out the behaviors you want to see from the students helps them out tremendously on what exactly you expect from them!**

***Once again, brainstorm with students to come up with these three general classroom rules.**

Write rule on poster board next to Effort.

Trustworthy	Be where you are supposed to be and do what you are supposed to do.
Respectful	Listen with a silent mouth Use materials properly Treat others the way you want to be treated
Appropriate	Use polite language Follow dress code
Noble	Doing the 'right thing'; help others
Effort	Try, try, try, try, ALWAYS try!
Responsible	

RESPONSIBILITY (30 MIN)

Materials: Paper & Pencil or Whiteboard & markers

Anticipatory Set: Discuss with students that we all have responsibilities. Ask students to discuss some of the things they are responsible for in their own lives. Ask them to be specific. Possible answers could include: brothers, sisters, pets, myself.... then have students elaborate on their responsibilities. How are you responsible for your brother/sister? What does it mean? What things do you have to do?

Activity: The responsibilities in every part of our life. (This could be group activity done on the board together, individual or small group setting.)

- Students divide you paper into 3 columns; or teacher make columns on white board
- Label the first column: Home
- Label the second column: School
- Label the third column: Community
- In each column list as many responsibilities as you can

HOME	SCHOOL	COMMUNITY
Feed Pets	Do Homework	Put Trash in Garbage Cans
Take Out Trash	Speak Politely	Help a Neighbor/Friend

Ask students to think about why responsibilities are important. Some possible answers: People rely on you or need you. It shows that you are growing up! It tells people that they can trust you.

Ask students to think about their future. What responsibilities will help them in the future? How will these responsibilities help them? What will they gain by being a responsible student? Possible answers include: privileges, freedoms, and rewards...

Ask students to think about their lives now and what they believe are their most important responsibilities. Have students **circle** these responsibilities on their lists or if you did this as a group, circle the ones students are calling out.

Suggestions: If time permits, have students consider the responsibilities that someone else in their life has: including rent, food, and taking care of people...What happens if they don't take their responsibilities seriously? Who is depending on them? How does it affect their relationships with people? Has anyone ever hurt you by not being responsible? Have you ever hurt anyone by not being responsible? Is that a situation that you could change or fix? People all make mistakes, but part of growing up is taking responsibility for those mistakes and trying to make it right. These questions can be used as a journal write or class discussion on a later date.

*Once again, brainstorm with students to come up with these three general classroom rules.

Write rule on poster board next to Responsible.

Trustworthy	Be where you are supposed to be and do what you are supposed to do.
Respectful	Listen with a silent mouth Use materials properly Treat others the way you want to be treated
Appropriate	Use polite language Follow dress code
Noble	Doing the 'right thing'; help others
Effort	Try, try, try, try, ALWAYS try!
Responsible	Bring ALL of your materials to class every day!

Traner 6 Throughout the School (30 minutes)

Materials: Completed Traner 6 Matrix (teacher), Traner 6 Matrixes with blanks (students), pencils, Elmo, staplers and scissors

Activity: Go over school wide matrix and have student fill in blanks

- Teacher reviews how Traner 6 looks in several areas around the school.
- Begin with the Gym/Locker Room and discuss how it looks to be Trustworthy in that area of the school.
 - Be sure to cover the matrix with a paper only showing the parts you are currently reviewing
- Then continue to how it looks to be respectful in the Gym/locker Room area.
 - Continue to work through matrix one location at a time, going through each of the TRANER 6
- Students are to complete any areas that may be blank on their matrix.
- Question kids about what may belong in the blank areas after going through the completed sections.

By the end of class the entire matrix should be completed. Have students trim the bottom off the page and then have them staple this to the backside of the 1st page of their planner (backside of page is blank).

Traner Bucks/Staff Recognition and Student Store (Monthly Goals, Rewards, Assemblies)

Materials: Traner Bucks, Staff Recognition

Activity: Teacher led discussion

- Go over Traner Buck
- Teacher will fill it out with your name, their name, what you did to earn it and circle which TRANER 6 you followed on the back
 - How to get one -by following the TRANER 6- you may get one any time, any place just by doing what you are supposed to be doing BUT don't always expect to get one. You may get one for being on time to class, for completing your warm-up, for helping a classmate, for turning in your homework, for following directions. You never know when you will get a TRANER buck, just follow the TRANER 6!
 - Student Store
 - What is it? - The store has items for sale for all the students to buy. Save up your bucks or spend them every week it is up to you.
 - When it is open?- the store is open every Friday at lunch time- during the first couple of weeks they may have it open a couple of days a week to let you all see what we have to offer but after that it will only be open on FRIDAYS during your lunch time
 - Where is it?- it is located in the back right hand corner of the cafeteria
 - What is for sale & how many Traner Bucks- there are a variety of items for sale starting with basics like pencils, lead, erasers, notebooks, to temp. tattoos, t-shirts, bracelets, soccer balls, snack coupons for the snack cart, gift cards for places like McDonalds, dollar store, 7-11, big items like movies passes, skating passes, and even tickets to events etc.
 - Suggestions of items to be purchased at the student store
 - There is a suggestions list posted at the student store so if there are items you want to see at the store please let us know and we will be sure to include them
 - Teachers can also sell items in their classrooms
 - Some teachers sell pencils, erasers and snacks
 - Students may also “buy out” of their enrichment class, once a month, for a certain amount of TRANER bucks, in order to participate in an organized sport.
- Teacher Recognition
 - This is a teacher type of Traner buck which the students fill out to thank a teacher
 - They are located in the counseling office- fill it out and put it in the box
 - Teachers will be recognized at their staff meeting
- Monthly Teacher and Student Goals
 - September – BE ON TIME
 - That means to every class, every day!
 - October – PLANNER COMPLETED EVERY CLASS/EVERY DAY
 - If goals are met you are awarded at the end of the month during 6*
 - Prizes vary from pencil bags filled with goodies, to tickets to events, etc.
 - You will be reminded of monthly goals on announcements & they will be posted around the school
- Awards Assemblies
 - Awards for:
 - 4.0 GPA
 - A's & B's
 - Perfect Attendance
 - Citizenship

If you are following the Traner 6 you will be rewarded in one way or another, it will pay off.

Referral Form

Materials: Referral copies for each student, pencils, Elmo, duplicate referral form (teacher)

Activity: Students will fill out a referral

- Pass out copies and put duplicate copy on Elmo
- Point out all the areas first
- Then have the students fill top section in (letting them know normally it is filled in by the teacher)
- Fill in minor problem behavior (first column)
 - Have them choose one
- Then go to teacher consequence column and fill in # and talk about consequence
 - For example if student chose “tardies” they would write 1 for the 1st referral, fill in the date and the replacement behavior would be “be on time” if student chose “unprepared” write # 1 and the date and replacement behavior would be “bring your homework”
- Show students motivation box- teacher fills out why they think the student is exhibiting this behavior
 - Have student choose a motivation
- Explain that the third column is for major problems- these usually lead to suspensions
 - Note that once they get 4 minor referrals they now get a major referral and may be suspended
- The teacher signs and dates the bottom
- The students signs and dates the bottom
 - They also write which TRAINER 6 they violated
- Then the students take the top 2 copies and need to get it signed by a parent/guardian and return the referral to their teacher the next day.

VIKING PLEDGE

Materials: Pencil, Paper, Viking Pledge Poster

Activity: Break down the Viking Pledge “What does it mean?”

Go through each line and ask the students to think about what it means. Have them write it down and then share.

Start with, “What does Despite where we’ve been, we’re expected to try something new mean?”

Why would we say that, why does that matter? Have we all had the same experiences? Do we all come from the same families?

So regardless of where we are we are expected to try something new.

Continue analyzing the next statements

Trust in ourselves to do our best

Encourage others to follow through,

True Vikings we will be.

WE WILL RECITE THIS PLEDGE EVERY DAY, UNDERSTAND THE PLEDGE THAT YOU ARE MAKING AND MEAN IT! THEY ARE MORE THAN JUST WORDS!

ENRICHMENT CLASS

Materials: None required for regular enrichment

(Specialized enrichment – you do not follow this plan)

Activity: Discuss regular routine of enrichment class

- Monday, Wednesday and Friday are silent reading days.
 - Read with a purpose: to increase reading comprehension, take AR tests and reach AR goals.
- Tuesdays are for character education
- Thursdays are for CRT review – constructed response

You are expected to bring a book to read that is at your reading level to class every day.