| **Lesson Plan for Respect in Learning Environment** | |
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| Step 1: List the skills/rules for this *Expectation* in this *Location*  from Expectation Matrix/Poster | |
| **Respect:**   * Use kind and appropriate language * listen and follow directions * use supplies and equipment appropriately | |
| Step 2: List a rationale for teaching the behavior (Why is it important?) | |
| It is important to respect your peers and adults in school by using appropriate language. When someone uses bad language, it can make people feel uncomfortable; therefore showing disrespect. Listening to others and following the directions of the classroom, creates a positive learning environment where everyone feels respected. Using all supplies and the equipment appropriately ensures that they are available for the next person. This too shows your respect for 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?)  **Explain and Discuss with your students (I do)** | |
| Examples | Non-examples |
| * use kind words when speaking to other people, even if you disagree * listen to your teachers and classmates * Follow directions so everyone can participate and have fun * Carefully return materials to their assigned place * Use supplies for their intended purpose | * Yelling at other people * Using bad words when talking to adults or your peers * Playing around when directions are given * Using pencils, scissors, or other items to throw or poke * Putting up your Chromebook without plugging it back in * Dropping supplies and/or equipment on purpose |
| * 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: After giving directions and telling the students what materials they will need, Jennifer is going to the supply closet to get what she will use for the activity. She is looking for the tape but cannot find any. She is looking around the room, and she sees Billy is building a paper tower (not the assignment) using all the tape. Jennifer is upset. She stomps over to Billy and says,”You are using all the tape for this dumb thing. Give me the tape now or I will tell the teacher.” Billy just laughs at her and Jennifer grabs the tape and goes to her desk. She turns around to Billy and sticks out her tongue. Did Jennifer and Billy act respectfully?  Scenario B: Trevor is paying attention while the teacher is explaining the math lesson.. Jazmine is doodling on her notebook thinking that she does not like math. When the teacher finishes her lesson, Trevor starts working but Jazmine does not know what to do. Trevor would like to help, and he suggests to Jazmine to raise her hand and ask the teacher for help even if it will result in a consequence. Jazmine appreciates Trevor’s kindness and promises to follow expectations. Once Jazmine starts paying close attention during math class, she realizes that math is not that terrible after all and that she can complete the assignments by herself. | |
| **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). | |