



Wildcats ROAR for Respect



Lesson Objective

Students will:

- Define the word “respect”
- Identify examples of respectful behaviors in all school environments
- Work in groups to categorize respectful behaviors

Materials

- Formal definition of “respect”
- Student handout of graphic organizer “School Environments and Respectful Behaviors”
- Overhead copy of graphic organizer “School Environments and Respectful Behaviors”
- Exit slips

Activities

1. Upon entering the room, students are given 3 minutes to complete the warm-up activity. Warm-up activity should be written on board or overhead: “In your own words, define the word respect.”
2. Teacher will ask students to share their definitions and discuss the formal definition. The teacher may want to write the definition on the board.
3. Students will work in groups to complete the graphic organizer “School Environments and Respectful Behaviors”. Students should brainstorm/ write their ideas of what the respectful behaviors would be for each environment in the school.
4. After completing the chart in groups the teacher will call on students to help fill in the graphic organizer on the overhead. The teacher should continue discussing the student responses and making any corrections or additions necessary. Use the answer key for the graphic organizer to make sure that all bulleted items are covered.
5. Once the chart and discussions have been completed, the teacher should hand out the exit slips to the students. Students must complete and turn in before leaving the classroom.



Wildcats ROAR for Organization



Lesson Objectives

Students will:

- Define the word “organization”
- Identify examples of good organizational skills in all school environments
- Identify correct and incorrect characteristics of organization

Materials

- Formal definition of “organization”
- Student handout of writing prompt
- Exit slips

Activities

1. Upon entering the room, students are given 3 minutes to complete the warm-up activity. Warm-up activity should be written on the board or overhead. “In your own words, define the word organization.”
2. Once students have completed this activity, ask individuals to share their definition.
3. Share with the students the formal definition on the board or the overhead.
4. As a class discuss and list on the board or overhead examples of good organizational skills in all school environments. Use conduct code matrix to guide and complete discussion.
5. Then pass out the writing prompt “Who is Ready to Learn?”
6. Have students complete the writing prompt individually.
7. Once students have finished, discuss the examples aloud.
8. With the remaining time left, pass out the exit slip and have students complete this individually.



Wildcats ROAR for Achievement



Objectives:

Students will:

- Define the word “achieve”
- Show the connection between achieving and setting goals
- Complete your goal chart to enhance your achievement

Materials:

- Notebook paper, pens/pencils
- Graphic organizer “School Environments and Respectful Behaviors” for each student
- Goals Chart
- Exit Slip

Activities:

1. Upon entering the room, students are given 3 minutes to complete the warm-up activity written on the overhead/board (Warm-up: In your own words, define the word achievement.)

2. Students are then asked to brainstorm examples of ways to exhibit successful achievements in a school day. The teacher records responses on the board. Be sure to cue students to think of all the environments within the school building. State responses positively.

Discuss how setting goals can increase achievement.

- Goals should be realistic. Winning a marathon is unrealistic after 2 weeks of training.
- Goals should be self-chosen. You are more likely to achieve a goal you set for yourself than one someone else sets for you.
- Goals should be moderately difficult
- Goals should be specific. Instead of stating I want to get good grades this year, be specific. I hope to get an A in math and a B in science the first 9 weeks.
- Goals should be measurable. I had a B on my first science test. I completed 3 of the last 4 assignments.
- Goals should be positive. “I will complete all my homework” is better than saying, “I won’t miss any homework assignments.”
- Goals should be flexible. If you are not meeting your goal change your plan.
- Goals should have a deadline. When do you plan on accomplishing the goal, at the end of class, tomorrow, next week, mid-term or the end of semester?
- Goals should be written down. They will help you remember what you are trying to achieve.

Source: www.ulc.arizona.edu/online_materials/GoalSettingOnline_files/outline.htm

4. Discuss what daily activities performed in school can help you achieve your goal for success at Westmar Middle.

- Complete work and do your best
- Participate in classroom activities
- Use time efficiently to complete tasks
- Participate in reviews and study for tests
- Be organized and prepared
- Take pride in your surroundings
- Be physically and mentally alert



Wildcats ROAR for Responsibility



Lesson Objective

Students will:

- Define the word “responsibility”
- Identify examples of “responsibility” behaviors in all school environments
- Work in groups to categorize responsibility behaviors

Materials

- Formal definition of “responsibility ”
- Student handout of graphic organizer “School Environments and Responsible Behaviors”
- Overhead copy of graphic organizer “School Environments and Responsible Behaviors”
- Exit slips

Activities

1. Upon entering the room, students are given 3 minutes to complete the warm-up activity. Warm-up activity should be written on board or overhead: “In your own words, define the word responsibility.”
2. Teacher will ask students to share their definitions and discuss the formal definition. The teacher may want to write the definition on the board.
3. Students will work in groups to complete the graphic organizer “School Environments and Responsible Behaviors”. Students should brainstorm /write their ideas of what the responsible behaviors would be for each environment in the school.
4. After completing the chart in groups, the teacher will call on students to help fill in the graphic organizer on the overhead. The teacher should continue discussing the student responses and making any corrections or additions necessary. Use the answer key for the graphic organizer to make sure that all bulleted items are covered.
5. Once the chart and discussions have been completed, the teacher should hand out the exit slips to the students. Students must complete and turn in before leaving the classroom.