

Teaching School-wide Expectations Behavior Lesson Plan

School-wide Expectation #2: Be responsible for yourself

Definition of expectation:	
<i>Being responsible means that you consider the consequences of your actions before you act as well as after you have acted. It means making the best choices for yourself and those around you. It means taking ownership for your decisions and your behaviors.</i>	
Rationale for having this expectation	
<i>Students are less likely to act out if they think of the consequences before engaging in any negative behavior.</i>	
Positive examples: "looks like"	Non-examples
<i>Demonstrates self-control</i>	<i>Acting impulsively</i>
<i>Being an active learner</i>	<i>Using cell phone in classroom</i>
<i>Following the school's rules</i>	<i>Horseplay in the hallway</i>
<i>Being present, on time, and prepared</i>	<i>Being tardy or skipping</i>
List 2 resources (websites, curriculum, programs, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone.	
<i>1. Character.org - http://character.org/lessons/lesson-plans/high/boys-town-high-school/</i>	
<i>2. Got Milk? ad campaign success - http://www.inc.com/issie-lapowsky/marketing-tips-got-milk.html</i>	
List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone.	
<i>1. Introduce the idea of marketing to students. Review the "Got Milk?" campaign and 5 marketing tips.</i>	
<i>2. Tell students that they will become ad campaign managers – marketing "responsibility".</i>	
<i>3. Students can choose their own form and expression of media. Students will develop their marketing campaigns in small groups.</i>	
<i>4. Campaigns will be presented to other classrooms and will be displayed for a week. Other students will vote on the "best" marketing campaign that convinces them it is in their own best interest to be responsible.</i>	
<i>5. Winners of the marketing campaign will receive a "manager's luncheon" – free pizza for their team and one "associate" each, sponsored by our PTSA.</i>	
WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	<i>August 23, 2017 from 8:05am - 8:55am August 24, 2017 from 8:05am – 8:55am Campaign displayed Aug 25 – Sept 3, 2017 Judging: Sept 4, 2017 and luncheon on Sept 6, 2017</i>
After long holidays 3rd quarter	<i>Think about how you can teach this expectation in a different manner at least two other times through the year.</i>
WHO will teach this lesson plan?	WHERE will the lesson plan instruction occur?
<i>1st period teacher</i>	<i>1st period classroom</i>

Teaching Location-Based Rules Behavior Lesson Plan

Location #1: Front Office

Location Rules: (from 4B chart)	Positive Example:	Non-example:
<i>Use conversation levels 0 to 2</i>	<i>Silence, whispering, or talking in low voice</i>	<i>Talking loudly, talking across office</i>
<i>Stay on public side of front desk</i>	<i>Sitting or standing by office chairs and tables</i>	<i>Coming through the swing door, around counter</i>
<i>Take off hoodies, hats and sunglasses</i>	<i>Taking off hoodies, hats and non-prescription sunglasses</i>	<i>Wearing hoodie, covering face. Wearing sunglasses</i>
<i>Store electronics in your backpack or pocket</i>	<i>Turn off sound and put electronics out of sight before entering the office</i>	<i>Talking, texting or playing on electronics</i>
<i>Obtain a paper pass before you leave the office</i>	<i>Holding and showing a pass indicating you were in the office</i>	<i>Leaving without documentation</i>
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone.		
<i>1. Lee Canter's Assertive Discipline, Secondary Workbook, Teach Specific Directions, Page, 86-87.</i>		
<i>2 http://www.teaching4real.com/2012/07/theres-rules.html. The Dice Game.</i>		
List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone.		
<i>1. Play the Dice Game with students. Introduce the rationale for rules.</i>		
<i>2. Ask students scenario questions: What would happen if we had no rules? Why do you think students need to be quiet in the front office? What would happen if it was really noisy? Why can't students go behind the counter? Why can't you wear sunglasses in the front office? Why can't you text with no sound on in the front office? What is the purpose for a paper pass?</i>		
<i>3. Explain specific rules for the front office.</i>		
<i>4. Check for understanding (immediately, in 2 weeks, first month, and throughout year). Use a formative assessment such as Q & A.</i>		
<i>5. Reinforcement activity: Create blank chart of Rules, Positive Example, and Non-example (above) for Front Office and have students fill in the empty squares.</i>		
WHEN will this lesson plan be taught?		
Beginning of school year date(s) and time(s):	<i>Introduce Aug. 23, 2017 Reinforcement activity: Aug 24, 2017 Check for understanding: Sept 8, 2017, Oct 12, 2017, Jan 13, 2018</i>	
After long holidays	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location's rules.	
3rd quarter		
WHO will teach this lesson plan?		WHERE will the lesson plan instruction occur?
<i>Teacher, Personalization Period</i>		<i>In classroom</i>