Please
Sit
by
Grade Level
Steps to Respect
Curriculum Orientation Training

Goal and Agenda

The goal of this session is to:
Prepare you to teach the Steps to Respect curriculum.

Session Agenda:
Curriculum Overview
Lesson Exploration
Teaching Strategies
Closure
## Lesson Teaching Time Guidelines

<table>
<thead>
<tr>
<th>Level</th>
<th>Skill Lessons</th>
<th>Literature Lessons</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level I</strong></td>
<td>10, plus 1 review</td>
<td>8 <em>(Eagle Song)</em>, 10 <em>(Yang the Third...)</em></td>
<td>20–30 minutes for each of three parts, 30–40 minutes, excluding reading time</td>
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<tr>
<td><strong>Level II</strong></td>
<td>10, plus 1 review</td>
<td>10 <em>(Blubber)</em>, 10 <em>(There’s a Boy...)</em></td>
<td>20–30 minutes for each of three parts, 30–40 minutes, excluding reading time</td>
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<tr>
<td><strong>Level III</strong></td>
<td>10, plus 1 review</td>
<td>7 <em>(The Well)</em>, 10 <em>(Crash)</em></td>
<td>20–30 minutes for each of three parts, 30–40 minutes, excluding reading time</td>
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Skill lessons were designed to be taught sequentially at a pace of one per week to allow adequate time for student skill practice.

Each lesson is divided into three parts. Parts 1 and 2 may be taught together in one longer teaching session.

Part 3 of each lesson is designed to be taught *two to three days after Part 2*.

At each level, select one book and corresponding literature lessons. Literature lessons can be presented at a pace reasonable for you and your students.

Allow approximately 30 minutes to prepare to teach each lesson.
Behavioral skills training involves:

• Identifying a behavioral skill.

• Breaking the behavioral skill into specific steps.

• Modeling the specific behavioral skill steps.

• Guiding students in practicing the specific behavioral skill steps.
Skill Steps for Joining a Group

• Stand nearby, look, and listen.
• Say something positive or ask questions.
• Ask to play or join.
• Say something helpful or find a way to help.
• Ask again to play or join.

Tips for Successful Skill Practices

• Give clear directions.
• Provide a model of the skills.
• Focus students’ practice on the specific skills being taught.
• Allow students to practice non-bullying behaviors only.
• Monitor the skill practice and provide coaching when necessary.
• Keep skill-practice sessions short (one to two minutes). As soon as the targeted skill is performed, stop the practice.
• Use the discussion questions provided to help students evaluate their demonstrations of the skills.