

BE SAFE IN THE CAFETERIA

Use examples listed on the school rules and Behavioral expectations page for "Being Safe."

Step 1: Introduce Rule

- A. Outline focus of the lesson. "Today we are going to learn about being safe."
- B. Check for student understanding. "What are we going to learn about?"
- C. Define being safe.

Being safe means to be free from harm of any kind.

Step 2: Demonstrate Rule

- A. Model (or provide a story) positive examples of being safe and negative examples of not being safe, using another adult or a student. Have students label the situation as safe and unsafe.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be safe.
- C. Role plays: Some examples to use:
 - A friend is not going to eat their hamburger. You would like to have it. What is the safe thing to do? (Keep all food to self.)
 - Jess was sitting on his knees at the lunch table. His feet were sticking out. Toby walked by and bumped into his feet. What is the safe thing to do? (Sit with feet on floor, bottom on bench, facing forward.)
 - You have already been through the lunch line and are waiting to give your lunch number. What is the safe thing to do? (Hold tray with both hands.)
 - Another example.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be safe.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be safe – (**pre-correction**).
 - When you see student(s) being safe, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE RESPONSIBLE IN THE CAFETERIA

Use examples listed on the school rules and Behavioral expectations page for "Being Responsible."

Step 1: Introduce Rule

- A. Outline focus of the lesson. "Today we are going to learn about being responsible."
- B. Check for student understanding. "What are we going to learn about?"
- C. Define being responsible.
Being responsible means to be dependable and trustworthy at all times.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being responsible and negative examples of not being responsible, using another adult or a student. Have students label the situation as responsible or not responsible.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be responsible.
- C. Role plays: Some examples to use:
 - You are really in a hurry to get out to recess. You want to get through the line as soon as possible. After you are seated you realize that you need silverware and milk. What was the responsible thing to do? (Get utensils, milk and condiments when 1st going through the line.)
 - You don't want to finish all of your lunch right now. You decide to take your pizza back to the classroom for later. What is the responsible thing to do? (All food stays in the cafeteria.)
 - Another example.
 - Another example.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be responsible.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - **Just before** students transition to another activity outside the classroom, ask them to tell you how they can be responsible – (**pre-correction**).
 - When you see student(s) being responsible, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE RESPECTFUL IN THE CAFETERIA

Use examples listed on the school rules and Behavioral expectations page for "Being Respectful."

Step 1: Introduce Rule

- A. Outline focus of the lesson. "Today we are going to learn about being respectful."
- B. Check for student understanding. "What are we going to learn about?"
- C. Define being respectful.

Being respectful means to be polite and cooperate with others.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being respectful and negative examples of not being respectful, using another adult or a student. Have students label the situation as respectful and not respectful.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be respectful.
- C. Role plays: Some examples to use:
 - You really want to sit by a friend at lunchtime. There are other classes sitting down. Two or three others come to sit at your table. What is the respectful thing to do? (Allow anyone to sit by you.)
 - When these kids sit down you decide that you will move to another table so you can sit by your friends. What is the respectful thing to do? (Choose one seat and stay there.)
 - While eating lunch the lights are suddenly turned off. What is the respectful thing to do? (Be silent when lights are out.)
 - You are finished eating your lunch and are ready to go outside. What is the respectful thing to do? (Clean up after yourself.)
 - Another example.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be respectful.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be respectful – (**pre-correction**).
 - When you see student(s) being respectful, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.