

## **Hallway, Middle School**

**School Wide Expectation:** Be Respectful, Be Responsible, Be Ready, and Be Safe

**Setting:** Hallways and Stairs

**Lesson Focus:** **Proper Hallway Behavior**

### **Purpose of the Lesson**

1. Develop understanding of why running in the hallway or horseplay can be dangerous
2. Understand why using loud voices and calling down the hallway is inappropriate
3. Budget your passing period time so you are not tardy to class

### **Discussion Points**

These discussion questions can be used for discussion purposes, role-plays, for writing prompts, or for topics of debate to teach appropriate ways to argue a point.

**1. *"I have to run to class or I'll be late."***

Our expectation is that students will walk in the hallway. First, you need to budget your time so you can walk; if you need to talk to a friend, walk or go to your locker at the SAME time. That's a good use of your time; you can still talk to friends, but you are doing the things that will help you be successful at the same time. If you need materials for the next class, make sure to plan ahead.

**2. *"Come on, running isn't going to hurt anyone."***

Wrong! It could hurt you as well as the people you run into. Other people can step into your path, because no one expects you to be running down the hall. Someone could think it might be fun to trip you while you are running. You could run into someone and knock him or her into a locker or another student, and then people starting shoving each other. Really, some of these injuries can be serious!

**3. *"I'm just playing around with... (insert name of fellow student here)."***

Two expectations we have for our students are that they respect the personal space of others, and they keep their hands, feet, and objects to themselves. Two students who are play-slapping or play-fighting in the hallway make it hard for other students to pass by safely; the students who are fooling around typically are unaware of the other people (students AND teachers) who are nearby. It is very easy to hit someone accidentally. Such behavior shows a fundamental lack of respect for the other people who are nearby; the two students playing around seem to think no one else matters.

Some students don't WANT to play around. Grabbing a backpack from behind and then saying, "I was just playing" is wrong. Students shouldn't grab at other people or grab their personal items. It's rude, it's disrespectful, and it shows a lack of manners on the part of the student who keeps playing or teasing when told to "knock it off."

**4. *"Okay. I'll stop running and stop playing around. I'll bet you want us to stop talking, too."***

Oh, you can talk. However: talking is not shouting. Talking is not screeching. Talking is not yelling. When students walk all over the hallway, it's tough to go the opposite direction. Imagine being on an expressway where drivers decide to drive anywhere on the road, in any direction. Add the stop-dead drivers, the u-turn

drivers, and the ones who suddenly shift into reverse. Then, every driver starts blowing the horn. Now pretend those drivers are students in the hallways, and passing period becomes a point of stress, rather than just a transition to the next class. Road rage becomes hallway hate! If students can stay to the right until they need to “make a left turn” to the locker, and stop blowing their horns (yelling and screeching), passing period can be less stressful for everyone. Teachers won’t be yelling, either; we can talk to you, because we know you can hear us. After all, the expectation is “Use a lower volume voice” (talk quietly) not be silent!

### **Reinforcement Activities**

1. Teachers on hall duty can hand out a Falcon Feathers to students who are following the rules.
2. Students whom you have asked in the past to stop inappropriate behavior and have complied for a couple of days should be given a Falcon Feather.
3. When you see a student remind another student about the correct behavior, reward the first student with a Falcon Feather, then reward the second student when you see him acting appropriately.
4. We model the behavior ourselves.      Brown Deer, Wisconsin