Option 1

Sample: Lesson Plan for Teaching Expectations

**1. Expectation**

**Respect**

**2. Definition and Critical Attributes**

* To show concern or consideration
* Behaviors that help people feel calmer, safer, friendlier, and more cooperative

# 3. Non-Examples

# 3. Examples

* Listen during lessons
* Hold the door open

## Ask before touching things that belong to others

* Grab materials
* Call people names
* Make noises during lessons

# 

# 4. Activities to Enhance Concept Development

* Have students write down examples of what respectful behavior looks like
* Have student role-play their examples of what respectful behavior

# 5. Activities to Check for Understanding

* Present examples and non-examples. Have students identify each.
* Examples and non-examples can be presented in pictures or writing.

Module: Developing Lesson Plans to Teach Expectations

**Lesson Plan for Teaching Expectations**

# 6. Activities to Extend Concept Development

* Assign topics for journal entries related to the concept.
* Ask students to keep frequency counts of examples and non-examples observed in a television program.
* Graph the results.

**1. Expectation**

**2. Definition and Critical Attributes**

# 3. Non-Examples

# 3. Examples

# *3. Non-Examples*

# 

# 4. Activities to Enhance Concept Development

# 5. Activities to Check for Understanding

Module: Developing Lesson Plans to Teach Expectations

# 6. Activities to Extend Concept Development

**Option 2**

**Sample: Lesson Plan for Teaching Rules**

**(Skill Level)**

1. **Setting - Cafeteria**

**2. List Expectations** (Circle those that apply to this setting)

1. **Be Safe**

2**. Follow directions**

3**. Be Respectful**

4.

5.

**3. Activity: Reviewing Expectations**

* Discuss the Tier 1 expectations while presenting student generated posters, icons, and/or photographs

**4. Generate Specific Rules for Setting:**

**Expectation 1: Be Safe**

**Rule A: Example Non-example**

* Leave length of 2 hands between you Student stands a good Student bumps into

and person in front of you in line distance behind others student next to him

**Rule B: Example Non-example**

* Touch only items you want & need Student picks up plate Student picks up

with desired food item apple to show others

**Rule C: Example Non-example**

**Rule D: Example Non-example**

**Expectation 2: Follow Directions**

**Rule A: Example Non-example**

* Bring your money or lunch ticket Student has ticket/money Student does not

have ticket/money

**Rule B: Example Non-example**

* Decide what you want to eat Student orders pizza Student looks at

when asked menu for 5 minutes

**Rule C: Example Non-example**

**Rule D: Example Non-example**

**4. Generate Specific Rules for Setting:**

**Expectation 3: Be Respectful**

**Rule A: Example Non-example**

* Stand behind last person in line

Student gets in line between two others

Student lines up behind last student in line

**Rule B: Example Non-example**

* Move forward when it’s your turn Student walks ahead Student is talking

when line moves and is out of line

Rule C: Example Non-example

# 

# Rule D: Example Non-example

# 5. Activities to Allow Students to Practice Desired Behaviors:

* Arrange to have a snack served in the cafeteria immediately after the lesson.

# 6. Plan for Rewarding Appropriate Behavior:

* The snack can be used as a reward during the initial lesson. Students who do not follow the rules will need to practice the correct behavior before having the snack.
* 2)
* The class can earn extra minutes for preferred activities on Friday if they exhibit the correct behaviors in the cafeteria during the week. An apple representing 2-3 minutes earned can be posted on the bulletin board each day after lunch.

**Lesson Plan for Teaching Rules**

**(Skill Level)**

1. Setting - \_\_\_\_\_\_\_\_\_\_\_\_\_

**2. List Expectations** (Circle those that apply to this setting)

**1.**

**2.**

**3.**

**4.**

**5**

**3. Activity: Reviewing Expectations**

**4. Generate Specific Rules for Setting:**

**Expectation 1:**

**Rule A Example Non-example**

**Rule B: Example Non-example**

**Rule C: Example Non-example**

**Rule D: Example Non-example**

**Expectation 2:**

**Rule A: Example Non-example**

**Rule B: Example Non-example**

**Rule C: Example Non-example**

**Rule D: Example Non-example**

**4. Generate Specific Rules for Setting:**

**Expectation 3:­­­­­­­­­­­­­­­­­­­­­­­­­­­**

**Rule A: Example Non-example**

**Rule B: Example Non-example**

**Rule C: Example Non-example**

**Rule D: Example Non-example**

**Expectation 4:**

**Rule A: Example Non-example**

**Rule B: Example Non-example**

**Rule C: Example Non-example**

**Rule D: Example Non-example**

# 5. Activities to Allow Students to Practice Desired Behaviors:

6. Plan for Rewarding Appropriate Behavior:Option 2 – Use What Is Available

1. List the resources already available at your school to teach:

* Tier 1 Expectations
* Setting-Specific Rules

1. List web sites with existing lesson plans for your proposed curriculum

Options 1 and 2

* Develop a school-wide schedule for delivering the initial set of lessons

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Expectation/ Rule | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|  |  |  |  |  |  |
| Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 |
|  |  |  |  |  |
|  | | | | | |
| Expectation/ Rule | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|  |  |  |  |  |  |
| Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 |
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|  |  |  |  |  |  |
| Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 |
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|  |  |  |  |  |  |
| Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 |
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|  | | | | | |
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|  |  |  |  |  |  |
| Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 |
|  |  |  |  |  |

This schedule is only the beginning. Continue establishing dates for school-wide lesson plans throughout the school year.