| **Lesson Plan for Respect in Playground** | |
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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 | |
| Step 2: List a rationale for teaching the behavior (Why is it important?) | |
| This is an important time to enjoy and have fun, but it is even more important to play safely. Which includes no physical or verbal activities that could hurt others or yourself. | |
| 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 |
| * Ask nicely to play with others and share equipment. * Stay in a given area. | * Calling others names and demanding to play with your peers. * Run off to other areas of the playground. |
| * 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: It was time for recess and everyone lined up to go out and play. Julie wanted to play with the soccer ball. She played for several minutes by herself and did not want to let anyone else have a turn. She began to run off and tell the other students that she was not willing to share the ball with them. What should Julie do instead?  Scenario B: Billy just started kindergarten and recess was so exciting. The equipment was big and looked so fun to play on. Billy played on his side of the playground for several minutes. He was bored with his side of the playground and thought the other equipment looked much more fun. He decided to wander off from his class to go and try the other equipment. Is this what Billy should have done? | |
| **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). | |