PBIS LESSON PLANS

CLASSROOM

Lesson Objectives: Students will be able to:

1. List the behavior expectations
2. Explain why rules are important,
3. Give examples of what the rules look or sound like in the classroom.

Lesson Location: Classroom Needed Materials: Behavior Matrix, smartboard/chart paper/markers or chalkboard.

1. Ask, “Everyone, what are the three behavior expectations/school rules?” (Listen for group response, “Be Respectful, Be Responsible, Be Ready to Learn/Safe)
2. Ask, “Why do we have those rules? (Call on volunteers. Build the understanding that we have the rules because we all have the right to feel safe and respected, all students have right to learn. The rules help protect everyone’s rights. You can even talk about rules for sport’s teams and what would happen without them.)
3. For each question that follows, first pose the question, have the students share with a partner or small group, then share some answers. Record student examples under each rule on smartboard, chart paper or chalkboard.
4. “In our classroom, what would a visitor see or hear that would show we are being respectful?”
5. “In our classroom, what would a visitor see or hear that would show we are being responsible?”
6. “In our classroom, what would a visitor see or hear that would show we are ready to learn or are being safe?”
7. (optional) Have the class look over the examples under each rule. Ask, “Look at the examples under each rule, which ones would be true everywhere, not just in the classroom?” Circle these “all setting” examples.
8. Say, “Let’s compare our list of examples with the rules in our room. Were there any important examples of being respectful, responsible, and reading to learn/safe that we missed?”
9. Choose several classroom procedures to practice at this time (for example, How to show you are listening to the teacher, How to appropriately get the teacher’s attention). Integrate practice in other procedures throughout the day, as opportunities arise.
10. Review: Thumbs-Up (modify as desired to be stand up or other signal)
11. Have each student write one example and one non-example of respectful, responsible, or ready to learn/safe behavior on slips of paper
12. Teacher or student reads one slip
13. Students show thumbs up if the behavior is an example; thumbs down, if not
14. Call on one student to identify which of the three rules the behavior relates to
15. Say, “At Beach Elementary we recognize and show appreciation to people who are respectful, responsible, and ready to learn/safe in many ways. What are some you know?”

(Possible answers: Beach Bravos, special activities, verbal thanks, positive referral, signing the ……., good report card grades for social and work habits, etc.)

In the CLASSROOM, SAL says

I am:

RESPECTFUL

* Use a quiet voice
* Raise hand and wait to be called upon
* Listen while others speak and respond with kind words
* Ask before borrowing others’ supplies
* Use good manners
* Keep classroom neat and clean

RESPONSIBLE

* Follow directions the first time
* Accept consequences without arguing or complaining
* Raise hand to get teacher’s attention and wait to be called upon
* Take care of classroom furniture and property
* Be on time

READY TO LEARN/SAFE

* Do your best and complete all work
* Arrive to class prepared
* Participate
* Stay in assigned areas

CAFETERIA

Lesson Objectives: Students will be able to

1. List the behavior expectations
2. Explain why the rules are important
3. Give examples of what the rules look or sound like in the cafeteria
4. Demonstrate all cafeteria procedures (especially in younger grades)

Lesson Location: Cafeteria (during a time when other classes are not present) and classroom just to review rules.

Needed Materials: Classroom, Cafeteria and Behavior Matrix

Briefly review the rules and the reasons for having the rules.

1. For each question that follows, first pose the question, have the students share with a partner, then share some answers on a chart.
2. “In the Cafeteria, what would a visitor see or hear that would show we are being respectful?”
3. “In the Cafeteria, what would a visitor see or hear that would show we are being responsible?”
4. “In the Cafeteria, what would a visitor see or hear that would show we are being ready to learn/safe?”
5. Say, “Let’s compare our list of examples with the matrix. Were there any important examples of being respectful, responsible, and ready to learn/safe in the cafeteria that we missed?”
6. Walk the students through the procedures for entering the cafeteria, going through the serving line, eating, cleaning up, and leaving the cafeteria (have students practice each step).
7. Review: “Rewind” – Describe a common non example of respectful, responsible, or ready to learn/safe behavior. Then ask, “If we could rewind the situation and turn it into an example in which the rules are being followed, what would it look like? Have the students describe or act out the positive scenario (not the non example).
8. Close by reminding the students of ways we recognize students at Beach Elementary who are respectful, responsible and ready/safe in the cafeteria.

In the CAFETERIA, SAL says…

I am…

RESPECTFUL

* Use a quiet voice
* Line up quietly and patiently
* Use manners (say please and thank you)
* Eat with your mouth closed
* Be silent and listen when the lights are off
* Respect others’ space

RESPONSIBLE

* Follow the directions the first time
* Accept consequences without arguing or complaining
* Raise hand to get adult attention
* Clean up your mess and put all trash in trash cans
* Get all food and utensils before sitting

READY TO LEARN/SAFE

* Eat your own food
* Stay seated and get up only with permission
* Keep hands and feet to yourself