



# PBIS Handbook

## PBIS & School Culture Mission

Our schools are safe and positive environments where all students feel supported and are able to excel academically while developing the social skills they need to be happy, productive, and fulfilled humans who can pursue their dreams.

## PBIS Vision

The Positive Behavior Intervention and Supports (PBIS) team is made up of teachers, school leaders, families, students, and support staff that support the creation of a Tier 1 culture on our campus. We set behavior expectations and incentives for all spaces to create a Rocketeer experience where students can feel joy and success by living our core values everyday. At the core of our vision is a team of teachers committed to teaching social emotional skills and upholding behavior expectations.

**Why is PBIS important?** PBIS provides a framework for teaching academic, behavior, social-emotional skills for succeeding in a classroom environment. PBIS provides guidelines at the school level to help you better prepare for, manage, and teach these skills. Using your PBIS team as a resource helps make you a better teacher!

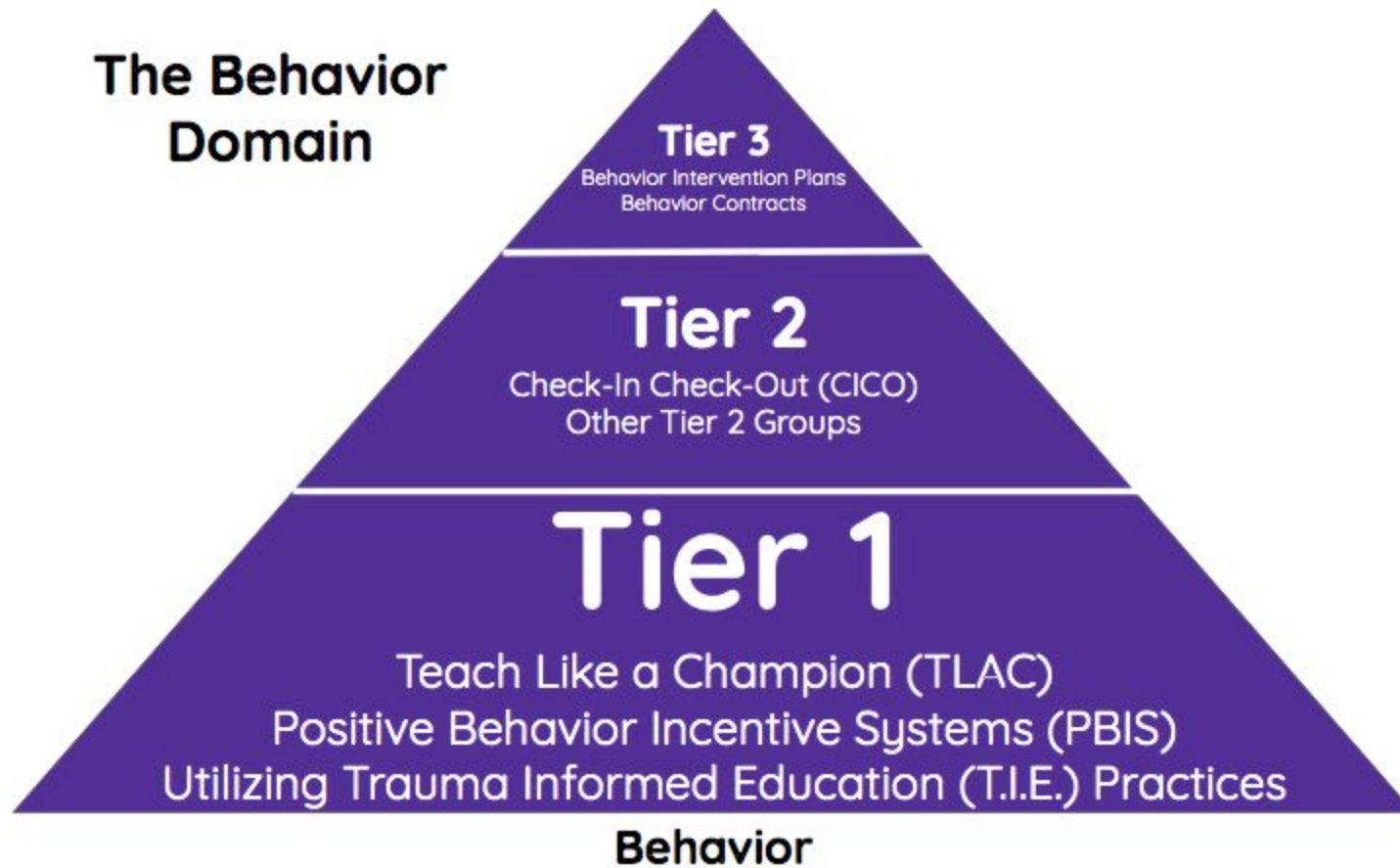
## PBIS Keys Pieces

- PBIS Overview, pages 2-3
- PBIS Team, page 4
- Behavior Expectations, pages 5-6
  - Behavior Matrix, pages 5-6
- Reinforcements/Incentives, pages 7-8
  - Incentive Matrix (Students), page 7
  - Incentive Matrix (Staff and Families), page 8
- Positive Behavior Management Chart, page 9

## PBIS OVERVIEW

### PBIS

The Positive Behavior team fits into a larger framework called Multi-Tiered System of Supports (MTSS) that aims to meet the needs of all Rocketeers academically, social-emotionally, and behaviorally. We believe that these three (academic, social-emotional, behavior) form the foundation for student success and are codependent. Outlined below are the Tiers we utilize when thinking about PBIS and the supports/resources we have at Rocketship.



Core Component of PBIS	How we do this within Rocketship's PBIS practices
Behavior Expectations Defined	<ul style="list-style-type: none"> <li>• First week teaching and practicing behavior expectations</li> <li>• Behavior Matrix (see below)</li> </ul>
Behavior Expectations Taught	<ul style="list-style-type: none"> <li>• Direct teaching in classroom: practicing systems and routines</li> <li>• Social-Emotional Learning Curriculum 5x/week</li> </ul>
Reinforcement System for Functional Behavior (always reinforcing the demonstration of behavioral expectations)	<ul style="list-style-type: none"> <li>• Clip Chart tied to reinforcements</li> <li>• Core Value Rockets tied to reinforcements</li> <li>• Cohort-wide/group reinforcements (i.e., class points earns special lunch party)</li> <li>• School-wide reinforcements (i.e., school earns water fight or pie-the-principal)</li> </ul>
Clearly Defined Response for Problem Behavior	<ul style="list-style-type: none"> <li>• Systems for Sand, Pebbles, Rocks, Boulders (teacher/SL owned behaviors)</li> <li>• See "<a href="#">School Site Response to Behavior Plan</a>"</li> </ul>
Differentiated Instruction for Behavior	<ul style="list-style-type: none"> <li>• Tier 2 supports including CICO and Social Skills Groups</li> <li>• Tier 3 supports including Individualized Counseling and Individualized Behavior Intervention Plans and Behavior Support Plans</li> <li>• See full <a href="#">Menu of SEB Interventions</a></li> </ul>
Continuous Collection and Use of Data for Decision Making	<ul style="list-style-type: none"> <li>• Behavior Discipline Forms (BDFs) (<i>i.e. Deans List referral</i>)</li> <li>• Social Emotional and Behavioral Screener (SEBS)</li> <li>• CICO data</li> <li>• Social Skills groups pre/post data</li> <li>• Individualized progress monitoring for students receiving tier 3 supports</li> </ul>
Universal Screening for Behavior Support	<ul style="list-style-type: none"> <li>• BDFs (<i>i.e. Deans List referral</i>)</li> <li>• SEBS</li> </ul>

## PBIS TEAM

### Who is our PBIS team?

Role:	Description of Role:	20-21 Team Member:
PBIS Lead	Leads the team and is the point of contact with the entire school leader team to make sure Tier 1 stays top of mind!	
SEL Lead	Ensures fidelity of SEL curriculum implementation	
Data Lead	Inputs Deans List data and pulls graphs for student huddles, SSTs, behavior plans.	
Reinforcements Lead	Makes sure individual, classroom, and school-wide incentives are being used with fidelity.	
Staff Lead	Plans staff events and incentives.	

Role:	Responsibility Role:
PBIS Lead	<ul style="list-style-type: none"> <li>● lead monthly PBIS focus meeting during Thursday PD</li> <li>● facilitate regular PBIS Team Meetings</li> <li>● follow-up and ensure accountability on next steps from PBIS Team</li> </ul>
SEL Lead	<ul style="list-style-type: none"> <li>● support new teachers in delivering quality SEL lessons</li> <li>● attend Unit Prep Calls to bring back to school site in regards to key concepts, connection to context, and ways to extend learning</li> <li>● collaborate with SLs and Reinforcement Lead on how to reinforce SEL skill mastery</li> </ul>
Data Lead	<ul style="list-style-type: none"> <li>● bring Deans List data to PBIS meetings to analyze school-wide trends</li> </ul>
Reinforcements Lead	<ul style="list-style-type: none"> <li>● ensure level of reinforcements/incentives is in place, work with school leadership team (SLT)</li> </ul>
Staff Lead	<ul style="list-style-type: none"> <li>● ensure level of incentive system is in place for adults</li> <li>● plan staff incentives and other social outings</li> </ul>

## BEHAVIOR EXPECTATIONS

### Schoolwide Rules and Expectations

List your 5 positively stated rules (aligned to core values) that will be posted in all spaces (classrooms, hallways, bathrooms, recess/PE spaces).

1. Be <b>responsible</b> for your actions.
2. Be <b>respectful</b> of your classmates, teachers, and your property.
3. Show <b>empathy</b> to others.
4. Be <b>persistent</b> in your work.
5.

### Behavior Matrix

**Guidelines:**

- Determine what each expectation looks like and sounds like in each space.
- These are the behavior expectations that you reinforce.
- Posters live in each space with behavior expectations named.

	Classroom	Hallways	Bathrooms	Lunch	Recess/PE Space
R E S P E C T					
R E S P O N S I B I L I T Y					
P E R S I S T E N C E					

E M P A T H Y					
5 C O R E V A L U E					

## REINFORCEMENTS/INCENTIVES

### Student Reinforcement Matrix

**Guidelines:**

- Should earn reinforcements for demonstrating behavior expectations (both immediate and long-term, including long-term whole school events)
- Should not be punitive (i.e. the incentives/reinforcements are not taken away).
- The menu of reinforcements should have multiple items per area (example for each level and area is given in *italicized*)
- The menu of reinforcement should include teacher and student input and items should change throughout the year
- There should be an opportunity every ~2 months for students to utilize their “CVRs/tokens” to purchase a school-wide activity.
- This event should vary and it should be advertised so that students have an opportunity to save their reinforcements, should they choose to do so.

### Individual Reinforcement System

Reinforcement Type:	What:	Where:	When:	Who/To Whom?:	Why? Purpose	Redemption
<b>Individual</b>	<i>Core Value Rockets</i>	<i>In all spaces, including lunch and recess.</i>	<i>Teachers: Hand out at least 30+ rockets a day for expected behaviors.</i>	<i>All students recognized individually.</i>	<i>Reinforces school wide behavior expectations</i>	<i>PBIS Store Daily Drawing (optional) Monthly Events</i>

### Classroom Options (for *individual* reinforcement redemption):

Social-- adult	Social-- peer	Tangible	Escape
----------------	---------------	----------	--------

<ul style="list-style-type: none"> <li>• note home to parent</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• classroom cheer</li> </ul>	<ul style="list-style-type: none"> <li>• sticker</li> </ul>	<ul style="list-style-type: none"> <li>• homework pass</li> </ul>
--	---	---	---

**School Options** (for *individual* reinforcement redemption)

Social-- adult	Social-- peer	Tangible	Escape
<ul style="list-style-type: none"> <li>• lunch with teacher</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• rocketship swag</li> </ul>	<ul style="list-style-type: none"> <li>• free dress day</li> </ul>

**Monthly Whole Events** (for *individual* reinforcement redemption):

	Fall	Winter	Spring
event?			
who plans it?			
when advertised?			

**Staff Reinforcement Matrix**

Type:	What:	Where:	When:	Why? Purpose	Redemption
-------	-------	--------	-------	--------------	------------

<b>Individual</b>	<i>Staff CVR</i>	<i>In staff lounge, raffle happens weekly at Landing</i>	<i>Staff: hand out a staff CVR as they see other staff living by adult ways of operating SLs: should hand out 1+ daily to staff</i>	<i>Reinforces adult ways of operating</i>	<i>Raffle for Starbucks gift card, prime parking space, relief from dismissal duty</i>

**Parent Reinforcement Matrix**

<b>Type:</b>	<b>What:</b>	<b>Where:</b>	<b>When:</b>	<b>Why? Purpose</b>	<b>Redemption</b>
<b>Individual</b>	<i>Parent Raffle</i>	<i>End of the Month Landing</i>	<i>Students are given a raffle ticket each day that they are on time</i>	<i>Reinforces student attendance</i>	<i>Raffle for a "night out" (movie passes, treats, etc.)</i>



TLAC Skill	Description	Preventative	Consequence
<b>Setting and Maintaining High Behavioral Expectations</b>			
<b>100%</b>	There's one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation, and motivation.	✓	
<b>What to Do</b>	Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as asked to do so easily.	✓	
<b>Strong Voice</b>	Establish control, command and benign authority that make the use of excessive consequences unnecessary.	✓	
<b>Do it Again</b>	Doing it again and doing it right or better or perfect is often the best consequence.		✓
<b>Threshold</b>	When students cross the threshold into the classroom, you must remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.	✓	
<b>Sweat the Details</b>	To reach the highest standards, you must create the perception of order.	✓	
<b>No Warning</b>	Use minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.		✓
<b>Building Character and Trust</b>			
<b>Positive Framing</b>	Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.	✓	
<b>Precise Praise</b>	Use positive reinforcement as a powerful classroom tool	✓	
<b>Warm/Strict</b>	At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).	✓	
<b>The J Factor</b>	Find and promote the joy of learning to achieve a happy and high-achieving classroom.	✓	
<b>Emotional Constancy</b>	Model the modulation of emotions (no explosions) and tie emotions to student achievement not the emotions of students you teach.	✓	

## The Shortest Distance Curriculum: *Actions and Conversations Inspired by Stories*

### Unit 1: Respect, Inclusion, & Welcome

Unit 1	Core Text (Early Grades) Grade K-2	Core Text (Upper Grades) Grade 3-5	Objectives	Teacher Prompts & Student Actions Across the Unit
Week 1 (3 Days)	<a href="#">I'm Like You, You're Like Me</a>	<a href="#">I'm New Here Someone New</a>	<u>We</u> respect ourselves and one another by appreciating our differences, listening to all voices, and welcoming everyone.	<ul style="list-style-type: none"> <li>● Students are prompted and redirected to consider if their comments about differences are kind or unkind</li> <li>● Students ask a teacher or an adult if they are curious about a difference they observe</li> <li>● Students are praised for asking one another their names and using names (rather than pointing or describing another person)</li> <li>● Students listen and take turns; a talking piece can be used to help students practice the flow of turn-taking when speaking</li> <li>● Students are prompted or praised for including others and noticing someone who is left out or “new” in the community</li> <li>● Students are praised for turn-taking and sharing</li> <li>● Students greet one another and staff by name</li> </ul>
Week 2	<a href="#">Martha Walks the Dog</a> (Bonus: <a href="#">The Bad Seed</a> )	<a href="#">The Bad Seed</a> (Bonus: <a href="#">Don't Call Me Monster</a> )	<i>I can show that you are welcome in our community by <b>learning your name and listening to your voice.</b></i>	
Week 3	<a href="#">Tacky the Penguin</a> <a href="#">Colorful World</a>	<a href="#">Who Counts?</a>	<i>I can show that you are welcome in our community by <b>including you and making sure you don't feel left out.</b></i>	
Week 4	<a href="#">That's Not Fair Fair is Fair</a>	<a href="#">That's Not Fair Fair is Fair</a>	<i>I can show respect by <b>accepting that we may have different needs.</b></i>	
Week 5	<a href="#">What if Everybody Did that?</a>	<a href="#">What if Everybody Did That?</a> <a href="#">Marvelous Cornelius</a>	<i>I can show respect for you and your time by thinking before I act and <b>asking myself “What if everybody did that?”</b></i>	
Week 6	<a href="#">Thank you, Omu!</a> <a href="#">The Big Umbrella</a>	<a href="#">Mama Panya's Pancakes</a> <a href="#">The Big Umbrella</a>	<i>I can show respect for you by <b>sharing with you and welcoming you</b> (because there is room for everyone).</i>	
Week 7	<a href="#">One Green Apple All Are Welcome</a>	<a href="#">The Day You Begin All Are Welcome</a>	<i>I can show respect for you by <b>listening to you and thinking about how it feels to be “new”</b> in a community.</i>	

Unit 1: Respect, Inclusion, & Welcome, Resources & Links: [Book Order List](#) , Teacher/Staff PD , Resources

## The Shortest Distance Curriculum: *Actions and Conversations Inspired by Stories*

### Unit 1.5: Mindful of My Feelings

Unit 1	Core Text (Early Grades) Grade K-2	Core Text (Upper Grades) Grade 3-5	Objectives	Teacher Prompts & Student Actions Across the Unit
Week 1	Skill Focus: I Statements, Feelings Vocabulary	Skill Focus: I Statements, Feelings Vocabulary	<u>We</u> are mindful of ourselves and one another when we use “I Statements” and a talking voice (not a “fighting voice”) to communicate our feelings and solve problems.	<ul style="list-style-type: none"> <li>● Students are prompted to use “I statements” to express their feelings</li> <li>● Students are prompted by teachers to consider “the size of the problem” they are facing</li> <li>● Students are praised for expressing feelings and needs; differentiated coaching is provided by teachers to help students improve body language and tone (but not all aspects are corrected at once!)</li> <li>● Students are prompted and redirected to consider if they are using a “talking” or “fighting” voice to communicate</li> <li>● Students are praised for using “talking voices” to support other students who are experiencing strong feelings</li> <li>● Students are redirected and prompted with the phrase “Are you being mindful or unmindful?”</li> </ul>
Week 2	<a href="#">Anh’s Anger</a>  <a href="#">Yesterday I had the Blues</a>	<a href="#">Angry Cookie</a>  <a href="#">Yesterday I had the Blues</a>	<i>I can respect myself by being mindful of my feelings and using “I statements” to express my feelings to others.</i>	
Week 3	Skill Focus: Talking Voice + Body Language + Apologies	Skill Focus: Talking Voice + Body Language + Apologies	<i>I can respect myself and my community by being <b>mindful of my feelings, body language, and tone of voice.</b></i>	
Week 4	<a href="#">Miracle Melts Down</a>  <a href="#">My Many Colored Days</a>	<a href="#">Penguin Problems</a>  <a href="#">My Many Colored Days</a>	<i>I can respect myself and my community by being <b>mindful of my feelings, body language, and tone of voice.</b></i>	
Week 5	<a href="#">King Calm</a>	<a href="#">Charlotte and the Quiet Place</a>	<i>I can act and speak mindfully (not unmindfully) by choosing to stop, take a deep breath, and focus my attention on myself, others, and the environment.</i>	

# The Shortest Distance Curriculum: *Actions and Conversations Inspired by Stories*

## Unit 2: Kindness, Empathy, and Friendship

Unit 1	Core Text (Early Grades) Grade K-2	Core Text (Upper Grades) Grade 3-5	Objectives	Teacher Prompts & Student Actions Across the Unit	
Week 1	<a href="#">We Don't Eat Our Classmates</a>  <a href="#">Friendshape</a>	<a href="#">How to Lose All Your Friends</a>	<u>We</u> build and strengthen friendships when we choose kind words and actions while considering the feelings of others (empathy).	<ul style="list-style-type: none"> <li>● Students are prompted to consider who they are friends with in their class and which actions and words are helpful to those friends</li> <li>● Students are prompted to consider the weight of their words: “Do those words lift up or bring others down?” (e.g. balloons or bricks)</li> <li>● Students are prompted to consider the body language and facial expressions of others (e.g. “How did your words make him feel? Look at his face to see..”)</li> <li>● Students are prompted daily to try one of the “<a href="#">5 Little Things</a>” they can do to show kindness</li> <li>● Students are prompted to consider if they are listening mindfully to others and taking turns with their friends (e.g. in conversations, games, activities; “Has she had a turn to share yet? How does it feel when people talk but do not listen to you?”)</li> <li>● Students are prompted to use “I statements” to express their feelings</li> <li>● Students are prompted and praised for noticing and including others who may be left-out or having a hard time</li> </ul>	
Week 2	<a href="#">Andrew's Angry Words</a>  <a href="#">What if Everybody Said That</a>	<a href="#">Andrew's Angry Words</a>  <a href="#">What if Everybody Said That</a>	<i>I can consider the weight of my words and spread <b>kindness</b> by choosing helpful words.</i>		
Week 3	<a href="#">The Juice Box Bully</a>	<a href="#">Trouble Talk</a>	<i>I can consider the weight of my words and spread <b>kindness</b> by choosing helpful words.</i>		
<a href="#">Optional Resource</a> for Thanksgiving Week: “A Round of Thanks” and “Reward” <a href="#">Thanks a Million</a>					
Week 4	<a href="#">Wordy Birdy</a>	<a href="#">Lacey Walker, Nonstop Talker</a>	<i>I can keep and make new friends by <b>listening and being mindful of the feelings of others.</b></i>		
Week 5	<a href="#">Interrupting Chicken</a>  <a href="#">The Rabbit Listened</a>	<a href="#">Interrupting Chicken</a>  <a href="#">The Rabbit Listened</a>	<i>I can keep and make new friends by <b>listening and being mindful of the feelings of others.</b></i>		
Week 6	<a href="#">Crazy Hair Day</a>  <a href="#">Be Kind</a>	<a href="#">Chocolate Milk, Por Favor</a>  <a href="#">We're All Wonders</a>	<i>I can show empathy and kindness by thinking about how it feels to be on the “outside” and choosing words and actions that include others and bring them “inside” our community.</i>		
Week 7	<a href="#">Matthew and Tilly</a>  <a href="#">Let's Be Enemies</a>	<a href="#">Up the Creek</a>  <a href="#">Let's Be Enemies</a>	<i>I can strengthen friendships by using a <b>talking voice</b> to solve problems and <b>resolve conflict.</b></i>		

## Unit 2: Kindness, Empathy, and Friendship, Resources & Links:

[Book Order List](#) , Teacher/Staff PD , [Visuals](#), [Posters](#), [Resources](#): 5 Little Acts of Kindness [Visual](#),

# The Shortest Distance Curriculum: *Actions and Conversations Inspired by Stories*

## Unit 2.5: Mindful of Myself, Others and Our Environment

Unit 2.5	Core Text (Early Grades) Grade K-2	Core Text (Upper Grades) Grade 3-5	Objectives	Teacher Prompts & Student Actions Across the Unit
3-4 Days of Lessons (Short Week) <a href="#">All Grades</a>	Review: I Statements, Feelings Vocabulary  How Do Dinosaurs say I'm Mad? Yesterday I Had the Blues		I can respect myself by being mindful of my feelings and using "I statements" to express my feelings to others.  **Lesson is for use during PT Conferences or Holiday Week; Can be used at any point during the unit**	<ul style="list-style-type: none"> <li>● Students are prompted to use "I statements" to express their feelings</li> <li>● Students are praised for expressing feelings and needs; differentiated coaching is provided by teachers to help students improve body language and tone (but not all aspects are corrected at once!)</li> <li>● Students are redirected and prompted with the phrase "Are you being mindful or unmindful?"</li> <li>● Students are given whole group opportunities to take a mindful moment to breathe and notice their bodies and their environment</li> <li>● Students are prompted and redirected to consider if they are thinking about the present moment or if they are focused on the past or future</li> <li>● Students are praised for using "talking voices" and empathy to support other students who are experiencing strong feelings</li> <li>● Students are given chances to share about using their 5 senses to experience the world ("What sounds did you notice? What did you see that you haven't noticed before?")</li> </ul>
<b>1</b> <a href="#">K-2- Lesson</a> <a href="#">3-5- Lesson</a>	Lemonade Hurricane	The Sound of Silence  Silence	<u>We</u> are mindful of ourselves, others, and our environment when we slow down, breathe, and take notice of our senses and the world around us.	
<b>2</b> <a href="#">K-2- Lesson</a> <a href="#">3-5- Lesson</a>	Puppy Mind	Puppy Mind	<i>I can stop, breathe, and take a <b>mindful moment</b> when I notice my thoughts are running into the future or the past.</i>	
<b>3</b> <a href="#">K-2- Lesson</a> <a href="#">3-5- Lesson</a>	Mindful Monkey, Happy Panda  What Does it Mean to be Present?	Mindful Monkey, Happy Panda  What Does it Mean to be Present?	<i>I can practice being in the <b>present</b> moment by slowing down to pay attention to myself, others, and my environment.</i>	
<b>4</b> <a href="#">K-2- Lesson</a> <a href="#">3-5- Lesson</a>	The Listening Walk  A World of Pausabilities	Steps and Stones  A World of Pausabilities	<i>I can pay attention to myself and my environment by <b>mindfully using my senses</b> and mindfully moving.</i>	
<b>5</b> <a href="#">K-2- Lesson</a> <a href="#">3-5- Lesson</a>	Ruby Finds a Worry	Ruby Finds a Worry	<i>I can show <b>empathy</b> and kindness by being mindful of my feelings and the feelings of others.</i>	

	My Magic Breath	Here and Now		
--	--------------------	--------------	--	--

## Unit 2.5: Mindful of My Feelings, Resources & Links:

[Book Order List](#) , Teacher/Staff PD , [Visuals, Posters, Resources](#)

### Additional Sources

The Hawn Foundation. (2011). MindUP curriculum: Brain-focused strategies for learning - and living. Grades Pre-K-2. New York, NY: Scholastic Inc.

<https://mindupprogram.weebly.com/annotated-bibliography.html>

## The Shortest Distance Curriculum: *Actions and Conversations Inspired by Stories*

### Unit 3: Persistence, Grit, & Patience in Growth

Unit 2.5	Core Text (Early Grades) Grade K-2	Core Text (Upper Grades) Grade 3-5	Objectives	Teacher Prompts & Student Actions Across the Unit
<b>1</b> <a href="#">K-2- Lesson</a> <a href="#">3-5- Lesson</a>	The Thing Lou Couldn't Do	Pies from Nowhere	<i>I can persist and show grit by taking a risk and trying something new even if it is challenging.</i>	<ul style="list-style-type: none"> <li>● Students are prompted to use “I statements” to express their feelings</li> <li>● Students learn three key words for the unit and can think of examples to explain each: <b>persistence</b>, <b>grit</b>, and <b>patience</b></li> <li>● Students are prompted to consider how the story and text examples can be sources of encouragement when they face a challenge (“How did ___ handle discouragement? Did they quit? What advice do you think they would give you right now..?”)</li> <li>● Students are prompted to consider what “zone” they are in and to consider what actions will help them in that zone (red, yellow, blue)</li> <li>● Students are praised for persisting in challenging tasks</li> <li>● Students are prompted to consider what challenges they are facing and what words, actions, and thoughts help them to move from frustration to action (calming strategies are reviewed)</li> <li>● Students are prompted to encourage one another and to notice when someone else is facing a challenge</li> </ul>
<b>2</b> <a href="#">K-2- Lesson</a> <a href="#">3-5- Lesson</a>	After the Fall  Leo the Late Bloomer	Sea Bear  Leo the Late Bloomer	<i>I can persist by being <b>patient</b> with myself and the process of learning (because growth takes time).</i>	
<b>3</b> <a href="#">K-2- Lesson</a> <a href="#">3-5- Lesson</a>	Drum Dream Girl	the world is a not a rectangle	<i>I can persist and show grit by keeping my goals and dreams in mind and not letting discouragement get in my way.</i>	
<b>4</b> <a href="#">K-2- Lesson</a> <a href="#">3-5- Lesson</a>	Emmanuel's Dream	A Boy and A Jaguar	<i>I can persist and show grit by keeping my goals and dreams in mind and not letting discouragement get in my way.</i>	
<b>5</b> <a href="#">K-2- Lesson</a> <a href="#">3-5- Lesson</a>	Long Shot  Because	Whoosh!: Lonnie Johnson's Super-Soaking Stream of Inventions  Because	<i>I can persist by keeping my goals and dreams in mind and looking for role models who inspire me to be my best.</i>	
<b>6</b> <a href="#">K-2- Lesson</a> <a href="#">3-5- Lesson</a>	Pop! The Invention of Bubble Gum  Be A Maker	Magic Ramen  Be A Maker	<i>I can persist and show grit by patiently trying again (and again) to solve a problem or reach my goal.</i>	
<b>7</b> <a href="#">K-2- Lesson</a>	Mae Among the	Mae Among the Stars	<i>I can persist and show grit by keeping my</i>	



<a href="#">3-5- Lesson</a>	Stars		<i>goals and dreams in mind and seeking support from someone I trust.</i>	
-----------------------------	-------	--	---	--

## The Shortest Distance Curriculum: *Actions and Conversations Inspired by Stories*

### Unit 3.5: Mindful of Myself, Others and Our Environment

Lessons Linked	Core Text (Early Grades) Grade K-2	Core Text (Upper Grades) Grade 3-5	Objectives	Teacher Prompts & Student Actions Across the Unit
<b>1</b> <a href="#">K-2- Lesson</a> <a href="#">3-5- Lesson</a>	The Cat Who Wore a Pot on Her Head  AlphaBreaths	Quiet  Breathing Makes it Better	<u>We</u> are mindful of ourselves, others, and our environment when we slow down, breathe, and take notice of our senses and the world around us.	<ul style="list-style-type: none"> <li>● Students are prompted to use “I statements” to express their feelings</li> <li>● Students are redirected and prompted with the phrase “Are you being mindful or unmindful (with your words, actions, movement, etc.)?”</li> <li>● Students are prompted by teachers to consider “the size of the problem” they are facing</li> <li>● Students are praised for expressing feelings and needs</li> <li>● Students are prompted and led by teachers through mindful moments and breathing exercises throughout the school day</li> <li>● Students are prompted to consider which of their senses they are using and what they notice in their environment</li> <li>● Students are praised for using “talking voices” to support other students who are experiencing strong feelings</li> </ul>
<b>2</b> <a href="#">K-2- Lesson</a> <a href="#">3-5- Lesson</a>	Ravi’s Roar  When Sadness Is At Your Door	Fergal and the Bad Temper  When Sadness Is At Your Door	<i>I can respect myself by being mindful of my feelings and by using “I statements” to express my feelings to others.</i>	
<b>3</b> <a href="#">K-2- Lesson</a> <a href="#">3-5- Lesson</a>	Queenie Quail  A World of Pausabilities	The Sloth Who Slowed us Down  A World of Pausabilities	<i>I can practice being in the present moment by <b>slowing down to pay attention to myself, others, and my environment.</b></i>	
<b>4</b> <a href="#">K-2- Lesson</a> <a href="#">3-5- Lesson</a>	Jazz on a Saturday Night  Karate Hour	Jazz on a Saturday Night  Karate Hour	<i>I can pay attention to myself and my environment by <b>mindfully using my senses and mindfully moving.</b></i>	

## Unit 3.5: Mindful of My Feelings, Resources & Links:

[Book Order List](#)

Teacher/Staff PD

Visuals, Posters, Resources

**The expected sequence of units for the year will be as follows, each unit is usually between 5-7 weeks: The Shortest Distance Curriculum (SDC)**

Unit 1: Respect, Inclusion, & Welcome

Unit 1.5: Mindful of Myself and My Feelings

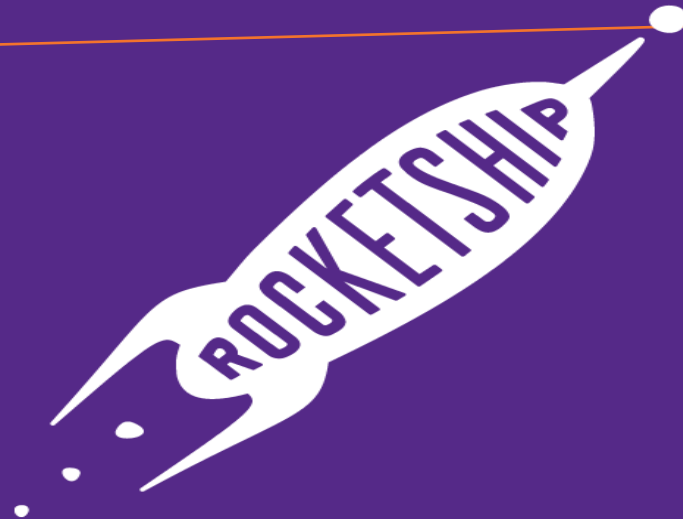
Unit 2: Kindness, Empathy, & Friendship

Unit 2.5: Mindful of Myself, Others, and Our Environment

Unit 3: Persistence, Grit, & Patience in Growth

Unit 3.5: Mindful of Myself, Others, and the Environment

Unit 4: Responsibility, Problem Solving, and Community Action

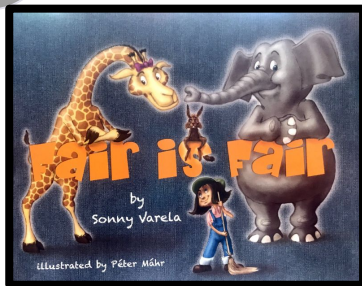
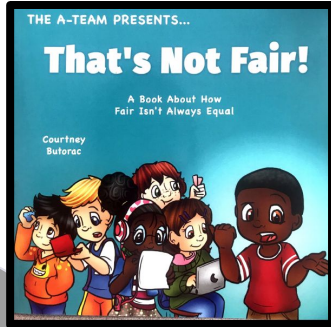


# Community Meeting

# This Week's Big Questions



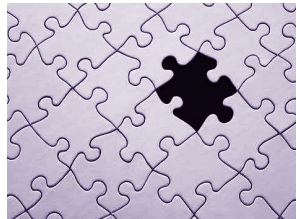
"We all have different abilities and different needs."

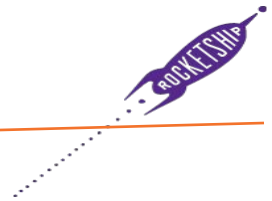


How did Henry feel at the beginning of the story? Why did he feel this way? How did Henry feel at the end of the story?

What do you think “fair” means?

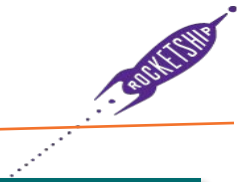
What do both texts tell us about fairness? Do you agree with Henry’s mom and the zookeeper? *Make connections with other stories or examples from your own life.*





# Day 1

# Share Out: Want or Need?



What does it mean to “need” something? What is something you need every day?

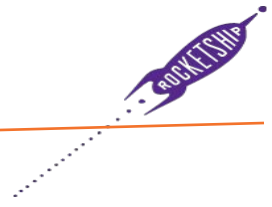
What does it mean to “want” something? What is something you want (but may not need)?

How are these two words different?



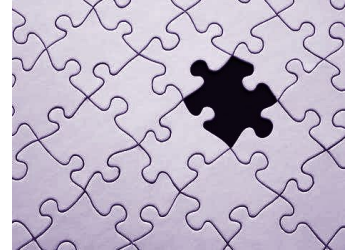
# Review: We Are Rocketeers

---



## *Belief #1: Every Rocketeer Counts!*

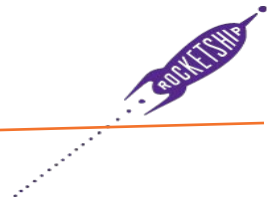
We are all Rocketeers and each of us is important to our classroom community. Each person in this community should feel welcome and important here. There are students at our school who need different accommodations. We provide what students need to help them be successful!



**FRIENDLY**

KOTOWAZA  
Friendly faces create  
friendly places.

# Objective

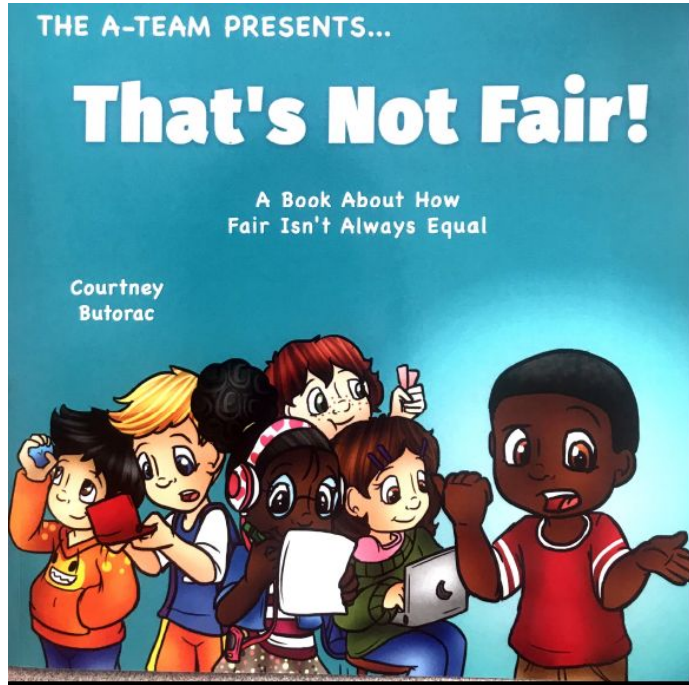


I can show respect by accepting that we may have *different* needs.





# Day 1: Reading Focus



Have you ever felt like you were *different* than other people or noticed another person who was different from the group? Today we are going to talk about differences and why different students **need** different things.

My name is Henry. I love my school,  
my friends and my teacher.  
I'm also a great soccer player!



But there are some  
things at my school  
that confuse me.



For example, on Monday,  
I saw Jack chewing gum.  
That's against the school rules!  
But the weird thing was, the  
teacher gave him the gum!  
Can you believe that?  
That's NOT fair!



4



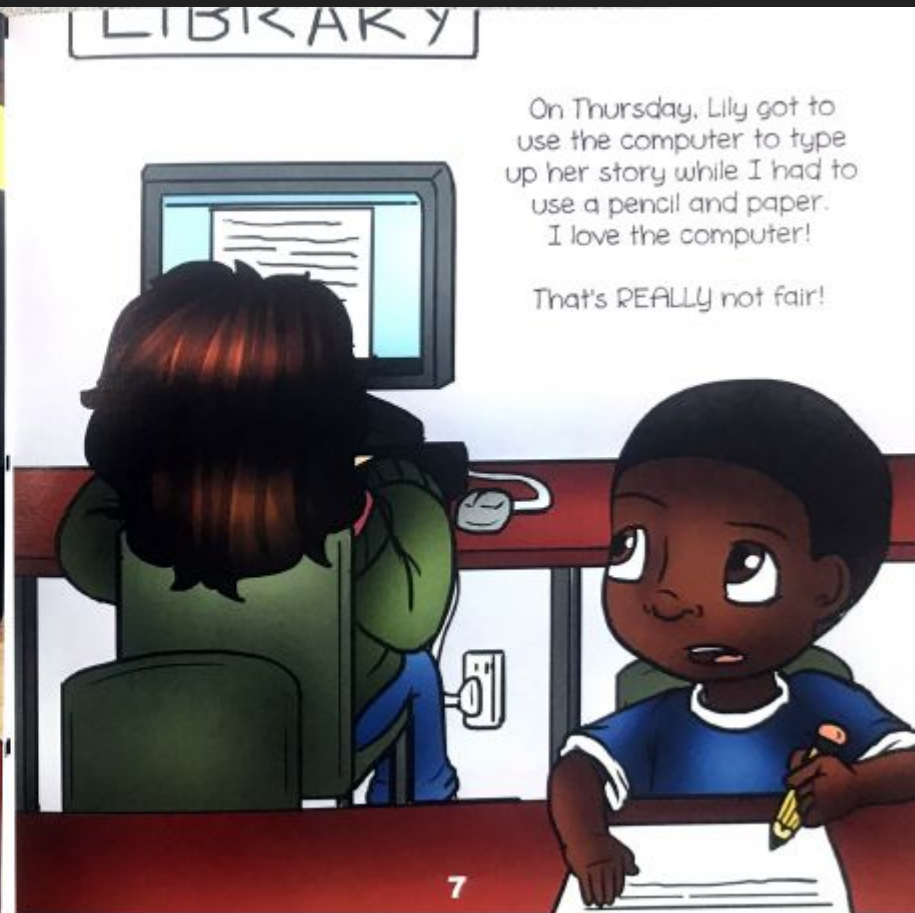
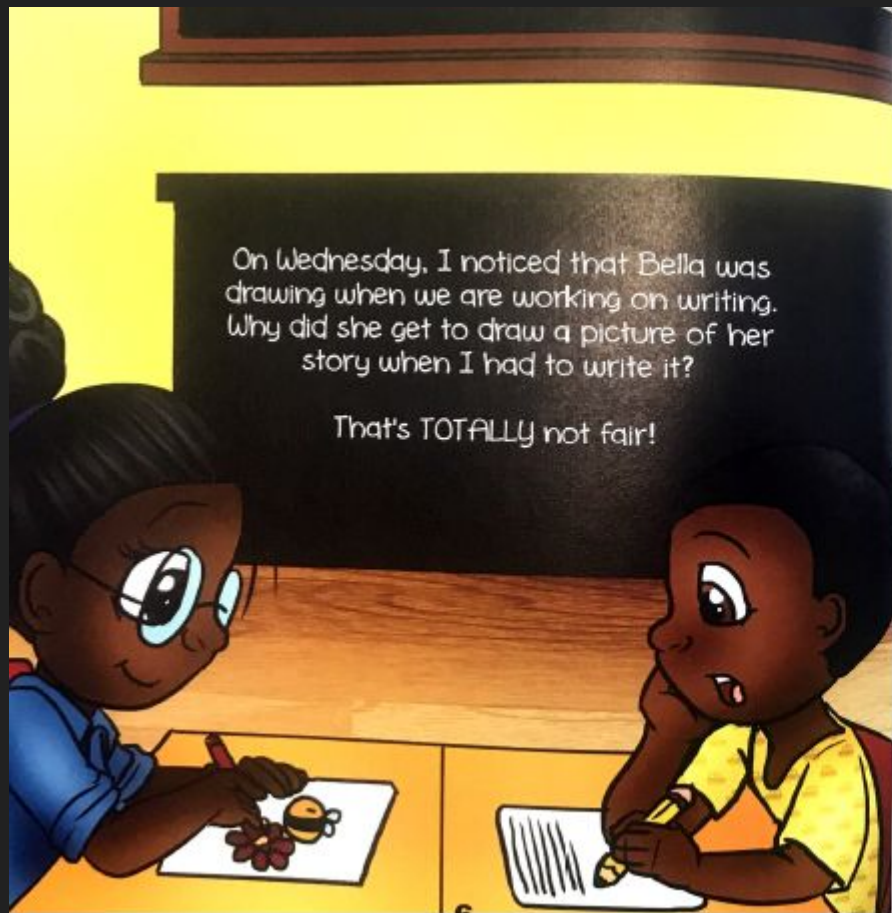
On Tuesday, Alex  
got to take a break  
in another classroom  
and I heard that he  
played video games!  
Play video games  
at school???

That's SO not fair!

Ms. Corina's Room



5



On Friday, I saw Max squeezing a ball under his desk.  
Why did he get a fun ball to squeeze and I didn't?

That's DEFINITELY not fair!



It's just not fair that they get to do all of these  
things and I don't get anything like that!



One day, I talked to my mom about it.  
"Mom, why do these kids get to do different work  
than I do? Why do they get to play with toys in  
class, have gum, and earn breaks?"

It's not fair that  
I don't get that."

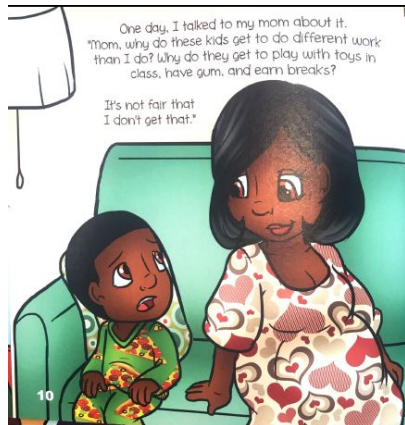


# Think About the text...Day 1



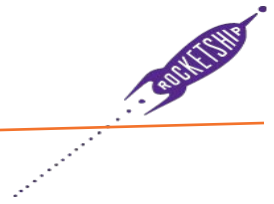
What is Henry frustrated by at school?

Have you ever felt like Henry? Why do you think Max might have the ball at his desk?



What do you think his Mom might say to him about this problem?

# Think About the text...



Have you ever noticed students at our school that use different tools (glasses, wheelchairs, headphones) or have accommodations like breaks from class?



Do you think students have accommodations because they **want** them or because they **need** them? What is the difference between *wanting* something and *needing* it?

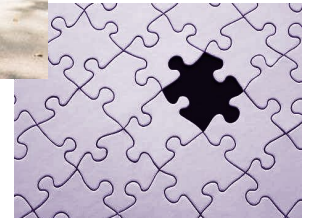


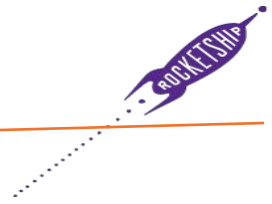
# Closing



**Today we read about a school like ours. Each student has different abilities and different needs. Sometimes we feel like Henry and think “That’s not fair!”**

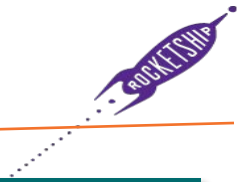
**How can you show kindness and help those who have different needs than you do today?**





# Day 2

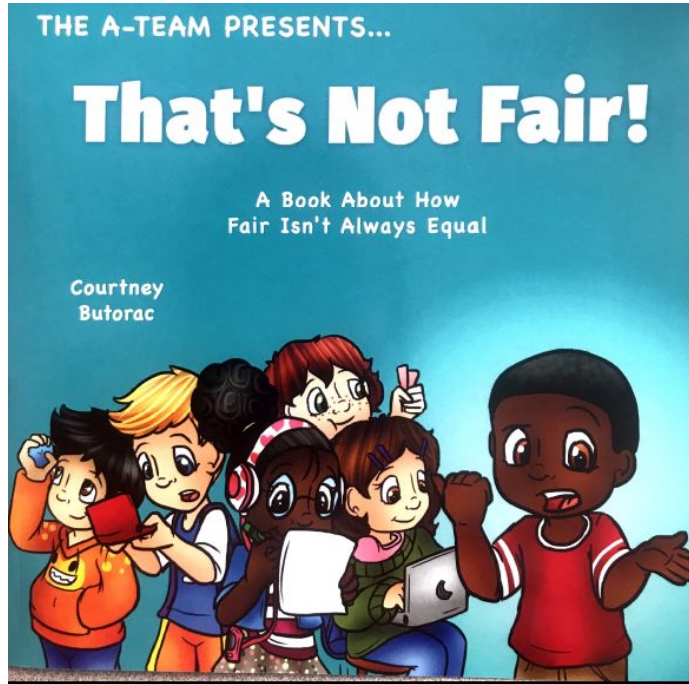
# Share Out: Want or Need?



Which pictures show something you *need*?  
Which pictures show something you may *want*?  
How are these two words different?



# Day 2: Reading Focus



Yesterday we began reading about Henry and his experience at school. Henry is frustrated by the accommodations he sees other students receiving. Let's see what perspective he gains today as he discusses his feelings with his Mom.

One day, I talked to my mom about it.  
"Mom, why do these kids get to do different work  
than I do? Why do they get to play with toys in  
class, have gum, and earn breaks?"

It's not fair that  
I don't get that."



She thought about it  
for a second.

"Well, honey, is there  
anything else that  
you notice is different  
about kids in your  
class?"

"No," I said.



"What about how Julie uses a wheelchair? You don't have a wheelchair. Do you think that's not fair?"

"That's different, Mom. She can't walk so she needs the wheelchair to get around." I said.



 SUMMER CAMP

"Okay, Henry, what about Ted? He wears glasses... do you think that's not fair?" She pointed out.

"That's also different, Mom. He can't see without them."



HENRY'S 5TH B-DAY

"What about Leslie? She wears braces on her teeth and gets to put cool colored rubber bands in."

"Yeah, but she needs the braces because her teeth weren't growing in straight."



"Honey, what I want you to see is that every kid needs something different to be the best person they can be. Would it make sense if you went to school using a wheelchair one day?"

"No, because I don't need to use a wheelchair."



"What about wearing glasses or braces?"

"Well, I don't need glasses and my teeth are pretty straight so I don't need braces."



"SO, do you see that different kids need different things?"

"Yes, but why do kids get fun stuff, like gum or breaks?"





"Well, some kids need things like gum to help them focus in class.

Some kids need breaks to be able to make it through the school day.

Every kid can do different amounts and types of work."



18

"You have to trust that the teacher knows what they are doing."

"Hmmm, I never thought about it that way," I said.

19



"Remember when you started learning how to ride a bike? You needed training wheels to help you learn. Should I put training wheels back on your bike because your friend still uses them??"

I laughed. "No, Mom, that would be silly."



FIRST BIKE

20

"So I guess the lesson is, being fair does not mean being equal, or the same. All of our brains and bodies work uniquely. So, everyone needs different things to be successful."

My mom was really starting to make sense.



21

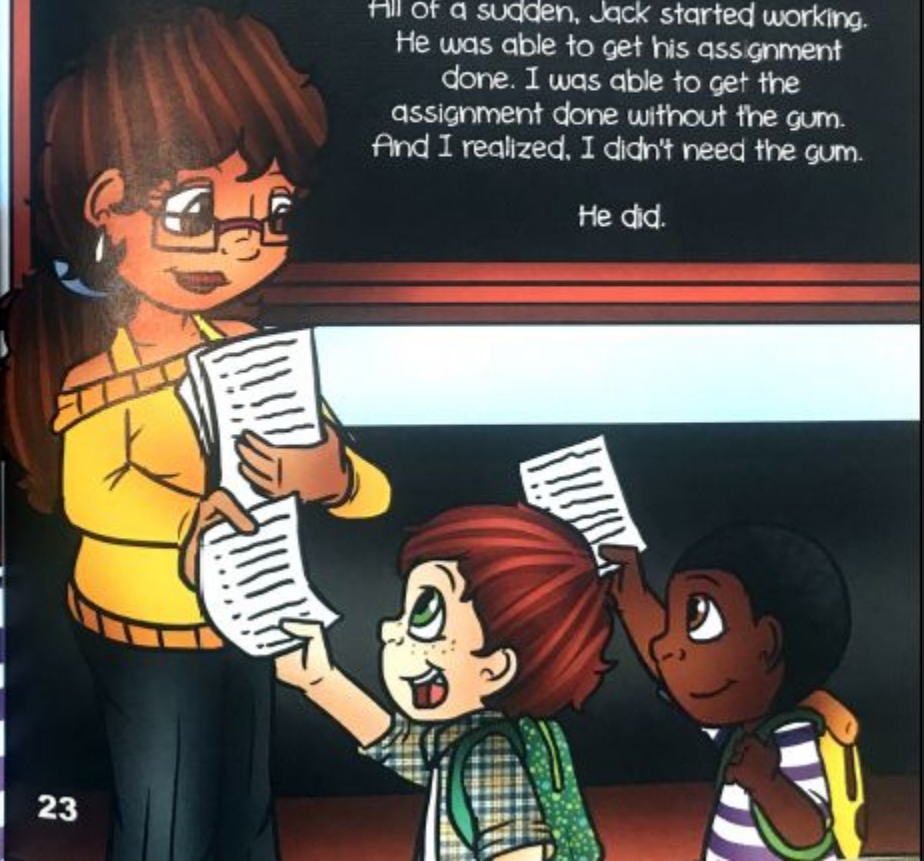
The next day I went to school and watched Jack before he had his gum. He was having a really hard time doing his work. He was looking around, chewing on his pencil and humming to himself.

Then, my teacher gave him gum.



All of a sudden, Jack started working. He was able to get his assignment done. I was able to get the assignment done without the gum. And I realized, I didn't need the gum.

He did.



It was fair because Jack wasn't able to work without it. It wouldn't be fair if he didn't get his gum.



When I really look around I notice many differences. Some kids have allergies and can't eat nuts. Some kids have blue eyes, others have brown. Some kids are tall and some kids are not.



But there are also things that are the same in all of us. We are the same age. We are all kids. We all want to make friends. We all want to be happy. We all need to learn in school. Some of us just need different things to help us learn. We all learn in unique ways, and that is why fair isn't equal; fair is what everyone needs to be successful.



# Think About the text...Day 2



On Friday, I saw Max squeezing a ball under his desk. Why did he get a fun ball to squeeze and I didn't?

That's DEFINITELY not fair!



It's just not fair that they get to do all of these things and I don't get anything like that!



"What about how Julie uses a wheelchair? You don't have a wheelchair. Do you think that's not fair?"

"That's different, Mom. She can't walk so she needs the wheelchair to get around." I said.



SUMMER CAMP

12

"Okay, Henry, what about Ted? He wears glasses... do you think that's not fair?" She pointed out.

"That's also different, Mom. He can't see without them."



HENRY'S 5TH B-DAY

13

At the beginning of the book, what is Henry frustrated by at school?

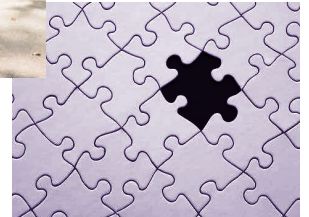
What examples does Henry's mom share with him to remind him of friends that need different tools?

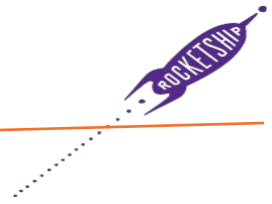
What lesson does Henry learn in the story? How does his perspective change about students who have different accommodations?

# Closing



**There will always be children and adults with different abilities and needs. Our differences make us unique and we can learn to have empathy for the needs of others. How can you show kindness and help those who have different needs than you do today?**

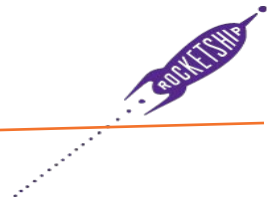




# Day 3



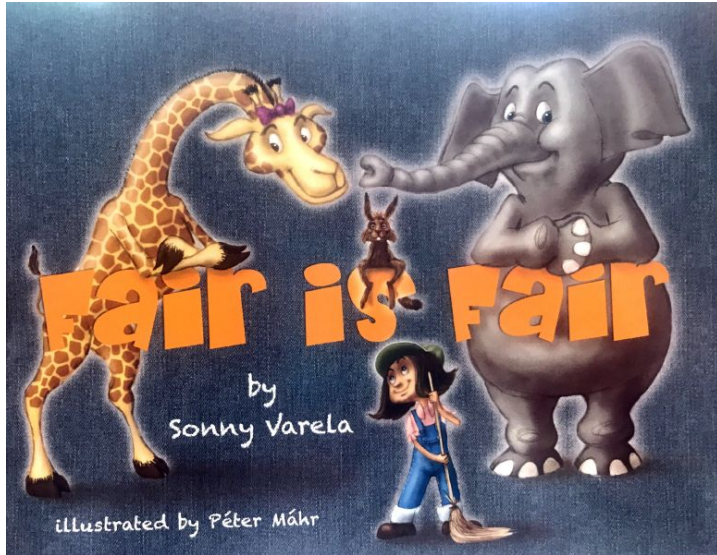
# Share Out



What different needs does it look like each of these students have?



# Day 3: Reading Focus



Yesterday we finished reading about Henry and his experience of fairness. Today we will read another story and continue to think about what “fair” means to different people (or animals) with different needs.

Zookeeper loved all of her animals,  
but she was especially fond of  
Hare, Giraffe, and Elephant.  
She fed them herself every day.



She gave Hare a handful of food.  
She gave Giraffe a wheelbarrow full.  
And she gave Elephant a whole truckload!



They were all healthy and happy  
because each day they had just enough.



One day, they were lounging  
under a giant shade tree. Each was speaking  
about how much Zookeeper must love them.



Hare bragged, "Did you know Zookeeper gives  
me a handful of food every day?  
And it's exactly enough!  
She must really love me."



Giraffe laughed. "Well, she must really love me,  
because I get a whole wheelbarrow of food.  
What do you think of that?"





Elephant trumpeted out an even bigger laugh.  
"Well then," said Elephant, "I must be the most  
loved of all because I get an entire truckload!"



"Not fair!" shouted Hare.  
"Why should you two get  
so much more than I?"





"Not fair at all!" said Giraffe to Hare.  
"Zookeeper must love Elephant more than us."



Giraffe, Hare, and Elephant  
all looked at each other in silence.



"But I know how to make things fair,"  
said Giraffe. "When Zookeeper gives us  
our food we can pile it together and  
split it evenly. Then things will be fair."



# Think About the text...Day 3



At the beginning of the book, how did each animal feel about the amount of food they received?

What causes the animals to become angry?

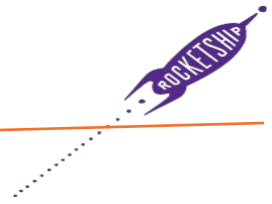
What does the giraffe suggest that they all do? Do you think this will work? Why or why not?

# Closing



**This week we have been focusing on fairness and the difference between a “want” and a “need.” Sometimes we will feel frustrated that someone else has something that we should have, and it is right to be frustrated. But sometimes, we are upset because someone else has a different need than we do. We are all learning what fairness means (adults too!) What does “fair” mean to you?**





# Day 4



# Share Out



How did you make someone else feel welcome or included this week (even if they are different than you)?



But there are also things that are the same in all of us. We are the same age. We are all kids. We all want to make friends. We all want to be happy. We all need to learn in school. Some of us just need different things to help us learn. We all learn in unique ways, and that is why fair isn't equal; fair is what everyone needs to be successful.

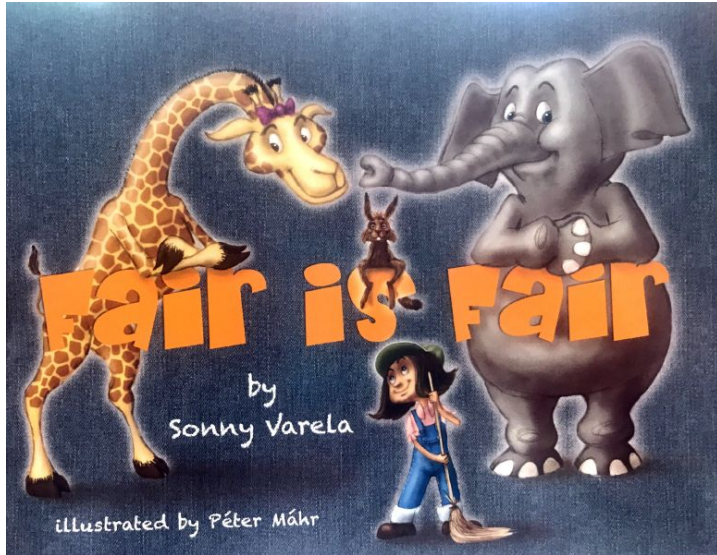


Best Friends Forever

“I showed kindness when...”



# Day 4: Reading Focus



Yesterday we began reading about three animals and the food they need. The animals were happy with what they received until, they realized it was not the same amount. Today we will continue thinking about the complexities of what is truly “fair.”



And that's what they did. The next day,  
they piled their food together and split it evenly.



After eating about a handful of food,  
Hare was stuffed. But he still had  
a large mound of food!



But Elephant ate up all his food. And he was still hungry!  
He gazed at the piles of food that Hare and Giraffe still had  
and wanted to ask for some, but he thought, "Well, fair is fair."  
He walked around his pen with his stomach growling.



After several days, Hare became fat from eating so much, and his leftover food towered over him and took up his entire living space. Hare thought, "I might get buried alive soon!"



Giraffe was also getting fat,  
and she kept tripping on piles of leftover food.



Elephant was the most miserable of all.  
He was getting very skinny and pale,  
and he was always hungry and grumpy.

And even though they all said, "Well, fair is fair,"  
none of them was healthy or happy.

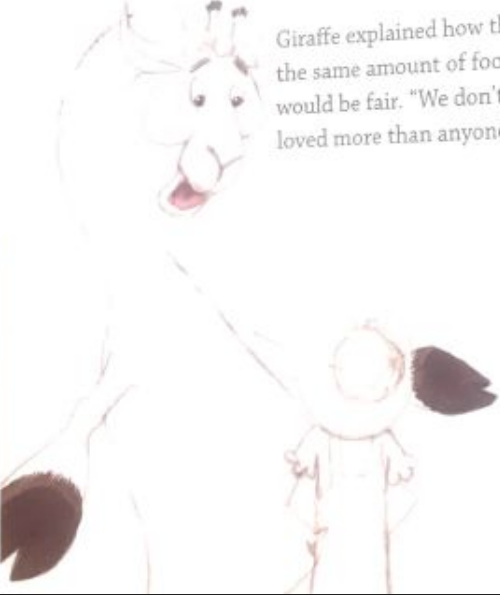




Zookeeper saw how the food towered over Hare  
and how Giraffe's knees were badly bruised  
and how Elephant had become so skinny and grumpy.  
So she called a meeting under the giant shade tree.

"What's going on?" Zookeeper asked.





Giraffe explained how they all wanted to get the same amount of food so that everything would be fair. "We don't want anyone to be loved more than anyone else."



"Is it fair for Elephant to be hungry while two of you are buried in food?" asked Zookeeper.

The three animals thought about this. Hare said, "No, that doesn't seem very fair." Elephant and Giraffe agreed that it wasn't very fair at all.

Zookeeper went on, "Fairness isn't everyone getting the exact same. Fairness is everyone getting what they need."





She gave a great big hug to  
Elephant, Giraffe, and Hare.



And then she gave each one just enough food.  
And they didn't care how much it was or how  
much the others received, because each one  
knew that they were loved.



# Think About the text...Day 4



At the beginning of the book, how did each animal feel about the amount of food they received?

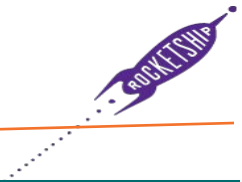
What does the zookeeper mean when she says, "Fairness isn't everyone getting the exact same. Fairness is everyone getting what they need."

"Is it fair for Elephant to be hungry while two of you are buried in food?" asked Zookeeper. The three animals thought about this. Hare said, "No, that doesn't seem very fair." Elephant and Giraffe agreed that it wasn't very fair at all. Zookeeper went on, "Fairness isn't everyone getting the exact same. Fairness is everyone getting what they need."



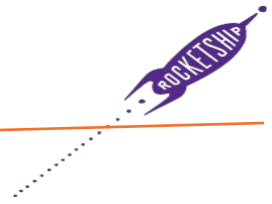
What lesson do the animals likely learn in the story?

# Closing



This week we have been focusing on fairness and the difference between a “want” and a “need.” The zookeeper showed she loved each animal by giving them the right amount of food. Today before you say “that’s not fair!” stop, take a breath, and consider if you have the exact same need as the other person.

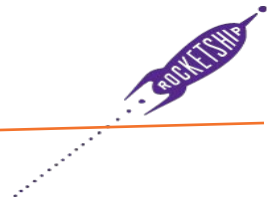




# Day 5



# Share Out

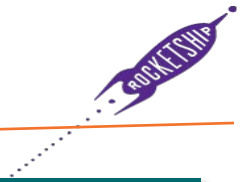


Has someone else shown kindness to you in your community this week?

What did they do or say?



# Review: Want or Need?



This week we considered what it means to “want” something and what it means to “need” something. Our community is full of members that have different wants and needs. Before you say “that’s not fair” think about if what you are asking for is truly something you need or something you want.



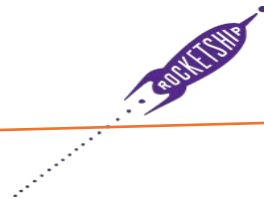
# FAIR IS NOT ALWAYS EQUAL.



Teaching

is a lot like

Doctoring



Kids go to a doctor **with different needs**:

I scraped my knee!

My stomach hurts!

I think my arm is broken!

I have a cough!



What if the doctor said the **same thing** to all of them?

Here's some cough medicine!



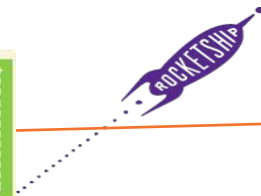
Only **one kid** would get what he needs.



And that's **not fair.**



# It's the same thing in a classroom.



Every student has **different needs**:

I have trouble focusing for more than 15 min.

I can talk about what I know better than I can write about it.

I think better when my hands are busy.

I can't grip a pen or pencil.



So **different students** should get **different things** to help them succeed.



Classroom breaks; tests taken over multiple days



Fidget toys and tactile activities



Creating a video instead of composing a paper



Modified writing utensils; writing on a computer instead

And *that's* what makes a classroom **fair for everyone!**

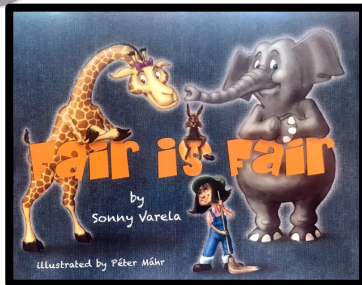
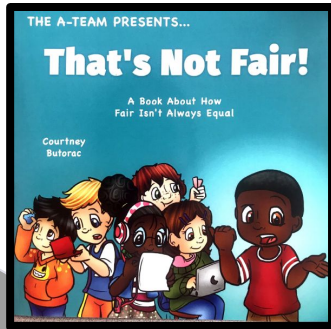


Adapted from *Teaching Everyone* by Whitney Rapp and Katrina Arndt and *Universal Design for Learning in Action* by Whitney Rapp.  
www.brookespublishing.com | 1-800-638-3775

# This Week's Big Questions



"We all have different abilities and different needs."



How did Henry feel at the beginning of the story? Why did he feel this way? How did Henry feel at the end of the story?

What do you think "fair" means?

What do both texts tell us about fairness? Do you agree with Henry's mom and the zookeeper? Make connections with other stories or examples from your own life.