

HICKMAN MILLS HIGH SCHOOL MATRIX

	All School Settings	Classroom	Hallway	Cafeteria
Respect	<ul style="list-style-type: none"> ✓ Honor yourself ✓ Honor personal space ✓ Positive language with peers and adults ✓ Appropriate volume when talking ✓ Respond positively when spoken to 	<ul style="list-style-type: none"> ✓ Honor personal space ✓ Actively listen ✓ Relate discussion to classroom topic ✓ Positive language with peers and adults ✓ Honor classroom, work area, and materials 	<ul style="list-style-type: none"> ✓ Honor personal space ✓ Keep to right in hallways and stairwells ✓ Walk at all times ✓ Positive language with peers and adults ✓ Appropriate volume when talking 	<ul style="list-style-type: none"> ✓ Honor personal space ✓ Positive language with peers and adults ✓ Appropriate volume when talking ✓ Maintain your place in line ✓ Use good manners
Responsible	<ul style="list-style-type: none"> ✓ Know and follow school expectations ✓ Enter and Exit appropriately ✓ Honor dress code ✓ Keep all areas clean ✓ Help others when needed ✓ Use restrooms and water fountains for intended purposes 	<ul style="list-style-type: none"> ✓ Bring all needed materials ✓ Stay in designated work area ✓ Work the entire class period as directed ✓ Fulfill your responsibility in groups ✓ Seek out assistance when needed ✓ Place supplies in designated areas ✓ Complete and turn in all work on time 	<ul style="list-style-type: none"> ✓ Store jackets/coats, backpacks, and electronic devices in your locker (7:20-2:25) ✓ Take most direct route to next class ✓ Give assistance when needed ✓ Keep materials off floor 	<ul style="list-style-type: none"> ✓ Pay for all food ✓ Stay seated in one location ✓ Stay in seat until bell rings ✓ Keep food and drink in cafeteria ✓ Clean up your table and throw trash in receptacles
Ready	<ul style="list-style-type: none"> ✓ Arrive on time ✓ Be ready to participate ✓ Use water fountain and restrooms during passing time 	<ul style="list-style-type: none"> ✓ Be in seat when bell rings ✓ Get out needed materials ✓ Focus on class topic/objective 	<ul style="list-style-type: none"> ✓ Have materials you need for next class ✓ Be aware of people around you 	<ul style="list-style-type: none"> ✓ Go directly to café ✓ Have money and number ready

Honor Yourself

Context: All School Settings

CONTENT & SKILLS:

Each student will demonstrate synthesis of the concept of self respect by creating a song/poem/slogan that encompasses the behaviors the students generate that exemplify respect of self.

ACTIVATE:

Play the song, Respect Yourself, by the Staple Singers. Ask the students if the lyrics of this song recorded in the 1970's represent a 2006 definition of respect. Create a chart with the following headings: "Which actions in the song match 2006 definition of respect?" "Which actions in the song do not match the 2006 definition of respect?"

Use the lists to collaboratively generate a class definition of respect.

ACQUIRE:

Read an excerpt from Antoine Fisher. The excerpt addresses the identification of behaviors that exemplify self respect. Have each student generate a list of behaviors they currently exhibit (or think they should exhibit) that exemplifies respect for self. Allow students to share the lists. Write the behaviors on a chart. Have the students synthesize the listed behaviors to 3 or 4 positively stated actions.

APPLY/ ADJUST:

Students will be given the following assignment:

Create a song, poem, or slogan that includes the definition of respect generated in activation activity and the 3 or 4 positively stated actions synthesized in the acquisition activity.

ASSESS:

Students will exhibit the behaviors that exemplify respect of self in all school settings.

Positive Language with Peers & Adults

Context: All School Settings

CONTENT & SKILLS:

Each student will demonstrate application of the concept of positive language by writing a scenario that exemplifies the power of positive language.

ACTIVATE:

Agree/Disagree Activity: Students will signal agree/disagree with statements: (i.e., It's okay to insult or make fun of people as long as they don't hear it. "Roastin" or "Crowin" makes you look cool.)

ACQUIRE:

Watch a clip from the movie, Take the Lead. The teacher has the young men and young women address each other as ma'am and sir and they must use appropriate language to ask each other to do different tasks.

Ask the students to identify the students' attitudes and behaviors before the teacher teaches the "invitation strategy", then ask the students to identify the students' attitudes and behaviors after the teacher teaches the "invitation strategy."

APPLY/ ADJUST:

Each student will write a scenario for a school setting (each student will choose the setting) that exemplifies the power of positive language.

ASSESS:

Students will utilize positive language with peers and adults in all settings.

Relate Discussion to Classroom Topic

Context: Classroom

CONTENT & SKILLS:

Each student will be able to synthesize the concept of relating discussion to the classroom topic by making a video of appropriate discussion participation.

ACTIVATE:

The students will view a clip from Shrek (the “Onion Clip” – the donkey starts talking about something related to one word, rather than the topic of the entire conversation.) The students will identify the stimulus for the donkey’s off-topic responses. The students will then identify the response from Shrek that refocuses the conversation each time.

ACQUIRE:

The students will be divided into groups of 4 students. The teacher will write a topic on the board. Each group of students will be given a stack of pictures. The students will place the pictures that match the topic in a box. The students will place the pictures that do not match the topic in an envelope. The envelope will be labeled, “To be used at a later date” (this will honor the picture just as students’ responses need to be honored, but will indicate it is not relevant to the topic being studied at the time.) Students will then report the rationale for the placement of pictures in the topic box.

APPLY/ ADJUST:

Students will work in groups of four people. Each group will determine the role of each member: script supervisor, set director, actor, camera operator and editor.)

The teacher will work with students to create a script for a video that exemplifies relating discussion to the topic presented.

ASSESS:

Students will demonstrate mastery of this concept by exhibiting this behavior in each classroom.

Honor Classroom, work area, and materials

Context: Classroom

CONTENT & SKILLS:

Each student will demonstrate synthesis of the concept of honoring property by creating an ad for the school newspaper, poster, or slogan for the school.

ACTIVATE:

Students will list 4 things they own that they prize. They will describe how they take care of those things.

ACQUIRE:

The teacher will ask the students to list materials/supplies/equipment in the school they believe to be important for the successful operation of daily school activities.

A **brief** lesson (utilizing 3 color-coded pie charts) will be provided on how schools obtain funds (from the efforts of their work and their parent's work - taxes) to purchase/repair materials, supplies, and equipment. Students will provide information as to how they obtain funds to purchase/repair materials and supplies.

Question: Is it more cost effective to take care of what we own or to repair/replace what we own once it is broken?

What then should each of us do to take care of what we have as individuals and as a group?

APPLY/ ADJUST:

Students will create a newspaper ad, poster, or slogan for the school that exemplifies respectful treatment of materials/supplies/equipment.

ASSESS:

Students will treat classroom, work areas, and materials with respect (as defined by students through this classroom activity.)