

## Creating Effective Classroom Environments Plan Template

Educator Name: *Add* | Grade Level/Period: *High School* | Date Updated: *Add*

**Instructions:**

- Review *A School Guide for Returning to School During and After Crisis* and *Effective Environments Video*
- Complete tables with your own information by deleting & replacing light blue example text. Consider either (a) developing separate plans for in-person & remote instruction or (b) including examples across contexts.

### Positive Classroom Expectations Look Like, Sound Like, Feel Like in....

Expectations	Routines	Walking in the Hallway	In the cafeteria	In the classroom	Transitions	...
		1. Keep myself healthy	• Wear my mask properly	• Wear my mask properly • Sanitize or wash hands upon entry • Stand on spot and wait my turn	• Wear my mask properly • Keep a safe social distance (6') • Sanitize hands regularly	• Wear your mask properly • Bring what you need to be ready for what's next • Sanitize your hands
2. Keep others healthy	• Wear my mask properly • Keep 6' space bubble	• Wear my mask properly • Stand on spot and wait my turn • Sit in every other chair	• Wear my mask properly • Keep a safe social distance (6') • Use own materials	• Wear your mask properly • Quiet voice • Keep a safe social distance (6')	•	
3. Keep environment healthy	• Take care of school •	• Keep my area clean • Throw away trash	• Take care of your space & materials	• Leave space better than you found it	•	
...	•	•	•	•	•	

Attach Lesson Plans that explicitly teach each expectation in each routine.

Plan high rate/quality of opportunities to respond (active engagement) for students.

Prompt Expected Behavior...	Prompt Examples:
...at the beginning of each routine	<p><b>Because there are so many cafeteria expectations, provide the prompts in concrete and small, sequential steps.</b></p> <ul style="list-style-type: none"> <li>○ "In the cafeteria, I expect you to wear your mask and clean your hands."</li> <li>○ "While waiting for your food, the expectation is that you are waiting on your own spot"</li> <li>○ "Now that you have your food, you should sit one seat away from a friend and keep your area clean."</li> <li>○ "Once you are finished, I expect you to throw away your trash and wait on the bell to dismiss you."</li> </ul>

... before each transition	<ul style="list-style-type: none"> <li>○ “When the bell rings, please clean your area and gather your materials. Remember to wear your mask in the hallway and maintain a safe social distance.”</li> </ul>
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Give Specific Feedback ...	Praise/Correction Examples:
...for desired behavior (praise)	<ul style="list-style-type: none"> <li>○ “Thank you, [insert name] for wearing your mask properly.”</li> <li>○ “I appreciate your following the expectations by keeping yourself and others healthy.”</li> </ul>
...for undesired behavior (correction)	<ul style="list-style-type: none"> <li>○ “I see students sharing materials. Please remember that you are expected to use only your materials and to keep them clean so you can stay healthy while keeping your classmates healthy.”</li> <li>○ “I see that not everyone waited properly at lunch. You should remain on dot, and wait your turn as the line progresses.”</li> </ul>

**Consider additional strategies to acknowledge or respond to student behavior.**

## Creating Effective Classroom Environments Social Skills Lesson Plan Template

Educator Name: *Add*

Grade Level/Period: *High School*

Date Updated: *Add*

### Lesson Focus:

Demonstrating keeping myself healthy in the cafeteria.

### Teaching Objective:

Following instruction, students will demonstrate keeping myself healthy in the cafeteria by completing social story book and demonstrating correct expectations across 4 out of 5 sampled opportunities.

### Teaching Examples:

<i>Positive Examples</i> (Looks, sounds, & feels like...)	<i>Negative Examples</i> (Does NOT look, sound, & feel like...)
<ul style="list-style-type: none"><li>• Wearing mask over nose and mouth</li><li>• Using hand sanitizer correctly</li><li>• Standing on a designated spot alone and keeping a calm/safe body</li></ul>	<ul style="list-style-type: none"><li>• Improper mask wearing</li><li>• Playing with or not sanitizing hands</li><li>• Not staying on designated spot</li></ul>

### Lesson Materials:

*Access to cafeteria for modeling appropriate expectations, badge buddy for high school (1 per student), lamination, and access to technology or miscellaneous art materials.*

### Lesson Activities:

**Model (I do):** *Transitions students to cafeteria, or use virtual model/walkthrough of cafeteria if available. Model each expectation concretely (wearing mask, sanitizing hands, waiting on a designated spot, sitting one seat away from others, throwing away trash, waiting on instructions). Having students in the physical cafeteria space, when/if possible, will show concretely what is expected and how they should behave in that environment under new regulations.*

**Lead (We do):** *Back in the classroom, using the badge buddy for high schoolers, prompt students through each step and expectation of keeping oneself healthy in the cafeteria. Allow students to share their responses and ideas about additional ways. They should decorate and personalize the badge buddy by creating their own illustrations, so that when finished and laminated, it can serve as a visual reminder for each student of the expectations. Additional public health school expectations can be added to badge buddy for student reference.*

**Test (You do):** *Students should be given the opportunity to create posters, signage, presentations, visual reminders, videos, podcasts, etc explaining the new public health guidelines and expectations in the hallways and lunchrooms. A sample rubric is provided below for grading final product. A handout is provided to guide students.*

*Students should also be observed in cafeteria setting for positive displays of the expectations. The student should comply with expectations 4 out of 5 observed times. If there is one step or*

expectation that many are struggling with, reteach that expectation in a more discreet or succinct way.

**Follow-up Activities:**

**Strategies to prompt:** Successive small steps (wear your mask... clean your hands .... stand in line on a dot ... sit one seat apart ... throw away your trash ... wait for my instructions ...)

**Procedures to reinforce context-appropriate behavior:** Behavior specific praises, echo and amplify appropriate student responses/behaviors to class

**Procedures to correct errors (e.g., context-inappropriate behavior):** Precorrection prior to inappropriate behavior opportunities

**Procedures to monitor/supervise:** Student groups assigned to teacher, paraprofessional, aid, or co-teacher (smaller supervision)

**Procedures to collect and evaluate student data:** Data collection sheet below for observation of student expectations (can be modified as contextually appropriate)

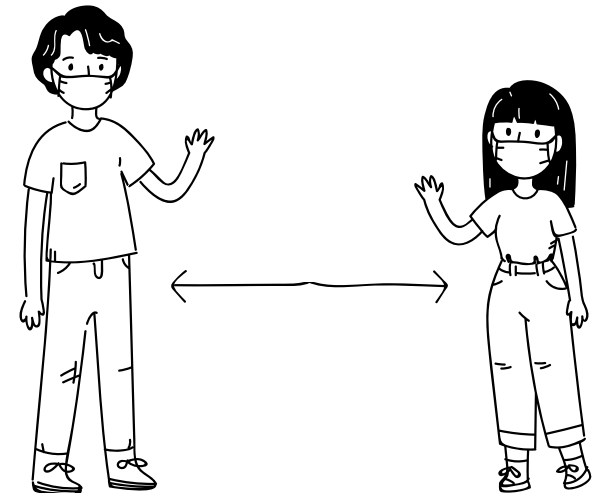
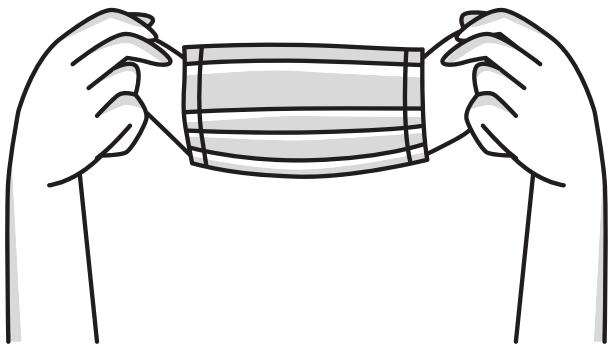
Tally observed occurrence once per day	Wear Mask	Clean Hands	Wait in Line	Sit One Seat Apart	Throw Away Trash	Wait on Instructions
Student 1						
Student 2						
Student 3						

	1	2	3	4	5	
Addresses expectations	The student included two or less of the expectations related to keeping themselves and others healthy	The student included three of the expectations related to keeping themselves and others healthy	The student included four of the expectations related to keeping themselves and others healthy	The student included five of the expectations related to keeping themselves and others healthy	The student included all six of the expectations related to keeping themselves and others healthy	/ 5
Understanding of expectations	No understanding or application of the expectations to keep oneself and others safe	Minimal understanding or application of the expectations to keep oneself and others safe	Basic understanding or application of the expectations to keep oneself and others safe	Good understanding or application of the expectations to keep oneself and others safe	Exceptional understanding or application of the expectations to keep oneself and others safe	/ 5
Creativity	The medium used to present the information is not unique, detailed, or interesting	The medium used to present the information is occasionally unique, detailed, or interesting	The medium used to present the information is somewhat unique, detailed, or interesting	The medium used to present the information is generally unique, detailed, and interesting	The medium used to present the information is highly uniquely, detailed, and interesting	/ 5
						/ 15

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# \_\_\_\_\_ 's Social Story Book

KEEPING MYSELF AND OTHERS  
HEALTHY



**I CAN KEEP MYSELF AND OTHERS HEALTHY IN THE  
HALLWAY BY...**

A large, empty rectangular box with a thick black border, intended for a drawing or response to the prompt above.

**WHEN I GET TO THE CAFETERIA, I CAN KEEP  
MYSELF AND OTHERS HEALTHY BY ...**



**WHEN I AM IN LINE, I CAN KEEP MYSELF AND  
OTHERS HEALTHY BY ...**

A large, empty rectangular box with a thick black border, occupying the majority of the page below the text. It is intended for the user to write their response to the question.



**WHEN I SIT DOWN, I CAN KEEP MYSELF AND  
OTHERS HEALTHY BY ...**

A large, empty rectangular box with a thick black border, occupying the majority of the page below the text. It is intended for the user to write their response to the prompt.

**WHEN I AM DONE, I CAN KEEP MYSELF AND  
OTHERS HEALTHY BY ...**

A large, empty rectangular box with a thick black border, occupying the majority of the page below the text. It is intended for the user to write their response to the prompt.

# Keeping Myself and Others Healthy

## NEW EXPECTATIONS IN THE HALLWAY AND CAFETERIA



With changing **public health guidelines**, schools are evolving their procedures for keeping students and teachers safe. These changing procedures mean that expectations for you, as students, are also changing.

In this activity, you will create a presentation that teaches your classmates how to follow these expectations.



**Free Response: What do you know about public health guidelines?**



### Instructions

Your task is to design a creative and informative way to teach your classmates about the new expectations related to keeping yourself and others healthy. You should create something that is unique, well designed, and creative. It could be a powerpoint, a poster, an infographic, a movie, podcast episode, or anything else you come up with.

You will be graded on the ways you include all of the expectations, your understanding of the expectations, and the creativity of your project.



### Expectations for Keeping Myself and Others Healthy

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**Name:** \_\_\_\_\_

**Project Format:** \_\_\_\_\_

**Do you need additional help/resources?** \_\_\_\_\_

**Comments:** \_\_\_\_\_



**Use this space to brainstorm ideas for your project**

A large, empty rectangular box with a black border, intended for brainstorming ideas for a project.

**reminders** ●

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KEEP MYSELF HEALTHY;  
KEEP OTHERS HEALTHY;  
KEEP ENVIRONMENT  
HEALTHY

# HALLWAYS AND CAFETERIA

**wear my mask**

**clean my  
hands**

**wait on a spot**

# reminders ●

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KEEP MYSELF HEALTHY;  
KEEP OTHERS HEALTHY;  
KEEP ENVIRONMENT  
HEALTHY

**skip seats**

**throw away  
trash**

**wait on bell**