

EXPECTATIONS AND PROCEDURES LESSON PLAN

Setting: Cafeteria/Lunch

EXPECTATIONS

RESPECTFUL	RESPONSIBLE	SAFE
<ul style="list-style-type: none"> • Good manners at all times 	<ul style="list-style-type: none"> • Wait in line patiently • Eat your food only • Clean up your area • Share food appropriately 	<ul style="list-style-type: none"> • Stay off the stage

REASON THE EXPECTATIONS ARE IMPORTANT:

To make lunch a socially enjoyable time for all students. Keeps cafeteria looking nice for all students. Keeps floor clean and safe for PE classes. Prevents spread of disease.

TEACHING EXAMPLES AND NON-EXAMPLES

<p>Example: Stands patient in line, hands to self, quietly conversing.</p> <p>You and your friend are finished eating and getting ready to go. Somebody starts to leave without picking up his or her milk carton. You remind them to get it as you check to make sure your garbage is cleared.</p> <p>Recognize the effort of the cafeteria staff by thanking them or saying hello.</p> <p>Use utensils properly at the salad bar.</p> <p>You sit with a friend to eat and agree together to trade a banana for cookies.</p>	<p>Non-Example: Push each other, take cuts and yell at other students while standing in a semi-group line.</p> <p>You and your friends walk off and leave spilled juice and used napkins on the table.</p> <p>Kids walk through the lunch line and get food put on their plates without saying thank you or even acknowledging the presence of the cooks.</p> <p>Do not put spoons back in proper containers; food slopped from one container to another.</p> <p>Someone comes up behind you and grabs a cookie off your plate without your permission. They start eating it and walk away.</p>
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STUDENT ACTIVITIES AND FOLLOW-UP

1. Review recyclables on try and procedure for recycling.
2. Model expectations during a classroom snack time.
3. Have custodian in classroom as guest speaker.
4. Model and practice dismissal procedure during lunches.

EXPECTATIONS AND PROCEDURES LESSON PLAN

Setting: Media Center/Library

EXPECTATIONS

RESPECTFUL	RESPONSIBLE	SAFE
<ul style="list-style-type: none"> • Use quiet voices • Be patient and polite 	<ul style="list-style-type: none"> • Enter quietly • Food and drink outside only • Use internet appropriately • Ask before you print 	<ul style="list-style-type: none"> • Sit in chairs appropriately • Move about safely

REASON THE EXPECTATIONS ARE IMPORTANT:

The materials and area are for everyone to use. If things are not used properly, then some people are denied the opportunity. You and your parents will be charged for damages.

TEACHING EXAMPLES AND NON-EXAMPLES

<p>Example: Students are waiting quietly and patiently to check out books and things.</p> <p>Walk quietly</p> <p>Return books on time.</p> <p>Students getting ready to leave stop and push chairs back in so the next class can move around.</p>	<p>Non-Example: Students are slamming books on tables.</p> <p>Talking with neighbors.</p> <p>Sitting on tables.</p> <p>Drawing in a book, tearing a page out of a book.</p> <p>Students lean back in a chair and it slips or breaks.</p>
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STUDENT ACTIVITIES AND FOLLOW-UP

1. A group of students are sitting at a table in the library and two start talking to each other. Their talking is disturbing you. What do you do?
2. You see another student draw or write in a book. What do you do?
3. You have been going to the library to check out a book and each time it is not there because someone else has not returned it yet and it is late. How does that make you feel?
4. Show students the cost of fines for damaged books and discuss.

EXPECTATIONS AND PROCEDURES LESSON PLAN

Setting: Gym

EXPECTATIONS

RESPECTFUL	RESPONSIBLE	SAFE
<ul style="list-style-type: none"> • Use good sportsmanship • Use equipment properly 	<ul style="list-style-type: none"> • Play by the rules • Return equipment properly 	<ul style="list-style-type: none"> • Move safely to designated areas • Use equipment properly

REASON THE EXPECTATIONS ARE IMPORTANT:

People and property can be damaged. We want to encourage playing hard, playing safe; with everyone having an opportunity to be successful.

TEACHING EXAMPLES AND NON-EXAMPLES

<p>Example: Kids stay in their own area.</p> <p>Maintain your half-court; share space.</p> <p>Equipment: Students put it back safely and appropriately in the designated area (placing basketballs in ball cart vs. shooting into cart). Students use equipment only as instructed by the teacher.</p> <p>Student A is irritating student B. Student B says "knock it off!" Student A keeps bugging student B. Student B says, "Stop, or I'll tell an adult." Student A keeps it up. Student B reports it to an adult and it is handled efficiently.</p>	<p>Non-Example: Lobbing the ball.</p> <p>A student is kicking a ball into the ceiling, damaging equipment and hurting others.</p> <p>Student A is irritating student B. Student B says nothing and student A continues. Student B leaves class feeling mad, sad, picked on, and powerless.</p>
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STUDENT ACTIVITIES AND FOLLOW-UP

1. Walk through area and demonstrate proper use and return of equipment.
2. Discuss what class would look like if people played by the rules, if a foul was called, etc. Which game would you enjoy more?
3. When someone asks you to stop a behavior they're uncomfortable with, you need to stop. If someone doesn't stop when you ask them to, what do you do? How can you handle something without feeling like a tattletale? How do you speak up for yourself? Teach words or statements students need to use to do these things.