| **Lesson Plan for Responsibility in the Learning Environment** | |
| --- | --- |
| Step 1: List the skills/rules for this *Expectation* in this *Location*  from Expectation Matrix/Poster | |
| **Responsibility:**   * Use appropriate voice levels * Be prepared * Accept consequences for your actions * Take care of your own belongings * Always do your BEST | |
| Step 2: List a rationale for teaching the behavior (Why is it important?) | |
| It is important to be responsible for your behavior so everyone will have a clean restroom. We don’t want to disturb other students’ learning, and we don’t want to damage or destroy any school property. | |
| 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 voice level 0 while working * Use voice level 1 during pair/share * Use voice level 2 during table discussions * Use voice level 3 when presenting to class or answering questions * Have all materials needed at your desk * Keep track of your belongings * Correct your mistakes | * Shout in class so everyone can hear you * Yell over a classmate because you have the right answer * Borrowing things because you forgot yours at home * Getting up several times to go to your locker to get more materials * Leaving assignments unfinished |
| * 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: Ralph spent last night at his grandma’s house. He realized that he did not take his backpack with him. Now he is at school without any materials or assignments. He knows that the expectations to be prepared, but this really is not his fault. He decides to borrow materials from his friend and to pretend to turn in his work. He will have it tomorrow. No big deal-right?  Scenario B: Howard is working on today’s science assignments. The questions require finding evidence in the text. Howard decides that he remembers the text well enough, he can just answer the questions without looking back in the text. He finishes his work quickly, turns it in, and uses the rest of independent time drawing comics. When the teacher scores his assignment, Howard’s grade is 75%. “Good enough,” he thinks. Is he being 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). | |