

**Booksin Elementary School
Behavior Expectations
LESSON PLAN LOGISTICS
2-3-11 REVISION**

Schoolwide behavior expectations:	PAWS: Be Peaceful, Aware, Wise, and Safe.
Instructional location:	Classroom
Expectation being taught:	Be Peaceful, Aware, Wise, and Safe.
Timeframe to teach:	20 minutes
Teaching date:	
Who will teach:	
Students attending:	
Lesson Reinforcement / Rewards Planned:	<p>Hand out PAWS tickets (at end of lesson) for those demonstrating appropriate behaviors .</p> <p>Teacher: Practice rules with students, students fill out fill-in-the-blank sentences with rules and recite.</p> <p>Teacher: Remind students at the start of each day for one week.</p> <p>Hand out PAWS tickets for those demonstrating appropriate behaviors throughout each day. Turn PAWS tickets in for _____.</p>
Behaviors that demonstrate the expectations in this location (should replicate the matrix)	<p>Peaceful</p> <ul style="list-style-type: none"> • Raise your hand and wait your turn. <p>Aware</p> <ul style="list-style-type: none"> • Follow the teacher’s rules. <p>Wise</p> <ul style="list-style-type: none"> • Make your best effort. <p>Safe</p> <ul style="list-style-type: none"> • Stay in your seat.

LESSON PLAN

BEHAVIOR EXPECTATION LOCATION:

Classroom

OBJECTIVE:

Books in students will be Peaceful, Aware, Wise, and Safe in the classroom.

BRAINSTORM AND DISCUSS:

- What kind of behavior is appropriate to use in the classroom?
- How do you want others to treat you in the classroom?

TEACH:

Explain what appropriate behavior looks like in the classroom. Directly align each behavior to the listed behaviors above. Also explain the importance of this behavior.

- What does it look like to **Be Peaceful** when in the classroom?
 - Raise your hand and wait your turn.
 - **Teacher Role-Play (Positive examples):** Two teachers, sitting at desks and raising their hands quietly while waiting to be called on
 - The teacher not called on putting her hand down and raising it only after the other one finishes speaking
 - **Students Practice:** One student demonstrating the part of the teacher and calling on one of two students with their hands raised
 - The student not called on putting his hand down and raising it only after the other student finishes speaking
 - **Teacher Role-Play (Non-examples):** Yelling an answer without raising a hand, talking over the teacher, interrupting the student whose turn it is to speak

Debrief the role-play. What worked? What didn't work? What would have been an appropriate way to behave?

- What does it look like to **Be Aware** when in the classroom?
 - Follow the teacher's rules.
 - **Teacher Role-Play (Positive examples):** Demonstrating students listening to a teacher explain the procedures for lining up
 - Lining up individually only after the teacher calls each student to get in line
 - **Students Practice:** Demonstrating the same thing as the role-playing teachers
 - **Teacher Role-Play (Non-examples):** After being given the same directions as before, running to line up without being called and pushing each other to be first in line

Debrief the role-play. What worked? What didn't work? What would have been an appropriate way to behave?

- What does it look like to **Be Wise** when in the classroom?

- Make your best effort.
- Teacher Role-Play (Positive examples): Sitting at a desk, trying to work out a math problem for a couple of minutes before raising a hand to ask for help
- Students Practice: Demonstrating the same thing as the role-playing teachers
- Teacher Role-Play (Non-examples): Sitting at a desk and glancing at the work before gazing around the room, whispering to other students, or getting out of the seat

Debrief the role-play. What worked? What didn't work? What would have been an appropriate way to behave?

- What does it look like to **Be Safe** when in the classroom?
 - Stay in your seat.
 - Teacher Role-Play (Positive examples): Walking into the classroom slowly and quietly, sitting down and staying seated
 - Getting up slowly and quietly when dismissed and walking slowly and quietly out of the room
 - Students Practice: Demonstrating the same thing as the role-playing teachers
 - Teacher Role-Play (Non-examples): Yelling and running while entering the room, pushing someone out of the way, sitting improperly, getting up and running to the door without being dismissed

Debrief the role-play. What worked? What didn't work? What would have been an appropriate way to behave?

CHECK FOR UNDERSTANDING (END OF LESSON)

- Review with the class why it is important to raise your hand and wait your turn, follow the teacher's rules, make your best effort, and stay in your seat.

TEACHER FOLLOW-UP (SAME DAY OR NEXT IN CLASSROOM)

- Have students pair/share: "Tell your neighbor the behavior expectations for the classroom". Teachers walk around to assess understanding and give out PAWS.

RETEACHING/BOOSTER LESSON IDEAS

- Have students write a paragraph about what it looks like to raise your hand and wait your turn, follow the teacher's rules, make your best effort, and stay in your seat.
- Show teaching module slideshow to aid in classroom discussion.

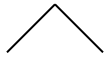
- Have students create a Thinking Map to show understanding of what it means to raise your hand and wait your turn, follow the teacher's rules, make your best effort, and stay in your seat.
- Thinking Maps Examples (change it up in anyway that will help your students' understanding of PAWS):
 - Circle Map: Students write "Classroom" in the middle circle and then write everything they know about the classroom rules in the outer circle as well as their frame of reference in the rectangle.
 - Multi-Flow Map: Write a situation in the "event" box such as "Peaceful and Safe Classroom". Then write in the boxes on the left what caused it to be peaceful and safe. In the boxes on the right, write what the effect was for having a peaceful and safe Classroom. Add the frame of reference in the outside rectangle. Effect: They had fun, learned more, completed more work, had less distractions, listened more to others, had a more peaceful environment, did better quality work.
 - Bridge Map: Create a bridge map with the class. The relating factor: "is an example of"

is an example of

Relating Factor



Raise your hand and wait your turn. as **Follow the teacher's rules** as _____
 being peaceful in the classroom being aware in the classroom



Make your best effort. as **Stay in your seat.**
 being wise in the classroom being safe in the classroom

Add a frame of reference in the outside rectangle.