Teaching Core Values & Expectations

After establishing the core values and specific behavior expectations for the campus, direct instruction in these topics should be provided to all students at the beginning of each school year, and periodically throughout the year, particularly after school breaks. This instruction does not have to take up large amounts of time, but it should be proactive, purposeful, and planned. Instruction should take in a manner consistent with best practices for academic instruction. Behavior instruction that relies primarily on "teachable moments" will leave many students without instruction.

The campus Ground Work team, or campus PLC teams should create lesson plans and a schedule for initial instruction in core values and expectations. This ensures instruction is provided to all students. When planning and scheduling are left to the determination of individual teachers the campus loses the power of alignment and there is less accountability for instructional delivery.

Consider the needs of your campus. In addition to introducing the 3 core values, brainstorm and record other critical skills, strategies, or procedures that require intentional instruction for all students in the coming school year. These needs may be based on data from the previous year regarding problematic activities or unique challenges at the campus. Identify the core value most closely connected to each of those skills.

Topics & Skills for Instruction	Connected Core Value
Core Value: Safety	Safe
Core Value: Respect	Respect
Core Value: Responsible	Responsible

In addition to instruction in the core values and behavior expectations, students should receive on-going instruction in a variety of social and emotional skills and strategies. Counselors, behavior specialists, and other interventionists may utilize resources from a variety sources to meet campus and student needs. Regardless of the resources used, the instruction in social and emotional skills should be intentionally anchored back to the core values of Safe, Respectful and Responsible. This will help create alignment despite utilizing a variety of resources or curriculum as students age and as new materials become available. The core values stay constant despite these changes.

EXAMPLE: Schedules for Initial Instruction
Core Values & Expectations

Elementary

	Day 1	Day 2	Day 3	Day 4	Day 5
Topics & Activities	Intro Reach & Respond routine Implement 2-3 class connection activities Review arrival & dismissal procedures	Teach lesson on core value of Safe Implement 2-3 class connection activities Review hallway & lunch time procedures	Teach lesson on core value of Respect Implement 2-3 class connection activities Grades 4 & 5- library visit Grades K-3- Playground procedures	Teach lesson on core value of Responsible Implement 2-3 class connection activities Grades 2-3- Library visit Grades 4 & 5- Playground procedures	Review of Safe, Respectful & Responsible Implement 2-3 class connection activities Grades K & 1- Library visit Grades 2-5- Technology expectations
Notes	• Homeroom teachers are responsible for delivery of most instructional activities. • Specials teachers will review Safe, Respectful & Responsible when their schedule begins in the 2nd week of school. • Ground Work team will provide lesson plans/materials, but grade level teams may modify the lessons as necessary.				

Secondary

	Day 1	Day 2	Day 3	Day 4	Day 5
All Classroom Teachers	Intro Reach & Respond routine Connection activity	Discuss safety in the classroom Connection activity	Discuss respect in the classroom Connection activity	Discuss responsibility in the classroom Connection activity	Establish class contract or agreements based on S-R-R Connection activity
Advisory Teachers	Introduce purpose of Advisory time Connection activity Review arrival & dismissal procedures	Teach lesson on core value of Safe Connection activity Review hallway procedures	Teach lesson on core value of respect Connection activity Review cafeteria procedures	Teach lesson on core value of responsibility Connection activity Review technology expectations	Review of safe, respectful, responsible Connection activity Introduce club & activity options
Notes	• Connection activities may be brief but should allow students to talk with and get to know each other. Examples: Forced-choice discussion questions, whole-class circles.				

Activity Ideas for Core Values Instruction

Commercially available social, emotional, and behavioral curriculum cannot address the specific expectations and procedures unique to each campus environment. For this instruction, Ground Work teams or other campus teams will need to develop their own specific lesson plans and activities. A few example activities are provided below:

Activity	Description	Notes
Group Project or Product	Break students into small groups. Groups create a product to represent their understanding of the core values or expectation being taught, posters, graphic, brochure, skit, slogans, etc.	• Applicable for elementary & secondary • Products may become visual cues and tools that can be used throughout the year
Video	Teacher or student modeling of expectations for each setting, may include both examples and non-examples.	• Applicable to Pre-K-secondary • Takes advanced preparation, but videos may be used for multiple years.
Campus Tour	Class groups visit various campus settings. The staff associated with that setting, (the librarian, coach, etc.), explain the expectations. Expectations are directly modeled, and students are given the opportunity to practice.	• Applicable to Pre-K and elementary • May be time consuming for large sized schools to schedule tours for all classes.
Peer Teaching	Older students on the campus create lessons or skits and teach expectations to younger students.	• Applicable for elementary & secondary • Takes advance preparation for older students to create lessons and prepare.
Games	Students learn or review expectations through a game format that may be played in teams or individually.	• Applicable for elementary & secondary

* Activities such as whole group presentations in the auditorium may be time efficient but rarely result in a good learning experience. The most effective methods for instruction allow students time to discuss and interact with the content.