| **Lesson Plan for Responsibility in Playground** | |
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| Step 1: List the skills/rules for this *Expectation* in this *Location*  from Expectation Matrix/Poster | |
| **Respect:**   * Share and use equipment appropriately. * Keep playground area clean * Responsible reporting | |
| Step 2: List a rationale for teaching the behavior (Why is it important?) | |
| It is important to respectfully play. Take care of the equipment while playing appropriately. Keeping the playground clean increases the school pride. | |
| 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 |
| * Making sure all equipment (ie. balls, jump ropes, hula hoops…) is used correctly and put back up when done with it. * When done with any disposable items, place them in the trash can. * Report to staff of anything that is severe and is causing harm to themselves, others, or any school property. | * Using a jump rope to hang from the trees. * Leaving a soccer ball out on the playground. * Throw your water bottle on the ground and leave it. * Telling a staff member that someone looked at you. |
| * 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: Mark was playing basketball outside with his friends and the teacher blew the whistle cause it was time to go inside. Mark had also put a snack and juice in his pocket to drink and eat while he was outside. Once the teacher blew the whistle Mark dumped the contents of his pocket on the floor so that the teacher wouldn't catch him. He also left the basketball in the middle of the court as he ran to get in line. What should Mark have done?  Scenario B: Susie Q. snuck some markers in her pocket to take outside with her. Once she was outside, she hid behind a wall and began to use the markers to write on the sidewalk. Is this appropriate to do? What should you use to write on the sidewalk? | |
| **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). | |