

PBIS Lesson September Week 1

Please take some time this week to review Apollo's MATRIX.

Below are some samples questions for discussion, but feel free to expand on this how ever you like.

- Ask students what they know about Apollo's matrix and SOAR.
 - What is the matrix?
 - What does SOAR stand for?
 - What does SOAR mean to you?
- Discuss the four expectations of SOAR (Safety, Optimism, Acceptance, Respect).
- Discuss the four areas in the matrix (classroom, hallways, commons, extra-curricular).
- Why are these things important for our school?
- When following the matrix, what type of environment are we creating?

- ❖ If you do not have a matrix in your classroom, please see a member of the PBIS team or Charlie to get one for your room or area.

PBIS lesson September week 2

This week in planning room, please discuss the PED policy. Following is a copy of the PED policy. Feel free to print this and post it in your room or area.

Please discuss the policy with your planning rooms and talk about responsible use.

- What is appropriate use?
- How can we show appropriate use through Safety, Optimism, Acceptance and Respect.
- What are some examples of appropriate use in the Classrooms, Hallways, Commons, and Extra-curricular activities.
- Do electronic devices, such as, cellphones, iPods, MP3 players, interfere with your classroom activities?

Personal Electronic Devices (PEDs)

(cell phones, iPods, MP3 players, etc.)

Apollo High School believes the use of Personal Electronic Devices is a privilege and can be an acceptable communication and educational tool. At the request of students and staff, the following PED policy is provisionally adopted for the 2008-09 school year and will require responsible use by all students.

- Responsible PED use is permitted in the Commons and Iggy's (school store).
- Responsible PED use is permitted in hallways during passing times and before and after school hours.
- Responsible PED use is permitted in instructional areas only for educational purposes **AND with the explicit permission of the teacher or other supervising adult.**
 - Instructional areas include but are not limited to:
 - Classrooms (includes planning rooms)
 - Computer labs
 - Performing Arts Center (Auditorium)
 - Gymnasium
 - Large group rooms
 - Any other areas used for instruction
 - PED must be turned off and stored out of sight in these areas.
- Cell phone use/texting is not permitted in restrooms and locker rooms and must be turned off and stored out of sight.
- Only listening devices are permitted in the Resource Center to aid in completing work/studies. Cell phone use/texting is not permitted as this is not an area for socialization.
- While attending/participating in extra curricular events, follow standard etiquette for spectators/participants (i.e. have cell phone on vibrate, silent, or off).

As per the Student Code of Conduct, violation of this policy may result in:

- verbal or written warning
- parent notification
- parent conference
- loss of privileges

- confiscation of PED
- detention
- suspension
- other consequences as deemed appropriate by Apollo Administration

**In an emergency situation (i.e. lockdown), all electronic use is prohibited.

PBIS Lesson September Week 3

This week, discuss the origin and purpose of homecoming. (It celebrates the return of alumni and students to school. The University of Illinois is credited with making it an annual event in the early 1900s.) Ask, “In what ways are you proud of Apollo?”

Then have the students take the attached quiz about these former Apollo students.

Finally, discuss some behavioral expectations, for example:

Discuss appropriate behavior and dress for the week.

Remind students:

- *Positively welcome freshmen
- *Be helpful
- *Cheer for your team
- *Appreciate the other team’s efforts, as well
- *Support homecoming activities at Apollo

Answers to quiz: 1H, 2E, 3B, 4F, 5C, 6D, 7G, 8A

Apollo High School Alumni Quiz

1. _____ local artist and professor of sculpture
at St. John's University
 2. _____ an Indigo Girl
 3. _____ director of The Mummy and Huckleberry Finn
 4. _____ designer for Barry Manilow
 5. _____ now country singer Cooper Boone
 6. _____ executive vice president of a local grocery chain
 7. _____ jazz pianist and composer
 8. _____ three time Olympic handball team member
- a. Carol Peterka
 - b. Stephen Sommers
 - c. Michael Schroeder
 - d. Mark Coborn
 - e. Emily Saliers
 - f. Gary Marthaler
 - g. Laura (Van Nostrand) Caviani
 - h. David Lange

Name _____ Date _____

WHAT WILL THE FUTURE BRING?

Directions: Answer each of the following questions about your future.

WHAT DO YOU WANT TO ACHIEVE FIVE YEARS FROM NOW?

High school diploma _____ Married? _____
 Part-time job _____ Doing what? _____ Children? _____
 Full-time job _____ Doing what? _____
 Have your own apartment? _____ Where? _____
 Own a used car? _____
 Paying for a new car? _____
 Acceptance to college? _____ College choice _____
 A one-week vacation in _____
 A longer trip to _____

WHAT DO YOU WANT TO ACHIEVE FIFTEEN YEARS FROM NOW?

College diploma _____ From _____ Major _____
 Master's degree _____ From _____ Major _____
 Full time job _____ Occupation _____
 Own your own home _____ Location _____
 Salary range:
 \$10,000 - 20,000 _____ Marriage? _____
 \$21,000 - 40,000 _____ Children? _____
 \$50,000 - 75,000 _____
 \$ _____
 Two-week vacation each year _____
 One-month trip to (choice) _____
 Own a new car (no payments) _____
 Help in the community _____ How? _____

PBIS Lesson September week 4

- Use the included sheet to start a discussion with your planning room about their own goals.
- You could make copies for each student, make an overhead to show the entire group, or make a large copy to talk as a group.
- Have students think about their long term goals and think of ways they can begin planning for working toward achieving them now.

PBIS Lesson September Week 4

One day an expert in time management was speaking to a group of business students and, to drive home a point, used an illustration those students will never forget.

As he stood in front of the group of high-powered over-achievers he said, "Okay, time for a quiz." Then he pulled out a one-gallon, wide mouthed Mason jar and set it on the table in front of him. Then he produced about a dozen fist-sized rocks and carefully placed them, one at a time, into the jar. When the jar was filled to the top and no more rocks would fit inside, he asked, "Is the jar full?"

Everyone in the class said, "Yes." Then he said, "Really?" He reached under the table and pulled out a bucket of gravel. Then he dumped some gravel in and shook the jar, causing pieces of gravel to work themselves down into the spaces between the big rocks. Then he asked the group once more, "Is the jar full?"

By this time the class was on to him. "Probably not," one of them answered. "Good!" Then he grabbed a pitcher of water and began to pour it in until the jar was filled to the brim. Then he looked at the class and asked, "What is the point of this illustration?"

One eager student raised his hand and said, "The point is, no matter how full your schedule is--if you try really hard you can always fit some more things in!

"No," the speaker replied, "That's not the point. The truth this illustration teaches us is this: If you don't put the big rocks in first, you'll never get them in at all."

Possible discussion questions

**What are your big rocks today?

**What are your big rocks in life?

*****David Jansen at UCLA said that only 3% of our population keeps a daily planner. They are healthy, happier and wealthier than those who don't. Find ways to organize your daily life.*****

PBIS lesson week 4

Long Term Goals: Endless Possibilities Await You

Long-term goals are goals for the future. They give you the ability to find your dreams and reach them. When it comes to long-term goals, you want to think big. You want to have big dreams. There's an old saying that states that if you shoot for the moon and miss, you still get to dance among the stars. So dream big and think big and take massive action to reach those big dreams. Anything is possible. You have the ability to do and be anything.

If you think it, you can be it.

1. If you knew you couldn't fail, what would you do in life? What kind of career would you have?
2. What would you like your spouse or partner to be like?
3. What type of house do you want to have?
4. What type of car would you like to drive?
5. What type of skills, training and education would you need in order to reach these goals and dreams?
6. What can you do today to start learning the skills you need to reach these goals and dreams?
7. How do the subjects you learn in school help you towards these skills?
8. What type of parent would you like to be?
9. What type of citizen would you like to be?
10. What type of woman or man would you like to be?