

Lesson Plan to Address Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Step 2: List a rationale for teaching the behavior (Why is it important?)

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples

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Non-examples

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Step 4: Practice/Role Play Activities

Model expected behavior (I do):

Lead students through behavior (We do):

Test to ensure students understand behavior (You do):

Step 5: Provide opportunities for practice

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Lesson Plan to Address Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Respect: Students will use appropriate language around peers and adults. They will use kind words to solve conflicts. Students will keep hands and feet to themselves. Students will listen to instructions given by adults the first time.

Step 2: List a rationale for teaching the behavior (Why is it important?)

It is important to be respectful to your peers and adults in school. Using words or actions to harass, tease or bully another student is inappropriate and can hurt others. Negative interactions in school interfere with learning and can cause problems at school and in the community.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
<ul style="list-style-type: none"> • Apologizing • Offering to help • Appropriate language • Asking an adult to help when a conflict can't be resolved • Hands and feet to self (stay in your own physical space) 	<ul style="list-style-type: none"> • Unkind words (cursing) • Teasing • Put downs • Pushing/shoving • Yelling • Getting into a person's physical space • Cyber bullying

Step 4: Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model or read both scenarios below. The teacher discusses why second scenario is an example of respectful behavior.

#1. Tina bumped into Kristin in the hallway and her books fell to the ground. Kristin was upset because she would be late for class and called Tina a "crazy fool". Tina got angry and told Kristin she was ugly and stupid. Tina walked away and Kristin was late for class. Kristin was mad and began to spread untrue rumors about Tina to her friends.

#2. Tina bumped into Kristin in the hallway and her books fell to the ground. Kristin was upset because she would be late for class and started to call Tina names. Tina recognized that she was not paying attention, apologized to Kristin and helped her pick up her books. Tina's teacher gave both students a "school buck" for resolving the conflict with respect.

Lead students through behavior (We do): Teacher(s) model or read both scenarios below. Students will discuss why second scenario is an example of respectful behavior.

#3. Several students were sitting together at a table eating lunch in the cafeteria. Denyse spilled milk on Kim's new dress. Kim called Denyse a "clumsy ox" and took her milk and poured it into Denyse's food. Both girls began to scream at each other with tears in her eyes. The cafeteria monitor witnessed this and escorted the girls to the principal's office.

#4. Several students were sitting together eating lunch in the cafeteria. Denyse spilled milk on Kim's new dress. Denyse apologized and got a wet paper towel from the cafeteria monitor and helped Kim clean her dress. Kim thanked Denyse for helping her. The cafeteria monitor witnessed this event and gave both girls "school bucks" for resolving the conflict respectfully.

Test to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario. Student groups will act out appropriate, respectful behavior for their scenario. Teacher and other students will provide feedback to peer groups.

Step 5: Provide opportunities for practice

- First week of each semester will focus on RESPECT – extra attention and very frequent reinforcement is expected from all staff when this particular expectation is demonstrated anywhere on campus by students or other staff.
- MONDAY Homeroom period will take 10 minutes every week to review RESPECT expectation and rules for all area of the school.
- Teacher's should re-teach and review this expectation as needed (when they feel a disrespectful climate).