| **Lesson Plan for Respect in Hallway** | |
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| Step 1: List the skills/rules for this *Expectation* in this *Location*  from Expectation Matrix/Poster | |
| **Respect:**   * Hold doors for others * Silent greetings | |
| Step 2: List a rationale for teaching the behavior (Why is it important?) | |
| It is important to respect your peers and adults in school to make everyone feel welcome.. By holding doors for others and silently greeting them, you acknowledge the other person in a positive way and ensuring that nobody will be disturbed. | |
| 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?)  **Explain and Discuss with your students (I do)** | |
| Examples | Non-examples |
| * Holding the door open when entering, exiting the school or classroom(s). * Waving or smiling at another student across the hall | * Letting the door shut behind you when there are people behind you going the same way * Shouting greeting across the hall |
| * You may ask students for their own examples and non-examples. | |
| Step 4: Practice/Role Play Activities | |
| **Lead students through behavior (We do):** Teacher(s) models or reads both scenarios below. Students will discuss each scenario and point out respectful and disrespectful behaviors.  Scenario A: Mercedes sees her friends at the end of the hall. She rushes into the building, letting the door close behind her right into the face of another kid. Her friends haven’t seen her yet, so Mercedes is shouting:”Hi! Wait up!” Did Mercedes’ behavior show respect? Was there anything she could have changed?  Scenario B: Jason is excited to be the line leader this week. When he sees his little brother in the hall, he waves at him and gives him a big smile. The class is going to the library, so when they get there, Jason is opening the door and stands behind it to keep it open for his classmates to enter quickly and quietly. Was Jason respectful to hallway rules? | |
| **Test to ensure students understand behavior (You do):** With a partner or in small groups, students are asked to come up with their own scenario. Groups will act out appropriate, respectful behavior for their scenario. Teacher(s) 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. * Teachers **should re-teach and review this expectation as needed** (when they notice an increase in disrespectful behavior). | |