

PBIS Lesson Plan to Teach WES Expectations

Expectations

Be Respectful:

Follow line up procedures
Take turns on equipment
Use appropriate language

Be Responsible:

Pick up your own trash
Wait patiently for turn

Be Safe:

Hands and feet to self
Line up when called
Use equipment as instructed

Area: **Playground**

Time Frame: **15- 20 minutes**

Step 1: Identify & Provide Rationale/Purpose for teaching the stated behavior

Playground Safety

Step 2: Lesson Objective(s) (desired behavior both observable & measureable)

Respectful behavior: To teach students that when they play respectfully with peers, their peers will probably remember to do the same for them.

Responsible behavior: To teach students that including others in play, taking turns, and sharing displays respect of others and a kindness that benefits everyone.

Safe behavior: To maintain an emotionally and physically safe environment for everyone to play.

Step 3: Examples and Non-examples of the desired behavior

Examples (look/sound like)	Non-examples (not look/sound like)
<ul style="list-style-type: none"> • Taking turns • Playing respectfully • Staying in designated area • Report if someone is hurt to an adult • Using playground equipment as intended • Picking up own trash 	<ul style="list-style-type: none"> • Taking someone's turn • Play fighting on the playground • Leaving designated area • Failure to report accidents • Going up the slide backwards, hitting others with the equipment, misuse of playground equipment • Throwing trash on the ground

Step 4: Practice/Role Play Activities

Model expected behavior (I do):

Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of respectful, responsible and behaviors.

1. List activities that students can choose to do at recess. Have them make a plan for play by listing three activities that they would choose to do.

2. Ask you students why they think it is important to include others. Have them share examples of how they felt when they were left out of an activity or a game.

3. Discuss situations that include taking turns and or including and being included with others. List phrases that students can use when wanting to join in with others who are already playing, phrases on how to ask another to play, and phrases on what to say to others to involve them in play or conversation.

4. Review 10 Ways to be a Good Sport listed below:

- a. Be polite to everyone you're playing with and against. Only use nice words while you're in the middle of a game.
- b. Play your best. If you're good, people will notice.
- c. Tell your opponents "good game!" whether you've won or you've lost.
- d. Learn the rules of the game.

- e. Play by the rules!
- f. Be respectful of referees. If you don't agree or don't understand a certain call, wait until after the game to ask someone to explain it to you.
- g. Be a good teammate, and encourage your teammates even if you lose. Try to learn from what happened.
- h. Be willing to sit out so other team members can get in the game – even if you think you're a better player.
- i. Play fair!
- j. Cheer for your teammates even if the score is 1,000-1! You could inspire a big comeback!
 - You see one of your classmates wandering around the playground during most of recess time. You know she is kind of shy and usually doesn't ask to join in the fun. You decided to be a good friend and invite her to play by saying, "We are having fun playing 4 square. Would you like to join us?" You feel good inside because your classmate gave you a big smile for including her.
 - Two even teams were playing basketball at recess when another student came by and asked to play. One of the students yelled, "No, the teams are full!" You stopped and remembered that it is respectful and kind to include others and take turns, so you said, "She can switch in and out with me so that we can all play."
 - A boy was swinging on the swings and wanted to get the attention of another group of boys playing nearby. He yelled out, "Watch me! I am going to jump from way up here." You heard him, turned around, and yelled, "Don't jump! You'll hurt yourself."

Lead students through behavior (We do/Practice):

Students will discuss why second scenario is an example of respectful, responsible and safe behaviors
After each behavior is shown, students will respond with what was done correctly and what was done incorrectly.

Practice/Check for Understanding (You do):

1. Ask students how they were good at a sport or activity at recess.
2. Provide verbal praise to those who are exhibiting good playground behavior.
3. Review school playground expectations.
4. Reinforce appropriate playground behavior with "Carnival Tickets".

Assessment (aligned to Objective):

Students can complete the following sentence stem: Being respectful means I will _____ while on the playground. I can be respectful in the playground by _____.

Taking turns on the playground is important because _____.

Being responsible means I will _____ while on the playground. I can be responsible on the playground by _____. Picking up my own trash is important because _____. Being safe means I will _____ while on the playground. I can be safe on the playground by _____. Using playground equipment as intended on the playground is important because _____.

Additional Opportunities for Practice/Reteach:

- Weekly scenarios
- Publicly recognizing students who display respectful behavior
- Teachers and monitors regularly models respectful behavior with examples and non-examples every nine week period

Vocabulary Practice:

- Respectful
- Responsible
- Safe

- Appropriate
- Inappropriate

Materials:

- Behavior matrix

PBIS Lesson Plan to Teach WES Expectations

Expectations

Be Respectful:

Use food and silverware as intended.
Keep cafeteria clean.

Be Responsible:

Have all utensils before sitting down.
Raise your hand when you need assistance.

Be Safe:

Walk in the cafeteria.
Keep aisle clear.
Stay in your seat.

Area: **Cafeteria**

Time Frame: **15- 20 minutes**

Step 1: Identify & Provide Rationale/Purpose for teaching the stated behavior

It is important to be respectful, responsible, and safe in the cafeteria. This lesson is to teach all new fourth grade students the rules and expectations of the cafeteria. This lesson is also to reteach the returning fifth grade students the rules and expectations in the cafeteria.

Step 2: Lesson Objective(s) (desired behavior both observable & measureable)

Respectful behavior: Students will use appropriate behavior in the cafeteria. They will use their food and silverware as intended. They will keep their eating area clean. Students will be able to explain why it is important to show respectful behavior in the cafeteria and how they can promote respectful behavior.
Responsible behavior: They will gather their utensils prior to sitting down and will raise their hand when they need assistance. The students will be able to explain why it is important to be responsible in the cafeteria.

Safe behavior: The students will enter the cafeteria by walking to the serving line. The students will remain in their seats and will keep their aisle clear. The students will be able to explain why it is important to demonstrate safety while in the cafeteria and how they can promote this safe behavior.

Step 3: Examples and Non-examples of the desired behavior

Examples (look/sound like)

- Keep cafeteria clean
- Use food and silverware as intended
- Have all utensils before sitting down
- Raise hand for assistance
- Walk in the cafeteria
- Keep aisle clear
- Stay in your seat

Non-examples (not look/sound like)

- Dropping food on the floor without picking it up, spilling liquids and fails to clean up the spill, throwing food, napkins, milk cartons, and food wrappers on the floor
- Throwing food and/or silverware, taking someone's food, poking others with silverware
- Sitting down without getting utensils
- Getting out seat without permission
- Running in the cafeteria
- Placing feet in the aisle so others cannot pass freely
- Getting out of seat without raising their hand for assistance

Step 4: Practice/Role Play Activities

Model expected behavior (I do):

Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of respectful, responsible and behaviors.

Teachers will walk students to the cafeteria. The cafeteria monitors will demonstrate proper expectations in the lunchroom. Two teachers will demonstrate both, correct and incorrect behaviors.

Lead students through behavior (We do/Practice):

Students will discuss why second scenario is an example of respectful, responsible and safe behaviors
After each behavior is shown, students will respond with what was done correctly and what was done incorrectly.

Practice/Check for Understanding (You do):

With a peer or independently, students are asked to come up with their own scenario. Student groups will act out appropriate, respectful behavior for their scenario. Teacher(s) and other students will provide feedback to peer groups. (Feedback must be specific to the expectation)

Review Questions:

- Why is it important to show respectful behavior while in the cafeteria?
- How can you help promote respectful behavior in the cafeteria?
- Why is it important to use food and utensils as intended in the cafeteria?
- Why is important to keep the cafeteria clean?
- Why is it important to show responsible behavior in the cafeteria?
- How can you help promote responsible behavior in the cafeteria?
- Why is it important to have all utensils before sitting down in the cafeteria?
- Why is it important to raise your hand when you need assistance in the cafeteria?
- Why is it important to show safe behavior while in the cafeteria?
- How can you help promote safe behavior in the bathroom?
- Why is it important to walk in the cafeteria?
- Why is it important to keep the aisle clear in the cafeteria?
- Why is it important stay in your seat in the cafeteria?

Assessment (aligned to Objective):

Students can complete the following sentence stem: Being respectful means I will _____ while in the cafeteria. I can be respectful in the cafeteria by _____.

Learning to use food and utensils as intended is important because _____.

Being responsible means I will _____ while in the cafeteria. I can be responsible in the cafeteria by _____. Having utensils before I sit down and raising my hand for assistance is important because _____. Being safe means I will _____ while in the cafeteria. I can be safe in the cafeteria by _____. Learning to walk in the cafeteria, keeping the aisle clear, and staying in my seat is important because _____.

Additional Opportunities for Practice/Reteach:

- Weekly scenarios
- Publicly recognizing students who display respectful behavior
- Teachers and monitors regularly models respectful behavior with examples and non-examples every nine week period

Vocabulary Practice:

- Respectful
- Responsible
- Safe
- Appropriate

- Inappropriate
- Utensils
- Assistance
- Intended
- Aisle

Materials:

- Behavior matrix

PBIS Lesson Plan to Teach WES Expectations

Expectations

<p>Be Respectful: Clean up after yourself. Keep hands, feet, and eyes to yourself. Wait patiently.</p>	<p>Be Responsible: Clean up after yourself. Return to class promptly. Use inside voices.</p>	<p>Be Safe: Use hand washing procedure. Hush, rush, and flush.</p>
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Area: **Bathroom**

Time Frame: **15- 20 minutes**

Step 1: Identify & Provide Rationale/Purpose for teaching the stated behavior

It is important to be respectful of others privacy while in the bathroom. Playing and pushing while in the bathroom is inappropriate and can hurt others. It is important to learn proper personal hygiene skills after using the bathroom and to clean up after yourself before you exit. Using proper hand washing techniques and keeping the restroom free of litter helps keep everyone safe. It is also important to return promptly to your classroom once you have finished cleaning up after yourself and using proper hand washing techniques.

Step 2: Lesson Objective(s) (desired behavior both observable & measurable)

Respectful behavior: Students will use appropriate behavior in the bathroom. They will practice good hygiene and safety in the bathroom. Students will be able to explain why it is important to show respectful behavior in the bathroom and how they can promote respectful behavior.

Responsible behavior: Students will enter the restroom quietly and quickly. The students will pick up any litter before returning promptly to the classroom. The students will be able to explain why it is important to be responsible in the bathroom.

Safe behavior: The students will enter the bathroom quickly and quietly without pushing, shoving, hitting, or yelling at others. The students will demonstrate proper hand washing techniques while in the bathroom. The students will be able to explain why it is important to demonstrate safety while in the bathroom and how they can promote this safe behavior.

Step 3: Examples and Non-examples of the desired behavior

Examples (look/sound like)	Non-examples (not look/sound like)
<ul style="list-style-type: none"> ● Appropriate behavior in bathroom ● Respect other's privacy ● Keep bathroom clean ● Keep hands and feet to yourself ● Wait patiently for your turn ● Use the restroom quickly and return to class on time ● Wash hands before leaving the restroom 	<ul style="list-style-type: none"> ● Playing in the bathroom ● Yelling ● Littering ● Pushing, kicking, and hitting other students ● Writing on the walls ● Not returning to class on time ● Leave restroom without washing hands

Step 4: Practice/Role Play Activities

Model expected behavior (I do):
Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of respectful, responsible and behaviors.

Mary runs into the bathroom because she's in a hurry to get to music class. She shouts to her friend to wait for her because she will be done in a minute. She quickly splashes her hands with water and runs out by her friend who's waiting for her to go to music

Joey has his pass to use the bathroom and enters quietly. He knocks on the bathroom door to make sure no one is in the stall. On his way out, he realizes that he has not flushed or washed his hands. He turns around and goes back to flush the toilet and wash his hands. He returns promptly to his classroom or to his teacher and classmates in the hallway.

Lead students through behavior (We do/Practice):

Students will discuss why second scenario is an example of respectful, responsible and safe behaviors

Tony enters the bathroom and kicks each bathroom door to see if anyone is in the stalls. He then yells "anybody in here?" Tony runs out of the bathroom and forgets to flush and wash his hands. He returns to class.

Susie enters the bathroom and sees Lisa playing with a pile of soap in her hand. She thinks that would be fun to do but remembers that doing that would be wasteful. She tells Lisa to please stop wasting soap because there are other students who also need to wash their hands. Susie reminds Lisa that she only needs to pump the soap one time.

Practice/Check for Understanding (You do):

With a peer or independently, students are asked to come up with their own scenario. Student groups will act out appropriate, respectful behavior for their scenario. Teacher(s) and other students will provide feedback to peer groups. (Feedback must be specific to the expectation)

Review Questions:

- Why is it important to show respectful behavior while in the bathroom?
- How can you help promote respectful behavior in the bathroom?
- Why is it important to use good personal hygiene in the bathroom?
- Why is it important to show responsible behavior in the bathroom?
- How can you help promote responsible behavior in the bathroom?
- Why is it important to enter quickly and quietly in the bathroom?
- Why is it important to clean up any litter in the bathroom?
- Why is it important to show safe behavior while in the bathroom?
- How can you help promote safe behavior in the bathroom?
- Why is it important to use appropriate hand washing techniques in the bathroom?
- Why is it important to enter and exit the bathroom quickly and quietly?

Assessment (aligned to Objective):

Students can complete the following sentence stem: Being respectful means I will _____ while in the bathroom. I can be respectful in the bathroom by _____.

Learning proper personal hygiene skills is important because _____.

Being responsible means I will _____ while in the bathroom. I can be responsible in the bathroom by _____. Learning to clean up after myself in the bathroom is important because _____. Being safe means I will _____ while in the bathroom. I can be safe in the bathroom by _____. Learning to enter the bathroom quickly and quietly is important because _____.

Additional Opportunities for Practice/Reteach:

- Weekly scenarios
- Publicly recognizing students who display respectful behavior
- Teacher regularly models respectful behavior with examples and non-examples

Vocabulary Practice:

- Respectful
- Responsible
- Safe
- Appropriate
- Inappropriate
- Hygiene skills
- Prompt
- Stalls

Materials:

- Copies of scenarios

PBIS Lesson Plan to Teach WES Expectations

Expectations

Be Respectful:

Clean up after yourself.
Keep hands, feet, and eyes to yourself.
Wait patiently.

Be Responsible:

Clean up after yourself.
Return to class promptly.
Use inside voices.

Be Safe:

Use hand washing procedure. Hush, rush, and flush.

Area: **Bathroom**

Time Frame: **15- 20 minutes**

Step 1: Identify & Provide Rationale/Purpose for teaching the stated behavior

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Step 3: Examples and Non-examples of the desired behavior

Examples (look/sound like)	Non-examples (not look/sound like)
<ul style="list-style-type: none"> • Appropriate behavior in bathroom • Respect other's privacy • Keep bathroom clean • Keep hands and feet to yourself • Wait patiently for your turn • Use the restroom quickly and return to class on time • Wash hands before leaving the restroom 	<ul style="list-style-type: none"> • Playing in the bathroom • Yelling • Littering • Pushing, kicking, and hitting other students • Writing on the walls • Not returning to class on time • Leave restroom without washing hands

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- Why is it important to show responsible behavior in the bathroom?
- How can you help promote responsible behavior in the bathroom?
- Why is it important to enter quickly and quietly in the bathroom?
- Why is it important to clean up any litter in the bathroom?
- Why is it important to show safe behavior while in the bathroom?
- How can you help promote safe behavior in the bathroom?
- Why is it important to use appropriate hand washing techniques in the bathroom?
- Why is it important to enter and exit the bathroom quickly and quietly?

Assessment (aligned to Objective):

Students can complete the following sentence stem: Being respectful means I will _____ while in the bathroom. I can be respectful in the bathroom by _____.

Learning proper personal hygiene skills is important because _____.

Being responsible means I will _____ while in the bathroom. I can be responsible in the bathroom by _____. Learning to clean up after myself in the bathroom is important because _____. Being safe means I will _____ while in the bathroom. I can be safe in the bathroom by _____. Learning to enter the bathroom quickly and quietly is important because _____.

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Materials:

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