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## LESSON PLANS

### Overview

The lesson plan piece is extremely important in the school wide positive behavior support process. It is the vehicle that is used to assure that students are actually taught what the expectations and behaviors that will be rewarded look like and sound like in the various settings throughout the school. Many students do not have the ability to generalize information from setting to setting. Thus, teaching students in a classroom how to behave in the bus area and on the bus is not effective. Without standardized lesson plans designed to be delivered to all students, in all applicable settings, it is unrealistic to think that all students will know what is expected of them and be able to perform to the desired standard.

The development of uniform lesson plans is a task that should be shared by all teachers in the school. Limiting the quantity of lesson planning required should increase the quality. The plans should include fun activities and ways to make the learning memorable. Based on what is known from brain research about how people store and retrieve information it is important that the lessons include both examples and non-examples of the desired behaviors. Extension activities should be planned with specific ways to assure that all students communicate with their parents and caregivers about exactly how they are expected to behave at school.

As well as developing consistent lesson plans for the initial training, teachers should brainstorm ways that they can embed the teaching of expectations in their regular curriculum. When a teacher discovers a literature selection that includes information that can be applied to a particular expectation it should be shared with all other teachers. Journal topics should frequently reflect concepts and skills that are taught in the initial training. Math word problems can be developed that have language that reinforces the goals of SWPBS. Social studies and science teachers should discuss ways that they can incorporate the importance of meeting behavioral expectations into the content of their course.

## Concept

The critical elements of lesson planning include:

- A behavioral curriculum includes concept and skill level instruction
- Lessons include examples and non-examples
- Lessons use a variety of teaching strategies
- Lessons are embedded into subject area curriculum
- Strategies for use by families/community are developed
- Faculty/staff and students are involved in development

## Strategies

Administrative and SWPBS team support is needed for the lesson planning process to be efficient and effective.

- A master schedule designating when teachers have the use of the cafeteria, halls, common areas, bus areas and restrooms and what specific area should be utilized must be developed.
- Communicating with the cafeteria workers and bus drivers should not be left to individual teachers.
- Teams of teachers, developed according to the configuration of the particular school, should be formed to design the various lesson plans.
- The teaching of the lessons in the various settings is a new responsibility for teachers and they should be rewarded for the successful completion of the process.
- Design an on-going lesson plan check to assure that there is evidence of meaningful follow-up through imbedding the concepts in curriculum.

A collection of examples of implementation from Louisiana schools with varied population, sizes, and grade levels follow.

**Examples of Lesson Plans Implementation**

Horseshoe Drive Elementary (Pre-K – 5th)	48
Luling Elementary School (Pre-K -5th)	54
George Cox Elementary (Pre-K – 6th)	60
Linwood Middle (6th-8th)	68
Denham Springs Freshman High (9 <sup>th</sup> grade)	73
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**HORSESHOE DRIVE ELEMENTARY (Pre-K – 5)**

The Leadership Team designed sample lessons and activities used to teach students the expectations and rules for each setting. These lessons were included in a “PBS” binder that is held by each staff member. A designated time for instruction was established to insure consistency of teaching these expectations. Documentation of instruction is included in “Lesson Plans” and checked weekly by the administration. Teachers were encouraged to be creative and to integrate PBS strategies into their curriculum throughout the school day.



Setting Rotations

After the initial teaching of all lessons, Setting Rotation days are scheduled to re-teach students, faculty, and staff expectations and rules at each setting. These constant reminders help everyone in the school stay focused on the process and work toward improving our overall school climate. It also focuses the staff on the importance of teaching expected behaviors.

**Barriers Associated with Lesson Plans:**

- Changing teacher’s mindset that expected behaviors should be taught consistently.
- Teachers finding ways to incorporate lessons into their daily curriculums.

**Successes Associated with Lesson Plans:**

- Pre-designed lesson plans were created by the PBS Team.
- Teachers were motivated to teach with lesson plans already created.
- Activities designed to teach behaviors lessened the burden on classroom teachers.
- Providing an example lesson plan guided teachers in the development of additional plans needed to teach the PBS process.

**Questions and Answers**

**Q. How do you monitor instruction of PBS expectations and rules.**

**A.** PBS instruction is to be documented in lesson plan books and is checked weekly.

**Q. As a teacher, how do I find time to teach PBS?**

**A.** Established times during the instructional day could be set aside for school wide instruction. Lessons could be incorporated into Social Living, Social Studies, or Fine Arts.

**“SAMPLE PBS SETTING ROTATION DAY SCHEDULE”**

<u>PRE-K</u>	<u>KINDERGARTEN</u>	<u>SPEC. EDUC.</u>	<u>FIRST GRADE</u>
8:30 – 8:50 Car/Bus 9:05 – 9:25 Cafeteria 9:40 – 10:00 Gym/Bus 10:15-10:35 Breezeway 10:50-11:05 Restroom 11:20-11:55 Lunch (PBS Enrichment) 1:00-1:20 Hallway 1:35-1:55 Classroom 2:10-2:30 Playground	8:30 – 8:50 Hallway 9:05 – 9:25 Classroom 9:40 – 10:00 Playground 10:15-10:35 Car/Bus 10:50-11:05 Cafeteria 11:20-11:55 Lunch (PBS Enrichment) 1:00-1:20 Gym/Bus 1:35-1:55 Breezeway 2:10-2:30 Restroom	8:30 – 8:50 Cafeteria 9:05 – 9:25 Gym/Bus 9:40 – 10:00 Breezeway 10:15-10:35 Restroom 10:50-11:05 Hallway 11:20-11:55 Lunch (PBS Enrichment) 1:00-1:20 Classroom 1:35-1:55 Playground 2:10-2:30 Car/Bus Area	8:30 – 8:50 Restroom 9:05 – 9:25 Hallway 9:40 – 10:00 Classroom 10:15-10:35 Playground 10:50-11:05 Car/Bus 11:20-11:55 Lunch (PBS Enrichment) 1:00-1:20 Cafeteria 1:35-1:55 Gym/Bus 2:10-2:30 Breezeway

## Identifying Concepts

*Lesson Plan for Teaching Concepts/Expectations*

### 1. Concept (Expectation)

#### Follow Directions

### 2. Definition and Critical Attributes

To comply with a command in any given situation.

### 3. Examples

- Student sits at desk and completes work as assigned
- Student raises hand to leave seat
- Student uses restroom quickly and quietly

### 3. Non-Examples

- Student does not listen to teacher directions and does not complete work
- Student does not raise hand to leave seat
- Student is loud and plays around in restroom

### 4. Activities to Enhance Concept Development

Use attached “Where Are You Now?” activity with verbal instructions for following map.

### 5. Activities to Check for Understanding

Use completion of Map as point of discussion for “following directions”.

### 6. Activities to Extend Concept Development

***Review Classroom Procedures.***

**Lesson Plans for Rules**  
Teaching Skills/Rules

**1. Setting**  
Cafeteria

- 2. List Expectations (Circle those which apply to Setting):**
- Respectful
  - Responsible
  - Safe
  - A Problem Solver
  - Able to Follow Directions

**3. Activity for Reviewing Expectations:**

Discuss the school-wide expectations with the use of students' journal entries, posters or role-plays.

**4. Generate Specific Rules for Setting:**

<b>Expectation 1: <u>Mustangs Must Be Respectful</u></b>		
<b>Rule:</b> Keep voices low	<b><u>Example</u></b> Student speaking to another student in a quiet voice.	<b><u>Non-Example</u></b> Student hollering at another student across the table.
<b>Expectation 2: <u>Mustangs Must Be Responsible</u></b>		
<b>Rule:</b> Keep your area clean	<b><u>Example</u></b> Student picks up food that was dropped on floor with a napkin and dispose in trash.	<b><u>Non-Example</u></b> Student leaves food on floor for others to slip on.
	<b><u>Example</u></b> Student wipes up spills with napkin or paper towel.	<b><u>Non-Example</u></b> Student leaves spills on table around tray.
	<b><u>Example</u></b> Student throws used napkins or paper towels in trash can.	<b><u>Non-Example</u></b> Student leaves used napkins or Paper towels on floor or table.

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Lesson Plans Cafeteria Setting

<p><b>Expectation 3: <u>Mustangs Must Be Safe</u></b></p>		
<p><b>Rule:</b> Wash hands properly.</p>	<p><b><u>Example</u></b> Student wets hands, rubs soap on, then rinses soap off.</p>	<p><b><u>Non-Example</u></b> Student wets hands and does not use soap.</p>
	<p><b><u>Example</u></b> Student dries hands with no more than two paper towels and places in trash can.</p>	<p><b><u>Non-Example</u></b> Student pulls 3 or 4 towels down and “slams dunk” in trash can.</p>
<p><b>Expectation 4: <u>Mustangs Must Be A Problem Solver</u></b></p>		
<p><b>Rule:</b> Keep hands to self.</p>	<p><b><u>Example</u></b> Student uses utensils to eat with.</p>	<p><b><u>Non-Example</u></b> Student uses hands and fingers to eat with.</p>
	<p><b><u>Example</u></b> Student eats food only from their own tray.</p>	<p><b><u>Non-Example</u></b> Student takes food from another student’s tray to eat.</p>
<p><b>Rule:</b> Chew with mouth closed.</p>	<p><b><u>Example</u></b> Student never talks while food is in the mouth.</p>	<p><b><u>Non-Example</u></b> Student talks with food in the mouth.</p>
<p><b>Expectation 5: <u>Mustangs Must Be Able to Follow Directions</u></b></p>		
<p><b>Rule:</b> Follow adult instructions.</p>	<p><b><u>Example</u></b> Student keeps arms flipped while waiting for tray.</p>	<p><b><u>Non-Example</u></b> Student touches other students waiting in line.</p>
<p><b><u>Example</u></b></p>	<p><b><u>Example</u></b> Student keeps voice low so that he/she can hear instructions after eating.</p>	<p><b><u>Non-</u></b> Student talks loud and doesn’t hear instructions given.</p>

**Page 3****Lesson Plans Cafeteria Setting**

- 5. Activities to Allow Student to Practice Desired Behaviors:**  
After several lessons, take the class to the cafeteria and practice the desired behaviors. Arrange to serve a snack after the practice. (Ex: sliced apples, oranges, etc.)
- 6. Plan for Rewarding Appropriate Behaviors:**
  - 1) Use the daily star sheet to reward students with a star during the initial practice lesson or after lunch. Students who do not follow the rules do not receive a star for their sheet. Make a contest of this!!! ***WHO CAN FILL THE SHEET FIRST?***
  - 2) The snack can be used as a reward (give an extra slice to those who display the appropriate behaviors).
  - 3) Give extra computer time after breakfast or lunch meal.

**LULING ELEMENTARY SCHOOL (Pre-K – 5)**

At Luling, teachers created lesson plans to teach the school-wide expectations. This was also done during the all day faculty meeting. Teachers were grouped by grade level with the goal of collaborating to create lesson plans to teach each expectation. The PBS team compiled the information and place it in the discipline handbook.

During the onset of implementing PBS structures, the teachers were concerned about the amount of class time that would be sacrificed to teach the expectations. In an effort to reduce the amount of class-time required to teach the rules and expectations, the teachers opted to use Morning Meeting time to conduct class meetings. After the initial teaching of the expectations, teachers are free to use lesson plans as a resource when they revisit a particular expectation during class meetings.

Another initiative used at the beginning of the school year was the Rotation Stations. On the second day of school, members of the PBS team selected one of the settings in which to teach students the rules and expectations in those settings. At intervals during the day, all students and teachers rotated to each station. After the demonstrations were over, teachers were expected to revisit and reinforce the expectations on a regular basis.

**Barriers Associated With Lesson Plans**

Teachers were concerned about the amount of time it would take away from instruction to actually teach the rules, expectations and appropriate behaviors.

**Successes Associated With Lesson Plans**

Teachers worked by grade levels to create lesson plans to teach expectations. Then they had an opportunity to share their product to other grade level teams.

**Questions & Answers**

**Q. How did teachers find the time to use lesson plans to teach appropriate behaviors without taking away from instructional time?**

**A.** After we conducted our station rotation day, teachers were given the flexibility to use the first couple of weeks of school to use lesson plans to address and reinforce school-wide rules, expectations and routines in their classrooms and other settings around school. After this period of time, teachers taught rules/procedures during morning meeting and other transitional moments throughout the day on an as needed basis.

Pre-K - Kindergarten Lesson Plan  
for Teaching:

Care For All Property

Definition and critical attributes

Everyone must be sure to take care of all personal belongings and school property.  
Everyone must also keep their hands, feet and objects to themselves in order to  
make this a safe environment for all to learn.

Examples	Non-Examples
Using materials properly Putting materials away Lining up correctly Putting away personal belongings Proper bathroom procedure	Abusing materials Leaving materials around the room Pushing in line (cutting) School bags on the floor Taking other people's belongings Urinating on the floor

**Activities to Teach/Enhance Concept Development**

1. Model proper use through Guided Discovery
2. Demonstrate examples and non-examples
3. Role play/discussion of why this is important
4. Use literature to show these correct or incorrect behaviors

**Activities to Check for Understanding**

1. Sort and put away all manipulatives in their correct place
2. Role play during morning meeting

**Activities to Extend Concept Development**

1. Survey to check on feelings about an issue
2. Draw a picture to illustrate examples/non-examples
3. Walk around the school grounds to find good examples and bad examples of caring for property

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## **CUBS Station Rotation**

### **Tuesday, August 17, 2004**

#### **General Guidelines**

- ✦ Students will receive a 10-15 minute mini-lesson of the rules for each setting
- ✦ The additional 15 minutes will be for travel time
- ✦ Teachers must accompany their students while visiting each station
- ✦ The mini-lessons for the hallway, playground and restroom will be taught in the area specific to a each grade level
- ✦ Follow regular lunch and enrichment schedule with the exception of 5<sup>th</sup> grade {Fifth grade will have enrichment during the kindergarten enrichment time – see teacher handbook for time

## Schedule

### Tuesday, August 17, 2004

#### First Grade

<b>9:00 - 9:30</b>	<b>Hallway/Breezeway</b>
<b>9:30 - 10:00</b>	<b>Cafeteria</b>
<b>10:00 - 10:30</b>	<b>Bus</b>
<b>2:00 - 2:30</b>	<b>Playground</b>
<b>2:30 - 3:00</b>	<b>Restroom</b>

#### Second Grade

<b>9:00 - 9:30</b>	<b>Cafeteria</b>
<b>9:30 - 10:00</b>	<b>Bus</b>
<b>10:00 - 10:30</b>	<b>Playground</b>
<b>11:30 - 12:00</b>	<b>Restroom</b>
<b>12:00 - 12:30</b>	<b>Hallway/Breezeway</b>

#### Third Grade

<b>9:00 - 9:30</b>	<b>Bus</b>
<b>9:30 - 10:00</b>	<b>Playground</b>
<b>10:00 - 10:30</b>	<b>Restroom</b>
<b>2:00 - 2:30</b>	<b>Hallway/Breezeway</b>
<b>2:30 - 3:00</b>	<b>Cafeteria</b>

#### Fourth Grade

<b>9:00 - 9:30</b>	<b>Playground</b>
<b>9:30 - 10:00</b>	<b>Restroom</b>
<b>1:30 - 2:00</b>	<b>Hallway/Breezeway</b>
<b>2:00 - 2:30</b>	<b>Cafeteria</b>
<b>2:30 - 3:00</b>	<b>Bus</b>

#### Fifth Grade

<b>9:00 - 9:30</b>	<b>Restroom</b>
<b>9:30 - 10:00</b>	<b>Hallway/Breezeway</b>
<b>10:00 - 10:30</b>	<b>Cafeteria</b>
<b>2:00 - 2:30</b>	<b>Bus</b>
<b>2:30 - 3:00</b>	<b>Playground</b>

- \* *Fifth grade students will meet in the breezeway in front of the fourth/fifth grade wing for "hallway/breezeway" mini-lesson.*
- \*\* *Fifth grade will have enrichment during the kindergarten enrichment time for today only!*



# Station Rotation Day At Luling Elementary School



**GEORGE COX ELEMENTARY (Pre-K – 6th)**

Before teaching our students the rules and expectations using the rotation stations we had a poster contest illustrating them. Each class was given an expectation and they had to design a poster illustrating this specific expectation. The rules and expectations were then posted throughout the school. The person(s) teaching the lesson during the rotation stations used the posters and role playing to teach the rules and expectations for that specific area. Most of our lessons taught outside of the classroom were taught using role playing. It was left up to individual homeroom teachers to come up with lesson plans to teach homeroom classroom rules. I have attached a sampling of a few that were given by individual teachers.

**Barriers Associated With Lesson Plans:**

- The teachers felt like they did not need additional lesson plans to teach specific behaviors in their classrooms.
- The person responsible for teaching the rules and expectations in a specific area of school felt like they had to do too many lesson plans for the different age levels.

**Successes Associated With Lesson Plans:**

- Teachers did team up together and write lesson plans and shared them with each other.

**Questions and Answers:**

**Q. Did the teachers have to turn in the lesson plans or show when they were teaching certain rules?**

**A.** On the day that we taught Rotation Stations the teachers had to turn in a lesson plan on a specific lesson they were teaching. However, we expect the teachers to constantly teach and reinforce the rules and expectations in their daily teachings.

**Rotation Stations to teach Rules and Expectations**

Tuesday, January 25 A & C Wings	<b>Recess Yard</b>	<b>Cafeteria</b>	<b>Bus Loading Area</b>	<b>Hallway in Front Foyer</b>	<b>Bathroom D Wing</b>	<b>Classroom</b>	<b>P.E.</b>
	<b>Hammons &amp; Eaves</b>	<b>Pereira, &amp; Hjartberg</b>	<b>Gurtner &amp; Boudreaux</b>	<b>Magnus</b>	<b>Mann</b>	<b>Homeroom Teacher</b>	<b>P.E. Rules and Expectations will be reviewed during regular P.E. Friday.</b>
<b>8:50-9:10</b>	1-C w/Duvall	3-A	2-A	4-A	5-A	6-C	
	1-A	3-C w/ Walker		4-C	5-C + Sp. Ed.		
<b>9:15-9:35</b>	6-C Duvall takes over @ 9:30	1-C w/Duvall until 9:30	3-A	2-A	4-A	5-A	
		1-A	3-C w/Walker until 9:30		4-C w/Lance @ 9:30	5-C + Sp. Ed. Walker takes over @ 9:30	
<b>9:40- 10:00</b>	5-A	6-C with Duvall	1-C	3-A	2-A	4-A	
	5-C + Sp. Ed w/ Walker		1-A	3-C		4-C with Lance	
<b>10:00- 10:15 Bathroom Break</b>	5-C + Sp. Ed. Still w/Walker	6-C Still with Duvall	Supervising teacher brings students to nearest bathroom during this time			4-C Still with Lance	
<b>10:20- 10:40</b>	4-A	5-A	6-C	1-C	3-A	2-A	
	4-C	5-C + Sp. Ed.		1-A	3-C		
<b>10:45- 11:05</b>	2-A	4-A	5-A	6-C	1-C	3-A	
		4-C	5-C + Sp. Ed.		1-A	3-C	
<b>11:10- 11:30</b>	3-A	2-A No- Recess	4-A	5-A	6-C	1-C	
	3-C		4-C	5-C + Sp. Ed.		1-A (11:15- Lunch)	



### Classroom Rules and Expectations

<i>Be Safe</i>	<i>Be Respectful</i>	<i>Be Responsible</i>

**SELF RE“SPECTRUM”**

**Purpose:** To strengthen self respect and self esteem.

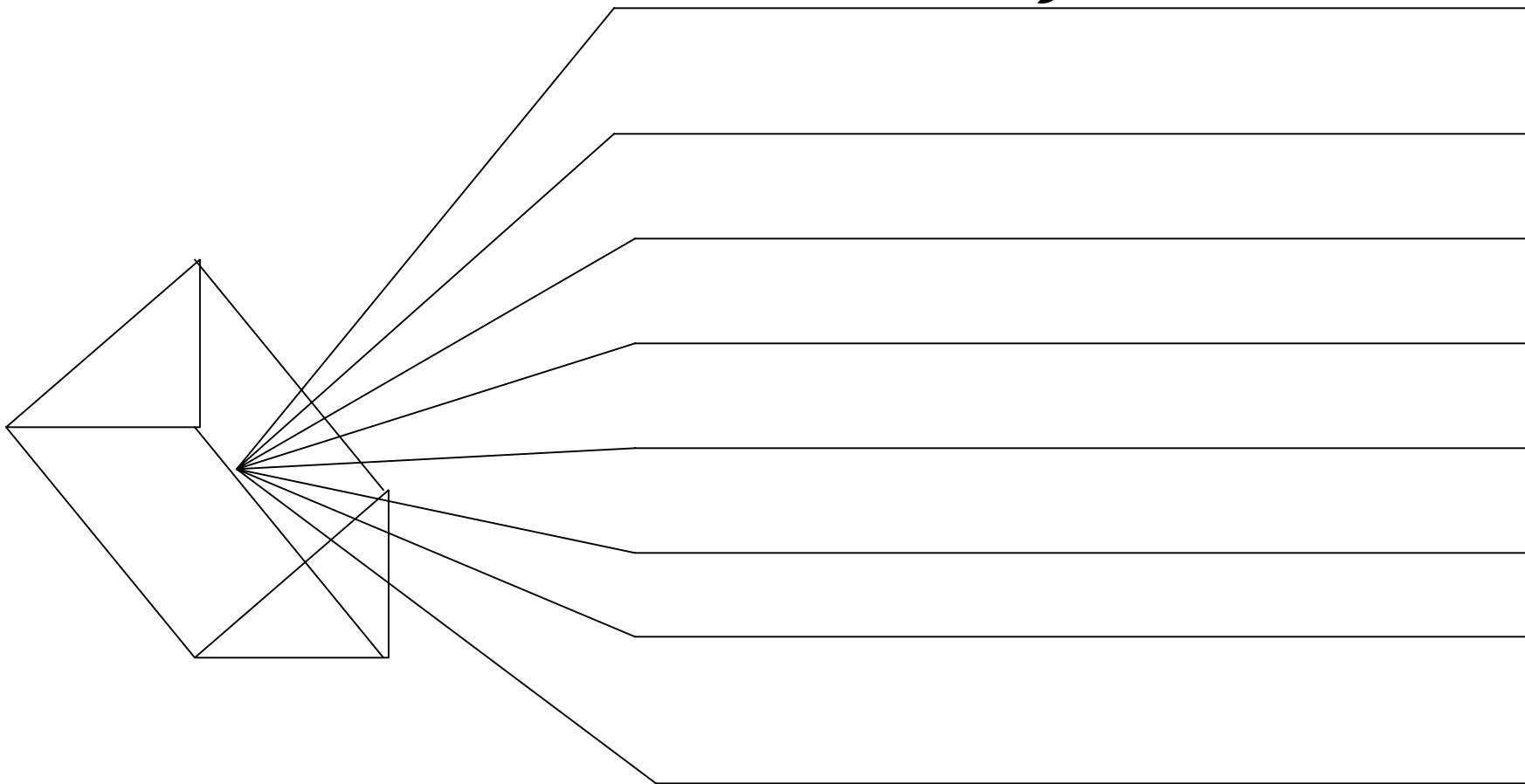
**Directions:** On the following sheet make a spectrum of things that you admire and respect about yourself. Put down things that make you proud of yourself. Do you help others? What are your talents and/or hobbies? Do you always try your best? Do you take care of your belongings and well as others? Are you polite? People that have a high self esteem respect others.

Write in your fabulous qualities and abilities on the lines. All of them are important no matter how big or small. They all add up to make us feel good about ourselves and have a high self esteem. Color the spectrum in the correct order ROY G. BIV (Red, Orange, Yellow, Green, Blue, Indigo and Violet).



# SELF RE“SPECTRUM”

*Colorful Me!*



# PUT ON YOUR THINKING CAPS!

**Purpose:** For students to figure out what they should do in different situations.

You can use this with many scenarios. The students can also role-play the many different situations.



Observe

What is the situation?

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Remember

What has happened in the past in situations like this?

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Imagine



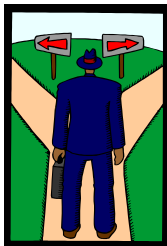
What are different things you can do in this situation?

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Predict

What would happen if you made two really different choices?

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Decide

What is the most responsible and respectful thing to do?

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**RESPECT GOALS SHEET**

Name: \_\_\_\_\_ Week of: \_\_\_\_\_

Think of ways that you can show respect. Set goals to improve yourself.

These are the ways I show respect for myself:	Done!
1.	
2.	
3.	
These are the ways I show respect for my classmates:	
1.	
2.	
3.	
These are the ways I show respect for my teacher:	
1.	
2.	
3.	
These are the ways I show respect for my school:	
1.	
2.	
3.	

**LINWOOD MIDDLE (6th-8th)**

The SWPBS team solicited teacher input as to the best way to teach the expectations across the different settings. Since each team at the school had been teaching a unit of classroom routines and procedures at the beginning of the year this fit in closely with what they had experience doing. Linwood chose to teach all of the expectations for a particular setting at one time so the lesson plans are specific to the setting, not the expectation. This is what worked for us because of the way the students are scheduled and the management procedures that are already in place to control student movement. Grade level teams were assigned to write the plans for different settings and then they shared the lesson plans. This divided the workload and assured that everyone taught the same lessons. Teams then made decisions about which teacher would be responsible for what setting and they shared this responsibility evenly. Our students are escorted to the cafeteria by the same teacher every day so that teacher worked with the students on that setting. Sixth and Seventh grade students leave for the bus from their advisory class so that is the teacher who taught the bus area rules. Eighth grade students leave from an elective class so the responsibility fell to those teachers. The other settings were split up among the remaining team teachers. All teachers taught classroom routines and procedures as they had done in past years. They worked together as teams to assure that everything related to one of the school-wide expectations and that they were consistent.

If data revealed that a certain area was becoming a problem, teachers were asked to re-teach the expectations for that setting. Booster trainings were held at the beginning of the second semester. Administrators were responsible for making a master schedule of training times and arranging to have the buses available

**Barriers Associated With Lesson Plans**

- Viewed as more paperwork by teachers
- Developing creative ways to teach the expectations and rules
- Finding time to teach expectation and rules in all settings

**Successes Associated With Lesson Plans**

- Creating a master schedule so that teachers didn't run into each other in the various settings and to assure that all students with a middle school schedule have the opportunity to experience all sessions.
- Inviting bus driver input when planning the bus area sessions.

**Questions and Answers**

- Q. What is the best way to convince teachers of the necessity of developing lesson plans to teach expected behaviors?**
- A.** Spread the responsibility for developing the plans so that it is not a hardship for any one teacher.
- Q. What is the best way to convince a reluctant teacher to invest the necessary time and effort into teaching the lessons?**
- A.** Review discipline data, including lost instructional time, to reinforce the need for change.

## Lesson Plan for The Cafeteria

1. **Concept (Expectation)**  
  
**A Linwood Wildcat is CPR2**

**2. Definition and Critical Attributes**  
 Someone who follows the rules that are designed to assure that everyone has enough time to wash their hands, get their choice of food, eat, and go outside to visit with friends while looking neat and keeping the cafeteria peaceful and free of litter.

3.

**Examples of Cooperative**

- \* Walking slowly by the sink
- \* Standing in a single file line
- \* Cleaning up your table before you leave
- \* Throwing paper items in the correct place & putting dishes/silverware in the window

**Non-examples of Cooperative**

- \* Standing in groups, not in line
- \* Leaving napkins, plates, silverware, straws or anything on the table
- \* Putting dishes in the trash can and napkins in the window

**Examples of a Problem Solver**

- \* Picking up an item that is left on your table
- \* Staying in the line you select when you enter
- \* Solving any conflict quickly & quietly

**Non-examples of a Problem Solver**

- \* Hollering at someone for leaving litter
- \* Changing lines
- \* Arguing about something that happened in class or in the cafeteria

**Examples of Responsible**

- \* Keeping the line moving
- \* Eating everything you want while you are seated at the table
- \* Entering with your shirt tucked in and following all dress code rules

**Non-examples of Responsible**

- \* Stopping & talking while in line
- \* Taking drinks, desserts, fruit, or any food item outside
- \* Walking in with your shirt out or a hat or hood on

**Examples of Respectful**

- \* Standing behind the person who is last when you walk up to the line
- \* Using your “6-inch voice
- \* Saying “Yes Mam” or “No Mam” to all cafeteria workers & people on duty

**Non-examples of Respectful**

- \* Walking up and breaking the line
- \* Talking in a loud voice
- \* Ignoring questions asked by cafeteria workers or duty personnel or answering rudely

## Cafeteria Lesson Plan, page 2

**4. Activities to Enhance Concept Development**

In the classroom make two lists. One for how the students think behavior should look in the cafeteria and one for what behaviors cause problems. Make a master list from the ones created by the individual students. Assign cooperative learning groups to discuss why certain behaviors are important and what happens when students don't display those behaviors in the cafeteria. Have each group report.

**5. Activities to Check for Understanding**

Take the class to the cafeteria and role-play all of the expectations. Time the students as they walk through the line following the expectations and then standing and talking and performing the other non-examples. Report the results. Accompany your group of students to the cafeteria on the real lunch shift with a clipboard and document their success in meeting all expectations and following all rules at least 2 times or until students demonstrate mastery.

**6..Activities to Extend Concept Development**

Discuss the ways people behave in restaurants and how that compares to the expectations that are in place for the school cafeteria. Assign students to ask an adult at home what they think the cafeteria rules are. Compare the answers to what is actually in place. Have the students take the compare/contrast information home to share with the person they interviewed.



**DENHAM SPRINGS FRESHMAN HIGH (9<sup>th</sup> Grade)**

Lessons are needed to teach the school-wide expectations to the students. As a school, we cannot just tell the students the school-wide expectations and assume they understand and will follow them. Lessons are needed to teach the behavioral expectations and revisited throughout the school year through booster sessions.

Our biggest barrier at the high school level was how do we teach “Respect”, “Be Responsible”, “Be Positive”, “Be Safe” to high school students. The lessons to teach and reinforce the school-wide behavioral expectations looks different at a high school compared to an elementary school. If the high school students see the lessons as childish, nonsense, or a waste of time, the creditability of SWPBS could be lost. The key was to create lessons based on the need and level of the students. If there is a program in your school that supports SWPBS use it. There is not reason to remake the wheel. We have two programs as DSFH that were aligned with SWPBS. One was Freshman Focus that incorporates activities around character education and the other was the FISH! Philosophy (Be There, Make Their Day, Choose Your Attitude, and Play). The infusion of Freshman Focus and The FISH! Philosophy were used to create our SWPBS lessons.

After the lesson were created, the next step is to decide when to teacher these lesson and how often. As a school we had a sixteen-minute activity period built into our schedule every two weeks for our Freshman Focus activities. This sixteen-minute activity period was now used to implement our mini-lessons to support SWPBS. The plan for the 2004 – 2005 school year is to meet once a month for thirty-two minutes for SWPBS lessons instead of twice a month for sixteen minutes.

**Barriers Associated With Lesson Plans:**

- The time to create good, true lesson plans for the high school level.
- Creating lessons that are meaningful for high school students, so they take them seriously
- Scheduling time in the school day to teach the lessons

**Successes Associated With Lesson Plans:**

- These types of lessons are needed in school to support SWPBS and have an influence over the climate and culture of the school.
- It is important to talk to students about Respect, Responsibility, Being Positive and these lessons give schools the opportunity to discuss these topics.

**Questions and Answers:****Q. When and how do you teach the lessons?**

**A.** Once a month the bell schedule is adjusted to provide a 33 minute activity period to teach these SWPBS lessons.

**Q. Who created the lessons?**

**A.** The lessons were created by the SWPBS team. The information was pulled from a variety of sources, FISH for SCHOOLS, Life Skills material,

The following activities were used at DSFH to support our SWPBS program:

## **2<sup>nd</sup> Activity Period - October 19<sup>th</sup> Choose Your Attitude Activity**



1) Please read the overview to the students.

### Overview:

“The FISH! Philosophy principle of Choose Your Attitude is about recognizing that you have choices in how you are going to ‘be’ and how you are going to interact with others. It doesn’t mean you always have to have a great, upbeat attitude all the time. It does mean, however, that you are willing to take responsibility for the attitude you choose and the positive or negative consequences that may result from it.”

Materials: Poster and markers

2) Conduct activity with the students.

### Activity:

- Place “CHOOSE YOUR ATTITUDE” in the center of your poster and place the teacher’s name in the top right hand corner.
- Have students brainstorm things that get in the way of choosing a positive attitude.
- Have a student write the specific actions they can take to practice choosing a good attitude (i.e., get a good night’s sleep, go for a walk, do a favor for someone, etc.).
- Send poster to office at the end of the activity period.

## **Second Activity Period – November 3, 2004 Getting a Freshman Perspective on Things!**

**Please answer the following questions to the best of your ability.**

1. What is our school motto?
2. What do the letters in “RESPECT” represent?
3. What are the 3 behavioral expectations for our school?
4. What do you think about the PBS program at DSFH?
5. What are some suggestions as to what can be improved to the PBS program?
6. What are the 4 components of the FISH! Philosophy?
7. What do you think about the FISH! Philosophy at DSFH?

## I smell something stinky!!!

**Objective: Describe behaviors that get in the way of learning.**

**Materials: Stinky Fish Diagram Poster and EXPO markers**

**Input and Activities:**

1. Post the Stinky Fish Diagram Poster on your board.
2. Discuss: *“Sometimes things happen that keep us from having a day that runs smoothly. For example, blurting out, not being kind to our friends, forgetting a test or homework, etc. Can you think of anything that happens in here that makes it hard for you to learn?”*

**Make sure students understand that you are looking for behaviors, not specific students!**

3. As students brainstorm write their responses on the bones of the Stinky Fish Diagram Poster.
4. Feel free to contribute to the barriers as well. Ask yourself what things are getting in the way of your teaching and creating the classroom culture you want. Add them to the list.
5. When you are finished brainstorming, ask the students: *“Have you ever seen a dead fish? What does it look like? What does it smell like? So, do we want stinky fish or stinky fish behaviors in our classroom?”*

Discuss ways that they can avoid a “stinky” classroom.

6. Please return the completed Stinky Fish Poster to Ms. Ballay by 3:00 p.m. today!  
THANK YOU!

**WAGGAMAN SPECIAL SCHOOL (K-7 Alternative)**

Waggaman's SWPBS Team wanted the introduction to PBS to be interesting and informative for its students and staff. Lesson Plans were created to teach expected behaviors in high traffic/common areas. These lessons are taught the first day of school, and reinforced after the Winter Break in January for the students. Teachers receive a special In Service/Presentation prior to the students return to campus. The lessons are taught with in 30 minutes intervals, usually by a SWPBS Team member, however, any school personnel can assist with the process. For example, a male adult is needed to demonstrate expected bathroom procedures for the boys. The students rotate from one area to another. Regular classes are discontinued during this time. Teachers attend the lesson presentations along with their students to ensure that there are no misunderstandings about their expected behavior or the procedures to be followed.

New students are introduced to SWPBS expectations one of two ways: 1) by a designated school personnel assigned to give introductions (i.e. SWPBS member, teacher, para-educator, parent advisor, etc.); or 2) by a Level III Student who has earned the privilege to assist other students. This person will give the new student a walk through of all high traffic common areas and demonstrate the expected behaviors.

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**Barriers Associated With Lesson Plans**

- Barriers for Waggaman was getting teachers to design lesson plans for the classroom. Most of the teachers felt that the already established and posted BARK Expectations were sufficient.

**Successes Associated With Lesson Plans**

- Waggaman was successful with creating lesson plans for all of its high traffic areas.
- Waggaman was successful with teaching the students the lesson plans in a special rotation schedule.

**Questions & Answers**

**Q. Should one lesson plan be designed for all teachers to ensure consistency?**

**A.** One lesson plan for all is okay, if the model lesson plan is done for teachers' convenience; and, it should be clear that teachers have the flexibility to be creative with how they chose to deliver that lesson.

**Q. Should members of the PBS Team monitor the classroom plan lessons being taught?**

**A.** No, that is an administrative responsibility; however, the Team may request a copy of all teachers' classroom PBS lesson plan for uniformity.

<p>School Wide Positive Behavior Support Lesson Plan</p> <p>Topic: Cafeteria Expectations                  Goal: To demonstrate and explain expected behaviors in the cafeteria.</p> <p>Objectives: To BARK at all times:  <b>B</b>est Effort Always,  <b>A</b>chieve Academically,  <b>R</b>esponsible for ourselves, and  <b>K</b>ind and Courteous to all.</p> <p>Explain How BARK looks in the cafeteria:                  B- Throw away all trash/ push chair up to table                  A- Listen &amp; follow directions                  R- Keep your hands &amp; feet to yourself                  K- Enter quietly &amp; remain seated in your area</p> <p>Demonstrate Expectations:                  The expected behaviors for the cafeteria are as follows:</p> <ol style="list-style-type: none"> <li>1. Students are to ENTER the rear cafeteria door and proceed to the right, by class.</li> <li>2. Students will remain in a straight line at arm's length apart.</li> <li>3. Students will STOP at the end of the first table and wait till their class is called.</li> <li>4. Once called the Students will line up along the wall of the serving counter as a class.</li> <li>5. Students will be sure their lunch number is given before they take a tray.</li> <li>6. . Students will be seated as a class at the next available tables starting from the rear, in the first row of tables; then the second row from the rear, etc</li> <li>7. Students are to empty their trays as they leave the cafeteria as a class.</li> <li>8. Students are to EXIT the side cafeteria door</li> <li>9. Students should form their class line immediately outside the side cafeteria door.</li> </ol> <p>Guided Practice of Expectations:                  Allow everyone to actively participate by practicing the demonstrated expected behaviors.</p> <p>Q &amp; A:</p>	<p>School Wide Positive Behavior Support Lesson Plan</p> <p>Topic: Hallway Expectations                  Goal: To demonstrate and explain expected behaviors in the hallways.</p> <p>Objectives: : To BARK at all times:  <b>B</b>est Effort Always,  <b>A</b>chieve Academically,  <b>R</b>esponsible for ourselves, and  <b>K</b>ind and Courteous to all.</p> <p>Explain How BARK looks in the hallways:                  B- Respect all hall decorations                  A- Listen &amp; follow directions                  R- Stay in a straight line at an arm's length behind the person in front of you.                  K- Walk quietly</p> <p>Demonstrate Expectations:</p> <ol style="list-style-type: none"> <li>1. Walk to the right hand of the hall.</li> <li>2. Remain an arm's length behind the person in front of you.</li> <li>3. Keep your hand down to your side.</li> <li>4. Do not touch or damage hall decorations.</li> <li>5. Walk quietly</li> </ol> <p>Guided Practice of Expectations:                  Allow everyone to actively participate by practicing the demonstrated expected behaviors.</p> <p>Q &amp; A:</p>
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Lesson Plans

<p>School Wide Positive Behavior Support Lesson Plan</p> <p>Topic: Bath Room Expectations Goal: To demonstrate and explain expected behaviors in the bath rooms.</p> <p>Objectives: : To BARK at all times: <b>B</b>est Effort Always, <b>A</b>chieve Academically, <b>R</b>esponsible for ourselves, and <b>K</b>ind and Courteous to all.</p> <p>Explain How BARK looks in the bathroom: B- AIM to please A- Listen &amp; follow directions R- Flush the toilet &amp; wash your hands K- Use in a timely manner</p> <p>Demonstrate Expectations:</p> <ol style="list-style-type: none"> <li>1. Students use the bathroom one at a time.</li> <li>2. Students wait their turn quietly in hallway.</li> <li>3. Students will use the bathroom</li> <li>4. Students will clean/correct any area missed up as a result of their usage.</li> <li>5. Students will flush the toilet</li> <li>6. Students will correct their uniform</li> <li>7. Students will wash their hands</li> <li>8. Students will EXIT the bathroom as quickly as possible.</li> </ol> <p>Guided Practice of Expectations: Allow everyone to actively participate by practicing the demonstrated expected behaviors.</p> <p>Q &amp; A</p>	<p>School Wide Positive Behavior Support Lesson Plan</p> <p>Topic: Bus Loading Areas Expectations Goal: To demonstrate and explain expected behaviors in the bus loading area.</p> <p>Objectives: : To BARK at all times: <b>B</b>est Effort Always, <b>A</b>chieve Academically, <b>R</b>esponsible for ourselves, and <b>K</b>ind and Courteous to all.</p> <p>Explain How BARK looks in the bus loading area: B- Be patient A- Listen Carefully to announcements &amp; follow directions R- Stand in your assigned area quietly K- Wait for your turn</p> <p>Demonstrate Expectations:</p> <ol style="list-style-type: none"> <li>1. Students will listen for their bus number.</li> <li>2. Students will WALK to the bus loading area and get in line.</li> <li>3. Students will wait their turn to board the bus.</li> <li>4. Students will keep their hands to themselves.</li> </ol> <p>Guided Practice of Expectations: Allow everyone to actively participate by practicing the demonstrated expected behaviors.</p> <p>Q&amp; A</p>
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