| **Lesson Plan for Responsibility in Hallway** | |
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| Step 1: List the skills/rules for this *Expectation* in this *Location*  from Expectation Matrix/Poster | |
| **Responsibility:**   * Voice Level 0 * Head directly to your destination | |
| Step 2: List a rationale for teaching the behavior (Why is it important?) | |
| It is important to be responsible in the hallway so everyone can learn. By being quiet in the hall, you won’t disturb other classes. By heading directly to wherever you are going, you are not wasting any time and get back to learning quickly. | |
| 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 Level 0 at all times * Go to where you are going quickly | * Talking to other students * Whistling or making noise on purpose with your hands and feet * Stopping and looking at displays * Getting a drink * Taking the “long way” |
| * 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 responsible and irresponsible behaviors.  Scenario A: Sylvia’s teacher asks her to take a note to the office. Sylvia leaves the classroom and is heading towards the front. She sees that one of the rooms has some displays outside, so she looks at all of them carefully. Sylvia stops at the drinking fountain and then takes the note to the secretary. On her way back to the classroom, she sees her friend and stops to talk to her for a while. Finally, she goes back to class and realizes that her class has moved on to a new subject and she is not sure what everyone is doing. Her teacher stops her lesson to catch Sylvia up before continuing. Was Sylvia responsible?  Scenario B: Jeremy needs to return his book to the library. He asks his teacher, and after receiving permission, he uses the shortest way to the library. He sees his sister coming down the hall and waves at her and continues on. He checks in his book and then leaves to return to his class. Along the way, he sees that the students next to his class are putting out their projects. Jeremy thinks to himself, “Wow! They look amazing. I can wait to look at them when we have time.” Once he gets back to his class, he gets right back to work. Did Jeremy act responsible? | |
| **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, responsible 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 RESPONSIBILITY - 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 irresponsible behavior). | |