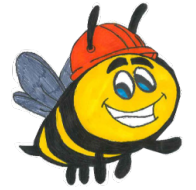




SWPBS Whole School Planner Term 3

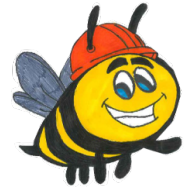


P-2:

Expectation & Learning Intention	<u>Week 1</u> Start on time and stay on task. We are learning to be responsible in the classroom.	<u>Week 3</u> Obey the adult on duty. We are learning to be safe on the playground.	<u>Week 5</u> Tell an adult if I feel unsafe or see unsafe behaviours. We are learning to be safe at school.	<u>Week 7</u> Use kind words. We are learning to be respectful.	<u>Week 9</u> Check in if I'm not sure what to do. We are learning to be responsible.	<u>Week 11</u> Follow safety crossing rules. We are learning to be safe in the car park.
Lesson Ideas	Watch the on task & off task behaviour Freeze frame 'on task' & 'off task' behaviour. Take photos of freeze frames and display them in classroom for reference.	Model how to come up to the classroom after recess and lunch. Take classes down to the playground and practise coming up to class, lining up and getting ready with slippers.	Make a safety badge Discuss safe choices & safe behaviours	Sensory items Kind words task. Sand paper and cotton wool balls. Circle time - use adjectives to describe how each item feels.	Being Assertive!	Model in the car-park how to cross at the crossing and then in small groups create and perform a crossing rap.



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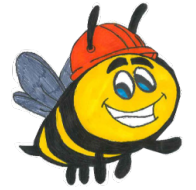


3-4:


Expectation & Learning Intention	<u>Week 1</u> Start on time and stay on task. We are learning to be responsible in the classroom.	<u>Week 3</u> Obey the adult on duty. We are learning to be safe on the playground.	<u>Week 5</u> Tell an adult if I feel unsafe or see unsafe behaviours. We are learning to be safe at school.	<u>Week 7</u> Use kind words. We are learning to be respectful.	<u>Week 9</u> Check in if I'm not sure what to do. We are learning to be responsible.	<u>Week 11</u> Follow safety crossing rules. We are learning to be safe in the car park.
Lesson Ideas	<p>Students graph the amount of learning time they have lost over a set period if they:</p> <p>Take 5 minutes to get started/ come to the line 5 minutes late.</p> <p>Each group could focus on a different amount of time.</p>	<p>Do a class role play what behaviours teachers would like to see when the bell goes at the end of recess and lunch.</p> <p>Make a chart of the expectations for lining up. (what do we do, how do we help each other).</p>	<p>In small groups, role play how to have a conversation with an adult when you feel unsafe.</p> <p>Discuss the following questions: Do you ever feel unsafe?</p> <p>What do you do when you feel unsafe?</p> <p>What makes you feel safe?</p> <p>Is there anything that makes you not feel safe?</p> <p>What can you do to keep yourself safe?</p> <p>Who can you speak to when you feel unsafe?</p> <p>If time permits, complete a hand template with the people they can talk to.</p>	<p>Students place an A4 piece of paper with their name on their desk. Students move around the room with a coloured pencil and write affirmations on the pages of their peers.</p> <p>Or</p> <p>Each student takes a name card out of the box. They write an affirmation for that student.</p>	<p>Discuss what strategies we have before we need to 'check in' and link this with the learning powers of risk taking and resilience. Then discuss when are the times we really need to ask for help and "what do we do when we get stuck"?</p>	<p>Take the class to the crossing, model the correct way to cross and discuss the expectations (only with an adult at the end crossing, etc) and then students practice. Film some students who are doing this really well.</p>



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5-6:

Expectation & Learning Intention	<u>Week 1</u> Start on time and stay on task. We are learning to be responsible in the classroom.	<u>Week 3</u> Obey the adult on duty. We are learning to be safe on the playground.	<u>Week 5</u> Tell an adult if I feel unsafe or see unsafe behaviours. We are learning to be safe at school.	<u>Week 7</u> Use kind words. We are learning to be respectful.	<u>Week 9</u> Check in if I'm not sure what to do. We are learning to be responsible.	<u>Week 11</u> Follow safety crossing rules. We are learning to be safe in the car park.
Lesson Ideas	Starting on time and staying on task - <ul style="list-style-type: none"> • What does it look like? • Sound like? • Feel like? Create a Y chart in groups of 3 or 4.	Four corners arguments Strongly agree, Agree, Strongly disagree, Disagree Statement 1: <ul style="list-style-type: none"> • listening to the adult on duty is important for my safety Statement 2 : <ul style="list-style-type: none"> • Ignoring the adult on duty has no consequence 	Create a safety poster for the playground. Small groups. Each group takes a different focus for their poster. Focuses: <ul style="list-style-type: none"> • Safe behaviours • Unsafe behaviours • When to seek teacher help? • What to say when asking for help? • What to say to the teacher when you see unsafe behaviour. 	A-Z of kind words / phrases Allocate 5 letters to each student. Students brainstorm kind words / phrases that could be used at school. Share and construct a class display.	Play a game of 'Chinese Whispers'. (could use phrase - "check in if I'm not sure what to do") How was our message given/ received? If we don't know what to do, what happens? How could we change the rules of the game to ensure that the message received is the message given? List the pros and cons of 'checking in'	Watch: Hector the Cat Create either a short film, poster or rap about using the crossing correctly