

Lesson Plan to Address Behavior

Classroom: Respectful

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

Students will keep hands, feet and objects to themselves.
 When someone is talking you are listening to what they are saying.
 During and at the end of class keep your area clean, prior to leaving the class check you area to pickup any trash.

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

Students need to show respect for themselves, teachers and classmates to create a classroom environment that allows all students to learn. When students are disruptive in class they are taking away the learning opportunity of others.

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"> • Listening to your teacher and classmates • Raising your hand to speak • Staying in your seat • Listening carefully so you can follow all directions • Keeping hands, feet and objects to yourself • Not throwing objects • Checking and cleaning your area before you leave class • When anyone is talking to the class, voice is off, hands are still and you are listening 	<ul style="list-style-type: none"> • <i>Talking when others are speaking</i> • <i>Disrupting other's learning</i> • <i>Not following directions of your teacher</i> • <i>Being out of your seat</i> • <i>Talking without permission</i> • <i>Throwing objects and touching others</i> • <i>Shouting out in class</i>

Step 4: Practice/Role Play Activities
<p>Model expected behavior (I do): Teacher goes over following scenarios and discusses why it is respectful or not.</p> <p>Bill bumps into Bob’s desk (it was not accident) and his notebook falls to the floor. Bob gets upset and calls Bill a “stupid freak.” Bill then kicks the notebook under another student’s desk as he takes his seat.</p> <p>Bill bumps into Bob’s desk and his notebook falls to the floor. Bill says he is sorry and picks up Bob’s notebook from the floor. Bob responds “No big deal, thanks for picking it up.”</p>
<p>Lead students through behavior (We do): Discuss why the scenario is respectful or not.</p> <p>Steve and Ann are sitting in class. The teacher calls for the attention of the class. Ann keeps talking to Steve about what she heard at lunch. The teacher gives directions for the next assignment. Once the teacher is done Steve and Ann turn to Sue and ask what they should be doing. Sue tells them to figure it out, and to shut-up.</p> <p>-Students then describe how the students in the situation could have acted respectfully.-</p>
<p>Test to ensure students understand behavior (You do): With partner students create their own scenario with that show examples of having respectful behavior in the classroom. Assign students one of the three points: hands, feet and objects to yourself, listen to the speaker, keep your area clean. Students then share scenarios and class explains why it was respectful behavior.</p>
Step 5: Provide opportunities for practice
<p>During the year share examples of different scenarios of respectful behavior.</p> <ul style="list-style-type: none">• Recognize students who are displaying respectful behaviors and reinforce with Panther Paws• Teacher models respectful behavior.