

The cover features a large, light gray circular border. Inside the circle, the text "Teaching Expected Behavior Resource Pack" is centered in a bold, black, serif font. Behind the text are three stylized stars: a light blue star at the top, a pink star at the bottom left, and a light blue star at the bottom right. The background is white.

# Teaching Expected Behavior Resource Pack

# Teaching Expected Behavior Resource Pack

## Purpose of the Teaching Expected Behavior Resource Pack

Instruction and Intervention, one of the essential components of RTI<sup>2</sup>-A + RTI<sup>2</sup>-B, includes establishing an environment for learning that ensures all learners can access and benefit from high-quality educational programming. The *Teaching Expected Behavior Resource Pack* includes materials to support educators as they explicitly teach and review schoolwide expectations for learning and use a continuum of strategies to promote student independence, academic engagement, and behaviors that align with schoolwide expectations. The Tip Sheets provide recommendations and ideas for teaching schoolwide expectations to students. The Lesson Plan Templates are an implementation resource for schools to use as they plan to teach schoolwide expectations to students. The Lesson Plan Example Resources include multiple examples of lesson plans to teach schoolwide expectations throughout a school building and across grade levels.

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# Behavioral Expectations Tip Sheet

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Tennessee TSC is a member of the Tennessee Technical Assistance Network (TN-TAN) and funded under Grant Contract with the State of Tennessee to provide training & support to schools and districts. This tip sheet was authored by Erica L. Mazur, Melissa C. Hine, Becky H. Shafer, Tara J. Lerner, Brooke C. Shuster, Blair P. Lloyd, and Erik W. Carter. For more information, visit <http://tennesseetsc.org>.

## What are behavioral expectations?

Behavioral expectations pinpoint the behaviors that not only are considered important for students to be successful at school, but that reflect the values of the school community. Behavioral expectations should be clear, concise, memorable, and positively stated. They should also be broad enough to apply across school settings, from classrooms and hallways to the cafeteria and bus.

### Example Behavioral Expectations

- Be Respectful
- Be Responsible
- Be Safe
- Be Ready
- Be Kind
- Be Organized
- Act Responsibly
- Be On Time
- Be a Leader
- Be Prepared
- Character
- Accountability
- Dedication
- Honesty
- Optimism
- Determination
- Excellence
- Safety
- Integrity

Identifying a small number of expectations (3-5) makes them easier for students and staff to remember. Schools often personalize their expectations by connecting them to the school name or mascot.

For example, Bramble Elementary calls their behavioral expectations "Bramble Behaviors." They selected "Be Respectful, Be Responsible, and Be Safe" as their three behavioral expectations. These expectations are simple, memorable, and broad enough to encompass all desired behaviors at school. Bramble High School connected their expectations to the leadership qualities they teach to their students. They selected "Be Here, Be On Time, and Be Positive" and refer to these behaviors as "The Bramble Way."

## Why should we establish school-wide behavioral expectations?

Establishing school-wide behavioral expectations provides a consistent way to teach students what appropriate behavior looks like in each setting. We can no longer assume all students know the appropriate ways to behave, and expectations help all staff and students have the same understanding of what is appropriate behavior. This allows students to know exactly what is expected of them and creates a more predictable environment. When expectations are clearly visible, students are taught the expectations, get feedback on their performance, and are more likely to engage in desired behaviors (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). Promoting the expectations helps build a positive school culture.



## How should we establish our behavioral expectations?

After selecting 3-5 behavioral expectations, clearly define what each expectation looks like for every key setting in your school. A behavioral expectations matrix is one way to organize this information. The matrix lists each school setting and the behavioral expectations down the

side and across the top. Each box is used to describe how a specific expectation is applied in each school setting. Descriptions of expected behaviors should be stated positively and clearly defined. At grade 2-5 brief descriptions in each box. When developing your matrix, consider

identifying alternatives to common problems you see in each setting. For example, at Bramble Elementary running in the hallway was a common problem. Their team included “walk” and “stay with your line” as one way to “Be Safe” in the hallway.

<b>Bramble Elementary Behavioral Expectations Matrix</b>			
	<b>BE SAFE</b>	<b>BE RESPECTFUL</b>	<b>BE RESPONSIBLE</b>
<b>CAFETERIA</b>	<ul style="list-style-type: none"> <li>• Hold tray with two hands.</li> <li>• Keep food to self without sharing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use an inside talking voice.</li> <li>• Use a napkin to clean self and spills.</li> </ul>	<ul style="list-style-type: none"> <li>• After getting lunch and all utensils, choose a seat and stay there.</li> <li>• Dump tray and recycle milk carton in appropriate place.</li> </ul>
<b>RECESS</b>	<ul style="list-style-type: none"> <li>• Use equipment appropriately.</li> <li>• Keep hands and feet to self.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice good sportsmanship.</li> <li>• Take turns and share equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Line up when the bell rings.</li> <li>• Put equipment away.</li> </ul>
<b>HALLS</b>	<ul style="list-style-type: none"> <li>• Stay with line.</li> <li>• Walk.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands off walls.</li> <li>• Be quiet in halls and commons.</li> </ul>	<ul style="list-style-type: none"> <li>• Go directly to where you need to go.</li> <li>• Look to your teacher for directions.</li> </ul>
<b>ARRIVAL / DEPARTURE</b>	<ul style="list-style-type: none"> <li>• Cross only at cross walk even when adults are present.</li> <li>• Walk inside and outside on school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions of Safety Patrol members.</li> <li>• Wait with a calm body and quiet voice in line.</li> </ul>	<ul style="list-style-type: none"> <li>• Be on time.</li> <li>• Go directly to destination.</li> </ul>
<b>CLASSROOM</b>	<ul style="list-style-type: none"> <li>• Keep hands, feet, and objects to self.</li> <li>• Walk.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to speaker.</li> <li>• Wait your turn.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow class rules at all times.</li> <li>• Finish work.</li> </ul>
<b>RESTROOM</b>	<ul style="list-style-type: none"> <li>• Use soap and water for washing hands.</li> <li>• Keep restrooms clean and dry.</li> </ul>	<ul style="list-style-type: none"> <li>• Honor privacy.</li> <li>• Wait patiently for your turn.</li> </ul>	<ul style="list-style-type: none"> <li>• Flush toilet after use.</li> <li>• Use quickly, then leave.</li> </ul>
<b>GYM / PE</b>	<ul style="list-style-type: none"> <li>• Use equipment appropriately.</li> <li>• Keep hands and feet to self.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow teacher directions.</li> <li>• Take turns when sharing equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Put equipment away.</li> <li>• Keep valuables in safe and secure area.</li> </ul>
<b>BUS</b>	<ul style="list-style-type: none"> <li>• Stay in seat.</li> <li>• Keep hands, feet, and objects to self.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a quiet voice.</li> <li>• Follow bus driver directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Get to bus on time</li> <li>• Walk on and off quickly</li> </ul>
<b>ASSEMBLIES / SPECIAL EVENTS</b>	<ul style="list-style-type: none"> <li>• Sit correctly on floor (cross-applesauce)</li> <li>• Keep hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>• Sit quietly.</li> <li>• Follow teacher and staff directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the 4 As of Audience: attend, appreciate, applaud, allow.</li> </ul>

<b>Bramble High School The Bramble Way</b>					
<b>LOCATIONS EXPECTATIONS</b>	<b>HALLWAYS &amp; LOBBY</b>	<b>BUS</b>	<b>CAFETERIA</b>	<b>CLASSROOMS</b>	<b>BATHROOMS</b>
<b>BE HERE</b>	<ul style="list-style-type: none"> <li>• Be moving toward class when 1<sup>st</sup> bell rings.</li> <li>• Stay on school grounds once you arrive.</li> </ul>	<ul style="list-style-type: none"> <li>• From the bus, walk directly to school and vice versa.</li> <li>• Stay seated.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow cafeteria guidelines.</li> <li>• Have ID and money ready while in line.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend daily.</li> <li>• Stay focused.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk straight there and straight back.</li> <li>• Have a hall pass at the appropriate times.</li> </ul>
<b>BE ON TIME</b>	<ul style="list-style-type: none"> <li>• Walk directly to destination.</li> <li>• Use locker to prepare &amp; be ready to enter classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive before bus is scheduled to leave.</li> <li>• Wait to leave for the bus until dismissed.</li> </ul>	<ul style="list-style-type: none"> <li>• Get breakfast and return directly to class.</li> <li>• Get lunch during 1<sup>st</sup> 15 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Be in the room when the 2<sup>nd</sup> bell rings.</li> <li>• Ask for passes only at appropriate times.</li> <li>• Wait for teacher to dismiss you.</li> </ul>	<ul style="list-style-type: none"> <li>• Return to class promptly.</li> <li>• Take care of business promptly.</li> </ul>
<b>BE POSITIVE</b>	<ul style="list-style-type: none"> <li>• Be considerate of school and other's property.</li> <li>• Keep hands and feet to yourself.</li> <li>• Use manners when speaking to others.</li> <li>• Use conversational voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow bus rules.</li> <li>• Respect other people's personal space.</li> </ul>	<ul style="list-style-type: none"> <li>• Have appropriate conversations with friends.</li> <li>• Use free time productively.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate language, tone, and volume.</li> <li>• Use materials properly.</li> <li>• Keep hands to yourself.</li> <li>• Clean up.</li> <li>• Show tolerance.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep bathrooms clean and graffiti-free.</li> <li>• Use appropriate behavior and language.</li> <li>• Respect each other's privacy.</li> </ul>

## How do we teach our behavioral expectations?

School teams can use their behavioral expectations matrix to develop lesson plans for each school setting. Creating school-wide lesson plans prevents each teacher from having to create their own lesson plans. It also allows for consistency when teaching the behavioral expectations to all students. However, classroom teachers do not need to be the only ones responsible for teaching the lessons.

Some schools have students rotate through each setting as school staff teach the corresponding lesson plan. Schools should also create posters to display the behavioral expectations throughout the school and serve as visual reminders. It is important to periodically re-teach students the behavioral expectations during the year, and some schools have developed videos to help with re-teaching.





### For Further Reading

OSEP Technical Assistance Center (n.d.). *Tier 1 case examples*. Retrieved from pbis.org

Rudder, S. (2016). *Positive behavior interventions and support in Knox County Schools: A preliminary study*. Retrieved from knoxschools.org

Tennessee Behavior Supports Project (2016). *Lessons from the field: Teaching the RTI<sup>2</sup>-B plan to schools*. [PDF document]. Retrieved from tennesseebps.org

Tennessee Behavior Supports Project (2016). *Supporting RTI<sup>2</sup>-B in middle Tennessee schools* [PDF document]. Retrieved from tennesseebps.org

U.S. Office of Special Education Populations (n.d.). *Supporting and responding to behavior: Evidence-based classroom strategies for teachers*. Retrieved from pbis.org

### References

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). *Evidence-based practices in classroom management: Considerations for research to Practice*. *Education & Treatment of Children*, 31(3), 351-380.

## Tips for Teaching Schoolwide Expectations

**Purpose:** The tips listed below provide recommendations and ideas for teaching schoolwide expectations to students.

### Tips for Teaching Schoolwide Expectations

- Provide an overview of your framework to support behavior for all students (and staff):
  - Choose an assembly or meeting arrangement to efficiently present information to all students, either through one large group or multiple smaller groups.
  - Keep it fun and engaging.
  - Highlight the three to five schoolwide expectations.
  - Provide examples of behaviors.
  - Explain how students will be acknowledged.
  - Share opportunities for student involvement.
  - Set the stage for more area-specific teaching to occur in classrooms.
- Emphasize the positive aspects of your framework.
  - Ensure students understand the expectations, how they will be acknowledged for following the expectations, and how often this will occur.
- Create a presentation and/or video.
  - Reuse throughout the year for new students and re-teaching expectations.
  - Share presentations, lesson plans, and videos through platforms such as One Drive, Google Drive, Drop Box, and YouTube.
- Engage all key collaborators.
  - Inform all teachers and staff members on how they can teach schoolwide expectations and acknowledge students. This includes cafeteria workers, bus drivers, custodians, front office staff, and support personnel.
  - Create a substitute or guest teacher packet so everyone knows how they can maintain consistency when teachers are absent.
  - Involve families and create a new family folder for students who are new to the school who miss the beginning of the year roll-out.

### Tips for Teaching Area-Specific Lesson Plans

- Use a consistent lesson plan to teach expectations in all areas of the school.
  - Review lesson plans and materials with teachers and staff before they are expected to teach them.
  - Gather feedback from teachers and staff.
- Teach schoolwide expectations as you would any curriculum standard. In the lesson plan, target the specific behavior you want to see.
  - Teach the expectation.
  - Incorporate guided release of responsibilities (“I Do, We Do, You Do”).
  - Provide time for questions, practice, and feedback.
- Model examples and non-examples of how to act in each specific area.
  - Have students model the examples.
  - Have teachers and staff model the non-examples to ensure students are not practicing the non-example.
- Share your school’s rationale for teaching schoolwide expectations.
  - View teaching schoolwide expectations as an opportunity to provide instruction to all students.
  - Share how acknowledging students for engaging the schoolwide expectations increases the likelihood that students will engage in that behavior again.

## Lesson Plan Template Example Resource #1

**Purpose:** This template is an implementation resource that can be adapted and used to teach schoolwide expectations to students.

### Lesson Plan Example Template

AREA:

TIME ALLOTTED: 15-20 minutes

MATERIALS:

Expectation #1	Expectation #2	Expectation #3
•	•	•

### TEACH:

State the objective, ask students to restate in student-friendly language, and refer to the schoolwide expectations matrix. Teach the behavior by explaining and describing the behavior with examples and non-examples of how to act. Support teaching with a visual example or a video. Allow students to share and discuss what they learned and noticed.

1. Provide an overview of the lesson by saying, "Today we are going to talk about how we are \_\_\_\_\_ (list expectations) in the \_\_\_\_\_ (setting)."
2. Lead guided discovery by asking students to share their understanding by saying, "Could someone tell us what we are going to learn and practice today?"
3. Use the matrix above to define the schoolwide expectations for the \_\_\_\_\_ (setting).
  - Show a supporting video, if available, and explain the schoolwide expectations.
  - Discuss the details of the expectations with students.

### MODEL (I Do and We Do):

Begin the lesson by demonstrating non-examples of the expected behaviors. As you demonstrate, think aloud about why each non-example does not represent the expectation. Ask students to voice other non-examples and thoughts about why the non-example does not align with the expectations. Repeat this for examples of the behavior. Be sure to include a model, think-aloud, and opportunity for discussion.

Non-examples: Demonstrate non-examples of the expectation in the specific area.

1. Expectation #1 –
2. Expectation #2 –
3. Expectation #3 –

Examples: Choose a few students to demonstrate examples of what the desired behaviors look and sound like for the class.

1. Expectation #1 –
2. Expectation #2 –
3. Expectation #3 –



Discussion: Ask students, “What does Be \_\_\_\_\_ (list expectations) look and sound like in the \_\_\_\_\_ (setting)?” Allow students to share with each other and then with the whole class. Finish up by emphasizing strong examples of the desired behavior for the entire class.

### **PRACTICE (You Do) & CLOSURE:**

Go to the specific school area if you are not there already. Ask students to practice the expected behaviors. Then prompt students to ask questions and respond by giving examples. End by summarizing the main points or takeaways of the lesson.

1. Have all students \_\_\_\_\_ (list specific practice activity) while the adult monitors.
2. Debrief with students and ask, “Are there any questions you have about being \_\_\_\_\_ (list expectations) in the \_\_\_\_\_ (setting)?” If there are no questions, prompt students by asking, “What is an example of being \_\_\_\_\_ (list Expectation #1) in the \_\_\_\_\_ (setting)?”, and “What is an example of being \_\_\_\_\_ (list Expectation #2) in the \_\_\_\_\_ (setting)?”, then “What is an example of being \_\_\_\_\_ (list Expectation #3) in the \_\_\_\_\_ (setting)?”
3. Summarize the examples of what the desired behaviors look and sound like for the class.

## Lesson Plan Template Example Resource #2

**Purpose:** This template is an implementation resource that can be adapted and used to teach schoolwide expectations to students.

### Schoolwide Expectations Lesson Plan: Location

Lesson plans should be taught in the area and take 10-15 minutes.

<b>Objective</b>	
<b>Setting</b>	
<b>Expectations</b>	<p><i>(Refer to Schoolwide Expectations Matrix)</i></p> <p><b>Expectation #1:</b></p> <p><b>Expectation #2:</b></p> <p><b>Expectation #3:</b></p>
<b>Examples:</b> Teach using “I do, we do, you do.”	
<b>Non-Examples:</b> Adults model only.	
<b>Follow Through and Practice</b>	
<b>Acknowledgment:</b> Recognize appropriate behavior when it occurs.	

## Lesson Plan Template Example Resource #3

**Purpose:** This template is an implementation resource that can be adapted and used to teach schoolwide expectations to students.

Lesson Plan Template		
Educator Name: <i>Add</i>	Grade Level/Period: <i>Add</i>	Date Updated: <i>Add</i>

1. Update your Schoolwide Expectations Matrix.
2. Create lesson plans that explicitly teach the schoolwide expectations in each setting.
3. Plan quality of opportunities to respond (active engagement) for students.
4. Consider additional strategies to acknowledge or respond to student behavior.

Schoolwide Expectations Matrix – Classroom Setting					
	Teacher-Directed Instruction	Small Group Activities	Independent Work	Transitions	...
<b>1. Kind to self</b>	•	•	•	•	•
<b>2. Kind to others</b>	•	•	•	•	•
<b>3. Kind to environment</b>	•	•	•	•	•
...	•	•	•	•	•

Prompt Expected Behavior...	Prompt Examples:
...at the beginning of each activity	•
...prior to end of each activity	•
...before each transition	•

Give Specific Feedback ...	Praise/Correction Examples:
...for desired behavior (praise)	•
...for undesired behavior (correction)	•

**Lesson Focus:**

Demonstrating \_\_\_\_\_ (expectation) in the \_\_\_\_\_ (setting).

**Teaching Objective:**

Following instruction, students will demonstrate \_\_\_\_\_ (expectation) in the \_\_\_\_\_ (setting) by \_\_\_\_\_ (describe behaviors) across \_\_\_\_ out of \_\_\_\_ sampled opportunities (criteria).

**Teaching Examples:**

<b>Positive Examples</b> (Looks, sounds, & feels like...)	<b>Negative Examples</b> (Does NOT look, sound, & feel like...)
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

**Lesson Materials:**

Empty box for Lesson Materials.

**Lesson Activities:**

**Teach (I do):**

**Model (We do):**

**Practice (You do):**

**Follow-up Activities:**

**Strategies to prompt:**

**Procedures to acknowledge expected behavior:**

**Procedures to correct errors (e.g., problem behavior):**

**Procedures to monitor/supervise:**

**Procedures to collect and evaluate student data:**

**Acknowledgements**

This resource is adapted from:  
Center on PBIS (2020, July). *Creating Effective Classroom Environments Plan Template*.

## All Grades Lesson Plan Example #1 – Hallway

**Purpose:** This is an example resource that can be adapted and used to teach schoolwide expectations.

AREA: Hallway

TIME ALLOTTED: 15-20 minutes

MATERIALS: Hallway Video

Be Respectful	Be Responsible	Be Safe
<ul style="list-style-type: none"> <li>● Face front.</li> <li>● Keep personal space.</li> <li>● Follow directions.</li> </ul>	<ul style="list-style-type: none"> <li>● Keep a quiet voice.</li> <li>● Leave property alone.</li> </ul>	<ul style="list-style-type: none"> <li>● Walk on the right side.</li> <li>● Keep hands and feet to self.</li> </ul>

**TEACH:**

State the objective, ask students to restate in student-friendly language, and refer to the schoolwide expectations matrix. Teach the behavior by explaining and describing the behavior with examples and non-examples of how to act. Support teaching with a visual example or a video. Allow students to share and discuss what they learned and noticed.

1. Provide an overview of the lesson by saying, “Today we are going to talk about how we are respectful, responsible, and safe in the hallway.”
2. Lead guided discovery by asking students to share their understanding by saying, “Could someone tell us what we are going to learn and practice today?”
3. Use the matrix above to define the schoolwide expectations for the hallway.
  - Show a supporting video, if available, and explain the schoolwide expectations.
  - Discuss the details of the expectations with students.

**MODEL (I Do and We Do):**

Begin the lesson by demonstrating non-examples of the expected behaviors. As you demonstrate, think aloud about why each non-example does not represent the schoolwide expectation. Ask students to voice other non-examples and thoughts about why the non-example does not align with the expectations. Repeat this for examples of the behavior. Be sure to include a model, think-aloud, and opportunity for discussion.

Non-examples: Demonstrate non-examples of the expectation in the specific area.

1. Be Respectful – Show an example of not facing front. Think aloud about why this is a non-example of being respectful. Ask students to share other non-examples of being respectful in the hallway.
2. Be Responsible – Show an example of not leaving property alone (i.e., taking a pencil eraser along the wall, hitting or fiddling with a locker). Think aloud about why this is a non-example of being responsible. Talk with students about how else a person might not be following the expectation of being responsible in the hallway.
3. Be Safe -- Show an example of not walking on the left instead of the right. Think aloud about why this non-example does not show being safe. Talk with students about how else a person might not be following the expectation of being safe in the hallway.

Examples: Select a few students to demonstrate examples of what the desired behaviors look and sound like for the class.

1. Be Respectful – Show an example for facing forward, keeping personal space, and following directions. Have students line up in the hallway while facing forward and using an arm length to show personal space.

2. Be Responsible – Show an example of being quiet and leaving property alone. Have the students practice keeping a quiet voice with hands to their sides as they walk down the hall.
3. Be Safe – Show an example of walking on the right side of the hallway. Have the students show all previous hallway expectations while walking on the right side of the hallway.

Discussion: Ask students, “What does Be Respectful, Be Responsible, and Be Safe look and sound like in the hallway?” Allow students to share with each other and then with the whole class. End the lesson by emphasizing strong examples of the desired behavior for the entire class.

**PRACTICE (You Do) & CLOSURE:**

In the hallway, ask students to practice the schoolwide expectations. Then prompt students to ask questions and respond by giving examples. End by summarizing the main points or takeaways of the lesson.

1. Have all students line up on the right side of the hallway, and ask them to walk down the hallway, then return while the adult monitors.
2. Debrief with students and ask, “Are there any questions you have about being respectful, responsible, and safe in the hallway?” If there are no questions, prompt students by asking, “What is an example of being safe in the hallway?”, and “What is an example of being respectful in the hallway?”
3. Summarize the examples of what the desired behaviors look and sound like for the class.

## All Grades Lesson Plan Example #2 – Cafeteria

**Purpose:** This is an example resource that can be adapted and used to teach schoolwide expectations.

AREA: Cafeteria

TIME ALLOTTED: 15-20 minutes

MATERIALS:

Be Respectful	Be Responsible	Be Safe
<ul style="list-style-type: none"> <li>● Say “please” and “thank you” to cafeteria staff.</li> <li>● Use good manners by chewing with your mouth closed.</li> <li>● Raise your hand if you need an adult’s help.</li> <li>● Use a conversational voice level (level 0 or 1).</li> </ul>	<ul style="list-style-type: none"> <li>● Make room for all your friends at the table.</li> <li>● Clean up your space.</li> <li>● Wait patiently and quietly in line.</li> <li>● Raise your hand if you need help from an adult.</li> </ul>	<ul style="list-style-type: none"> <li>● Stay in your seat until you are dismissed.</li> <li>● Have a calm body while waiting in line and eating.</li> <li>● Eat your own food.</li> <li>● Clean up dropped or spilled food.</li> </ul>

**TEACH:**

State the objective, ask students to restate the objective in student-friendly language, and refer to the schoolwide expectations matrix. Teach the behavior by explaining and describing the behavior with examples and non-examples of the expected behavior. Support teaching with a visual example or a video. Allow students to share and discuss what they learned and noticed.

1. Provide an overview of the lesson by saying, “Today we are going to talk about how we are respectful, responsible, and safe in the cafeteria.
2. Lead guided discovery by asking students to share their understanding by saying, “Could someone tell us what we are going to learn and practice today?”
3. Use the expectation matrix above to define the schoolwide expectations for the cafeteria.
  - Show a supporting video, if available, and explain the schoolwide expectations.
  - Discuss the details of the expectations with students.

**MODEL (I Do and We Do):**

Begin the lesson by demonstrating non-examples of the expected behaviors. As you demonstrate, think aloud about why each non-example does not represent the expectation. Ask students to voice other non-examples and thoughts about why the non-example does not align with the expectations. Repeat this for examples of the behavior. Be sure to include a model, think-aloud, and opportunity for discussion.

Non-examples: Demonstrate non-examples of the expectation in the specific area.

1. Be Respectful – Show an example where a student pushes ahead in the cafeteria line to be next to his or her friends. Ask students to discuss what they would do if they saw this occur.
2. Be Responsible – Show an example video or act out a scenario where a student does not clean up their spot after finishing their lunch. Think aloud about why this is not responsible.
3. Be Safe – Show an example where students have difficulty keeping a calm body while getting their lunch in the line. Ask students where else they should have a calm body in the cafeteria.

Examples: Choose a few students to demonstrate examples of what the desired behaviors look and sound like for the class.

1. Be Respectful – Show an example where a student tells the cafeteria staff “please” and “thank you” after they help them get their meal. Have students practice going through the line while using their manners.
2. Be Responsible – Show an example where students make room for another student to join them for lunch at their table. Have students explain why this is a responsible choice.
3. Be Safe – show an example where students clean up their table after eating. Have students practice cleaning up their table.

Discussion: Ask students, “What does Be Respectful, Be Responsible, and Be Safe look and sound like in the cafeteria?” Allow students to share with each other and then with the whole class. Finish up by emphasizing strong examples of the desired behavior for the entire class.

### **PRACTICE (You Do) & CLOSURE:**

In the cafeteria, ask students to practice the expected behaviors. Then prompt students to ask questions and respond by giving examples. End by summarizing the main points or takeaways of the lesson.

1. Have all students practice being respectful in the lunch line.
2. Debrief with students and ask, “Are there any questions you have about being respectful, responsible, and safe in the cafeteria?” If there are no questions, prompt students by asking, “What is an example of being respectful in the cafeteria?” After this, ask students, “What is an example of being responsible in the cafeteria?” Finally ask, “What is an example of being safe in the cafeteria?”
3. Summarize the examples of what the expected behaviors look and sound like for the class.



## All Grades Lesson Plan Example #3 – School Bus

**Purpose:** This is an example resource that can be adapted and used to teach schoolwide expectations.

**AREA:**

**TIME ALLOTTED:** 15-20 minutes

**MATERIALS:**

Be Respectful	Be Responsible	Be Safe
<ul style="list-style-type: none"> <li>● Listen to your driver.</li> <li>● Show kindness in your words and actions.</li> <li>● Wait patiently in line when getting on the bus</li> <li>● Use a conversational voice level (level 0 or 1).</li> </ul>	<ul style="list-style-type: none"> <li>● Be a positive role model.</li> <li>● Take all your belongings with you when you leave.</li> <li>● Enter and exit the bus carefully.</li> <li>● Clean up your mess.</li> </ul>	<ul style="list-style-type: none"> <li>● Stay seated.</li> <li>● Keep aisles clear.</li> <li>● Keep your feet on or near the floor.</li> <li>● Stay in your personal space.</li> </ul>

**TEACH:**

State the objective, ask students to restate in student-friendly language, and refer to the schoolwide expectations matrix. Teach the behavior by explaining and describing the behavior with examples and non-examples of how to act. Support teaching with a visual example or a video. Allow students to share and discuss what they learned and noticed.

1. Provide an overview of the lesson by saying, “Today we are going to talk about how we are respectful, responsible, and safe on the school bus.”
2. Lead guided discovery by asking students to share their understanding by saying, “Could someone tell us what we are going to learn and practice today?”
3. Use the matrix above to define the schoolwide expectations for the school bus.
  - Show a supporting video, if available, and explain the schoolwide expectations.
  - Discuss the details of the expectations with students.

**MODEL (I Do and We Do):**

Begin the lesson by demonstrating non-examples of the expected behaviors. As you demonstrate, think aloud about why each non-example does not represent the expectation. Ask students to voice other non-examples and thoughts about why the non-example does not align with the expectations. Repeat this for examples of the behavior. Be sure to include a model, think-aloud, and opportunity for discussion.

Non-examples: Demonstrate non-examples of the expectation in the specific area.

1. Be Respectful – Show an example where students crowd the bus when boarding. Ask students to explain why this is disrespectful.
2. Be Responsible – Show an example where an older student is rudely telling a younger student to move out of their seat. Talk with students about how this is not a good example of being responsible and what they could do instead.
3. Be Safe – Show an example where students are sitting on their knees or standing up. Ask students to share why they think these behaviors are unsafe.

Examples: Choose a few students to demonstrate examples of what the desired behaviors look and sound like for the class.

1. Be Respectful – Show an example where students get on the bus in a single-file line and show respect to the bus driver by saying, “good morning.” Ask students why it is important to have good manners towards your bus driver.
2. Be Responsible – Show an example where a student checks their surroundings to make sure they have everything with them before getting off the bus. Ask students how they have seen their peers be positive role models on the bus.
3. Be Safe – Show an example where a student is sitting in their seat with their belongings at their feet and keeping good personal space. Ask students to share other examples of being safe on the school bus.

Discussion: Ask students, “What does Be Respectful, Be Responsible, and Be Safe look and sound like on the school bus?” Allow students to share with each other and then with the whole class. Finish up by emphasizing strong examples of the desired behavior for the entire class.

### **PRACTICE (You Do) & CLOSURE:**

Go to the specific school area if you are not there already. Ask students to practice the expected behaviors, then prompt students to ask questions and respond by giving examples. End by summarizing the main points or takeaways of the lesson.

1. Have all students practice getting on the school bus and talking in a voice level while the adults monitor.
2. Debrief with students and ask, “Are there any questions you have about being respectful, responsible, and safe while on the school bus?” If there are no questions, prompt students by asking, “What is an example of being respectful on the school bus?” Then ask, “What is an example of being responsible on the school bus?” Finally ask, “What is an example of being safe on the school bus?”
3. Summarize the examples of what the desired behaviors look, and sound like for the class.

## Elementary School Lesson Plan Example Resource #1 – Cafeteria

**Purpose:** This is an example resource that can be adapted and used to teach schoolwide expectations.

### Schoolwide Expectations Lesson Plan: Cafeteria

Lesson plans should be taught in the area and take 10-15 minutes.

<b>Objective</b>	The students will use safe, respectful, and responsible behaviors when in the cafeteria for all meals.
<b>Setting</b>	School cafeteria
<b>Expectations</b>	<p><i>(Refer to Schoolwide Expectations Matrix)</i></p> <p><b>Safe:</b> Hold tray with two hands. Keep food to self.</p> <p><b>Respectful:</b> Use an inside talking voice. Use a napkin to clean self and spills.</p> <p><b>Responsible:</b> After getting lunch and all necessary utensils, choose a seat and stay seated. Dump tray and recycle milk carton in appropriate place.</p>
<b>Examples:</b> <b>Teach using “I do, we do, you do.”</b>	<ol style="list-style-type: none"> <li>1. Carrying trays with two hands and getting utensils.</li> <li>2. Choosing a seat and staying seated.</li> <li>3. Eating one’s own food.</li> <li>4. Using an inside voice at lunch (model voice level).</li> <li>5. Using a napkin to wipe hands, face, and table, if needed.</li> <li>6. Walking to the garbage cans and recycling bin while carrying the tray with two hands and dumping the tray in the appropriate place.</li> </ol>
<b>Non-Examples:</b> <b>Adults model only.</b>	<ol style="list-style-type: none"> <li>1. Holding the tray with one hand, putting it on head, etc.</li> <li>2. Yelling in the cafeteria.</li> <li>3. Taking food from another student’s tray.</li> <li>4. Spilling milk and not wiping it up or asking for help.</li> <li>5. Leaving the tray and napkins on table.</li> </ol>
<b>Follow Through and Practice</b>	<ol style="list-style-type: none"> <li>1. After teaching the expectations in an “I do, we do, you do” format, teach the non-examples by modeling the incorrect way and have students tell you how to fix what you are doing incorrectly.</li> <li>2. Have students play the “I have, who has…” game. Give some students cards with pictures of the appropriate behavior and some students a card with a picture symbol and word representing the schoolwide expectation (e.g., safe, respectful, responsible).</li> <li>3. Students will need to find their match between the schoolwide expectation and appropriate behavior.</li> <li>4. Students tell each other and/or show each other the appropriate behavior (e.g., carrying a tray with two hands or using their inside voice level).</li> </ol>
<b>Acknowledgment:</b> <b>Recognize appropriate behavior when it occurs.</b>	<ol style="list-style-type: none"> <li>1. The teacher distributes tickets to acknowledge students exhibiting safe, respectful, and responsible behaviors in the cafeteria. The teacher pairs the tickets with behavior-specific praise.</li> <li>2. The teacher can consider using a classwide acknowledgement system (e.g., Mystery Behavior of the Day, Behavior BINGO, etc.) to help encourage appropriate behaviors.</li> </ol>

# Elementary School Lesson Plan Example Resource #2 – School Bus

**Purpose:** This is an example resource that can be adapted and used to teach schoolwide expectations.

## Schoolwide Expectations Lesson Plan: School Bus

Lesson plans should be taught in the area and take 10-15 minutes.

<b>Objective</b>	The students will arrive at school on time and in a safe manner.
<b>Setting</b>	School Bus
<b>Expectations</b>	<p><i>(Refer to Schoolwide Expectations Matrix)</i></p> <p><b>Safe:</b> Stay in seat. Keep hands, feet, and objects to self.</p> <p><b>Respectful:</b> Quiet voice. Follow bus driver directions.</p> <p><b>Responsible:</b> Get to bus on time. Walk on and off quickly.</p>
<b>Examples:</b> <b>Teach using “I do, we do, you do.”</b>	<ol style="list-style-type: none"> <li>1. Keeping hands, objects, and body to self.</li> <li>2. Sitting with bottom on the seat.</li> <li>3. Using a conversational voice level.</li> </ol>
<b>Non-Examples:</b> <b>Adults model only.</b>	<ol style="list-style-type: none"> <li>1. Arguing or fighting over seats (e.g., yelling, shouting, pushing, hitting, etc.).</li> <li>2. Using inappropriate language (e.g., cursing, calling each other names that are hurtful or offensive, etc.).</li> </ol>
<b>Follow Through and Practice</b>	<ol style="list-style-type: none"> <li>1. Schoolwide Expectations Scavenger Hunt: Give students a piece of paper labeled with a specific location. Place schoolwide expectations on papers around the room and have students search the room to find the schoolwide expectations that match the area of the school listed on their paper. For example, provide students with a paper labeled “bus” and have students search the room to find schoolwide expectations for the bus. Examples of these could be: stay in seat, keep hands and feet to self, and use a quiet voice. This can also be done by having students scan QR codes in which the expectations are revealed when the code is scanned. Students can search for a variety of locations using their papers as a guide.</li> <li>2. Set up classroom chairs to mimic school bus benches. Practice walking on the bus. Have students load from the back to the front.</li> <li>3. Use classroom lights as a signal to practice voices on and off.</li> <li>4. Foldable Fun: Have students create a classroom procedure brochure using a blank sheet of paper. You can assign “The Bus” as a setting for them to explain. Each side of the brochure can represent a schoolwide expectation on the matrix (e.g., safe, respectful, responsible). These can be hung and reviewed as the students exit the classroom. <i>Practice signal to use: “Peace Sign” means silent voice.</i></li> </ol>
<b>Acknowledgment:</b> <b>Recognize appropriate behavior when it occurs.</b>	<ol style="list-style-type: none"> <li>1. Have students do a Brain Blurt before dismissal each day for the first full week of school and when a refresher is needed. During a Brain Blurt, the teacher will state a topic or write it on the board. Students have one minute to think and then brainstorm as many behaviors that are safe, respectful, and responsible for the bus. Students have the option of stating the answers to a scribe who records them or each student can write their answers on a Post-It and stick it on the board. The student or team with the most answers win a prize.</li> <li>2. Give acknowledgement tickets to bus drivers to distribute.</li> </ol>

## Elementary School Lesson Plan Example Resource #3 – Gym/P.E.

**Purpose:** This is an example resource that can be adapted and used to teach schoolwide expectations.

### Schoolwide Expectations Lesson Plan: Gym/P.E.

Lesson plans should be taught in the area and take 10-15 minutes.

<b>Objective</b>	The students will exhibit safe, respectful, and responsible behaviors in P.E.
<b>Setting</b>	Gym/P.E.
<b>Expectations</b>	<p><i>(Refer to Schoolwide Expectations Matrix)</i></p> <p><b>Safe:</b> Use equipment appropriately. Keep hands and feet to self.</p> <p><b>Respectful:</b> Follow teacher directions.</p> <p><b>Responsible:</b> Put equipment away.</p>
<b>Examples: Teach using “I do, we do, you do.”</b>	<ol style="list-style-type: none"> <li>Being a “good sport” by using kind words with peers, cheering on teammates, and tolerating losing without getting upset while playing games.</li> <li>Sitting quietly and listening to instructions given by the teacher.</li> <li>Using the equipment as it is intended to be used (e.g., holding on to both handles of the scooter).</li> <li>Putting equipment away properly.</li> </ol>
<b>Non-Examples: Adults model only.</b>	<ol style="list-style-type: none"> <li>Running in the wrong direction.</li> <li>Pushing another student too hard instead of lightly tagging them when playing a game of tag.</li> <li>Being a “poor sport” (e.g., calling other students names, crying/throwing a tantrum if team/student loses, etc.) while playing a game.</li> </ol>
<b>Follow Through and Practice</b>	<ol style="list-style-type: none"> <li>Spread equipment around and have students pick up and return to proper place.</li> <li>Practice freezing when a teacher gives a signal.</li> <li>Practice finding a partner quickly and quietly.</li> <li>The class watches a small group of students follow the directions, and then the class provides feedback about what the small group did well and which behaviors to improve upon.</li> <li>Have students play the “Find Somebody Who...” game. In this game, students receive a game board with different procedures listed, then they follow the teacher’s prompts to find a partner, and then demonstrate to their partner how to do the prompted procedure. The teacher should use prompts such as, “find somebody who can show you where to put equipment away.” Students will find their partner, and then their partner will demonstrate the procedure. Students will then mark that square off on their game board. Teachers can offer incentives for completing the board or a certain amount on their board.</li> </ol> <p><i>Practice signal to use:</i> Hand in the air.</p>
<b>Acknowledgment: Recognize appropriate behavior when it occurs.</b>	<ol style="list-style-type: none"> <li>Provide tickets to acknowledge the expected behavior and behavior-specific praise for good decision-making and safe, respectful, responsible participation.</li> <li>Consider a classwide system to earn points for engaging in expected behavior. A celebration can occur once the class earns a certain number of points.</li> </ol>

## Elementary School Lesson Plan Example Resource #4 – Classroom

**Purpose:** This is an example resource that can be adapted and used to teach schoolwide expectations.

### Schoolwide Expectations Lesson Plan: Classroom

Lesson plans should be taught in the area and take 10-15 minutes.

<b>Objective</b>	The students will use safe, respectful, and responsible behaviors when in the classroom setting and during all classroom routines.
<b>Setting</b>	Grade-Level Classrooms and Related Arts Classrooms
<b>Expectations</b>	<p><i>(Refer to Schoolwide Expectations Matrix)</i></p> <p><b>Safe:</b> Hands, feet, and objects to self. Use walking feet.</p> <p><b>Respectful:</b> Listen to speaker. Wait your turn.</p> <p><b>Responsible:</b> Follow class rules at all times. Finish work.</p>
<b>Examples: Teach using “I do, we do, you do.”</b>	<ol style="list-style-type: none"> <li>1. Putting materials away in desk upon teacher’s signal.</li> <li>2. Walking to the rug at the front of the room for morning circle time.</li> <li>3. Using walking feet and lining up single file at the door.</li> <li>4. Keeping eyes on teacher with a quiet mouth when teacher is talking.</li> <li>5. Soliciting teacher assistance by raising hand without talking and waiting for the teacher.</li> </ol>
<b>Non-Examples: Adults model only.</b>	<ol style="list-style-type: none"> <li>1. Running in the classroom.</li> <li>2. Interrupting the teacher while the teacher is talking.</li> <li>3. Pushing peers while standing in line.</li> </ol>
<b>Follow Through and Practice</b>	<ol style="list-style-type: none"> <li>1. Have students read a short story about students who are not following the classroom procedures.</li> <li>2. Have students rewrite the story, making sure the main character is following the classroom procedures according to the schoolwide expectations.</li> <li>3. Have students write a song that covers the important parts of one of the classroom procedures. Assign small groups or partners procedures and allow them to present their song to the class.</li> <li>4. Have students play the “Back to School Procedures: Find Somebody Who…” game, and give students a 4 x 4 grid of statements such as “Find somebody who knows where you should turn in your homework”, or, “Find somebody who can tell you what NOT to do if you have a question.” Have the students circulate around the classroom to find these people, and the peer they find must demonstrate the behavior and then sign their sheet. Offer incentives for filling up their entire sheet, getting four in a row, etc.</li> </ol>
<b>Acknowledgment: Recognize appropriate behavior when it occurs.</b>	<ol style="list-style-type: none"> <li>1. The teacher distributes tickets to acknowledge students exhibiting safe, respectful, and responsible behaviors in the classroom. The teacher pairs acknowledgement tickets with behavior-specific praise.</li> <li>2. The teacher can consider using a class-wide acknowledgement system (e.g., Mystery Behavior of the Day, Behavior BINGO, etc.) to help encourage appropriate behaviors.</li> </ol>

# Elementary School Lesson Plan Example Resource #5 – Restroom

**Purpose:** This is an example resource that can be adapted and used to teach schoolwide expectations.

## Schoolwide Expectations Lesson Plan: Restroom

Lesson plans should be taught in the area and take 10-15 minutes.

<b>Objective</b>	The students will use safe, respectful, and responsible behaviors when using the restroom.
<b>Setting</b>	Classroom bathroom or school bathroom.
<b>Expectations</b>	<p><i>(Refer to Schoolwide Expectations Matrix)</i></p> <p><b>Safe:</b> Use soap and water for washing hands. Keep restrooms clean and dry.</p> <p><b>Respectful:</b> Honor privacy. Wait patiently for your turn.</p> <p><b>Responsible:</b> Flush toilet after use. Use quickly, then wash hands.</p>
<b>Examples: Teach using “I do, we do, you do.”</b>	<ol style="list-style-type: none"> <li>1. Knocking on the bathroom door or stall door and then waiting patiently away from the door if it is in use.</li> <li>2. Flushing toilet when finished, picking up any garbage that may have dropped, and exiting the bathroom stall.</li> <li>3. Washing hands at the sink with soap and water.</li> <li>4. Wiping down around the sink with a paper towel if it is wet.</li> </ol>
<b>Non-Examples: Adults model only.</b>	<ol style="list-style-type: none"> <li>1. Opening the door when someone says they are in there.</li> <li>2. Not flushing the toilet.</li> <li>3. Leaving without washing hands.</li> <li>4. Leaving water all over the sink area.</li> <li>5. Staying and talking in the bathroom after hands are washed.</li> </ol>
<b>Follow Through and Practice</b>	<ol style="list-style-type: none"> <li>1. Students will use either a paper or electronic version of matching a picture to the expectation.</li> <li>2. Students will say the expectation represented by the picture and either the teacher or students will match the written expectation to the picture.</li> <li>3. This can be made into a class activity by having students model the behavior while the teacher takes pictures for the matching game.</li> <li>4. The teacher can lead students to do a Brain Blurt in which they say every expectation about using the restroom they can think of while the teacher writes down all of the ideas.</li> </ol>
<b>Acknowledgment: Recognize appropriate behavior when it occurs.</b>	<ol style="list-style-type: none"> <li>1. The teacher distributes tickets to acknowledge students exhibiting safe, respectful, and responsible behaviors in the restroom. The teacher pairs acknowledgement tickets with behavior-specific praise.</li> <li>2. The teacher can consider using a class-wide acknowledgement system (e.g., Mystery Behavior of the Day, Behavior BINGO, etc.) to help encourage appropriate behaviors.</li> </ol>

## Middle School Lesson Plan Example Resource #1 – School Bus

**Purpose:** This is an example resource that can be adapted and used to teach schoolwide expectations.

### Schoolwide Expectations Lesson Plan: School Bus

Lesson plans should be taught in the area and take 10-15 minutes.

<b>Objective</b>	The students will demonstrate safe, respectful and prepared behaviors on the bus to and from school.
<b>Setting</b>	School Bus
<b>Expectations</b>	<p><i>(Refer to Schoolwide Expectations Matrix)</i></p> <p><b>Safe:</b> Stay in seat. Keep your hands, feet, and objects to self. Report any misbehavior to staff.</p> <p><b>Respectful:</b> Use a quiet voice. Follow bus driver directions. Use appropriate language.</p> <p><b>Prepared:</b> Get to the bus on time. Walk on and off quickly. Clean up after yourself.</p>
<b>Examples:</b> <b>Teach using “I do, we do, you do.”</b>	<ol style="list-style-type: none"> <li>1. Keeping hands, objects, and body to self.</li> <li>2. Sitting with bottom in seat.</li> <li>3. Using a conversational voice level.</li> <li>4. Reporting misbehavior.</li> </ol>
<b>Non-Examples:</b> <b>Adults model only.</b>	<ol style="list-style-type: none"> <li>1. Arguing/fighting (e.g., yelling, shouting, pushing, hitting, etc.).</li> <li>2. Using inappropriate language (e.g., cursing, calling each other names that are hurtful or offensive, etc.).</li> <li>3. Standing up and moving seats while the bus is moving.</li> </ol>
<b>Follow Through and Practice</b>	<ol style="list-style-type: none"> <li>1. Have students create posters of bus behaviors that are safe, respectful, and prepared.</li> <li>2. Have students model and practice expected bus behaviors in their classroom before dismissal.</li> <li>3. Have teachers supervise a bus at dismissal. Teachers should review the expectations on the bus and provide behavior-specific praise and feedback for expected bus behaviors before departure.</li> <li>4. Review the behaviors by using a game through a website like Kahoot or have students write a how-to paper.</li> </ol> <p><i>Practice signals to use:</i> Hand Clap for attention or call and response for attention.</p>
<b>Acknowledgment:</b> <b>Recognize appropriate behavior when it occurs.</b>	<ol style="list-style-type: none"> <li>1. Give acknowledgement tickets to bus drivers and teachers to distribute.</li> <li>2. Select a bus each month that demonstrates appropriate behavior to earn a special treat.</li> </ol>



## Middle School Lesson Plan Example Resource #2 – Cafeteria

**Purpose:** This is an example resource that can be adapted and used to teach schoolwide expectations.

### Schoolwide Expectations Lesson Plan: Cafeteria

Lesson plans should be taught in the area and take 10-15 minutes.

<b>Objective</b>	The students will exhibit safe, respectful, and prepared behavior in the cafeteria.
<b>Setting</b>	Cafeteria
<b>Expectations</b>	<p><i>(Refer to Schoolwide Expectations Matrix)</i></p> <p><b>Safe:</b> Wait in line for your turn. Walk in and out of the cafeteria.</p> <p><b>Respectful:</b> Speak at an appropriate volume. Follow adult directions. Show good table manners.</p> <p><b>Prepared:</b> Throw away your trash and recycle plastic bottles. Clean your area after eating. Stay seated.</p>
<b>Examples: Teach using “I do, we do, you do.”</b>	<ol style="list-style-type: none"> <li>1. Standing in the food line facing forward with space between each student.</li> <li>2. Holding a tray while walking to the table.</li> <li>3. Using a quiet voice.</li> <li>4. Using table manners such as using utensils to eat, sipping a drink quietly, and chewing with mouth closed.</li> <li>5. Cleaning up after yourself.</li> <li>6. Raising hand to leave assigned area.</li> </ol>
<b>Non-Examples: Adults model only.</b>	<ol style="list-style-type: none"> <li>1. Running to the front of the line and pushing peers.</li> <li>2. Being out of seat while talking to different tables.</li> <li>3. Making a mess (e.g., food and trash on floor or table, and not on tray) and not cleaning up after self.</li> <li>4. Acting impolitely at the table (e.g., loud talking, playing with food, shoving food in mouth, eating and talking at the same time, etc.).</li> </ol>
<b>Follow Through and Practice</b>	<ol style="list-style-type: none"> <li>1. Practice the lunch routine by grade level before getting lunch and provide feedback.</li> <li>2. Have students make a video modeling examples and non-examples of expected cafeteria behavior. Groups of students can make a video for different aspects of the cafeteria, such as entering and going through the food line, sitting at the table during lunch, and cleaning up after the meal. Have student groups share their videos with the class.</li> <li>3. Have students make posters for the appropriate behaviors to hang in the cafeteria.</li> <li>4. Put weekly behavioral objective on white board in the cafeteria.</li> </ol> <p><i>Practice signals to use:</i> Hand up, voices off, or call and respond clap</p>
<b>Acknowledgment: Recognize appropriate behavior when it occurs.</b>	<ol style="list-style-type: none"> <li>1. Have cafeteria monitors distribute tickets to acknowledge students who are following the expectations and weekly objectives.</li> <li>2. Classes who meet the cafeteria objective for the week will earn a prize or award.</li> </ol>

## Middle School Lesson Plan Example Resource #3 – Gym/P.E.

**Purpose:** This is an example resource that can be adapted and used to teach schoolwide expectations.

### Schoolwide Expectations Lesson Plan: Gym/P.E.

Lesson plans should be taught in the area and take 10-15 minutes.

<b>Objective</b>	The students will exhibit safe, respectful, and prepared behaviors in the Gym/P.E.
<b>Setting</b>	Gym/P.E.
<b>Expectations</b>	<p><i>(Refer to Schoolwide Expectations Matrix)</i></p> <p><b>Safe:</b> Use equipment appropriately. Keep hands, feet, and objects to self.</p> <p><b>Respectful:</b> Follow teacher directions. Use appropriate language and tone.</p> <p><b>Prepared:</b> Put equipment away. Be on time and present.</p>
<b>Examples: Teach using “I do, we do, you do.”</b>	<ol style="list-style-type: none"> <li>Being a “good sport” by doing things such as using kind words with peers, cheering on teammates, and tolerating losing without getting upset.</li> <li>Sitting quietly and listening to instructions given by teacher.</li> <li>Putting equipment away properly.</li> </ol>
<b>Non-Examples: Adults model only.</b>	<ol style="list-style-type: none"> <li>Talking and continuing to play after the teacher has signaled to stop.</li> <li>Pushing another student during a game of tag football.</li> <li>Being a “poor sport” (e.g., calling other students names, laughing when another student misses a basket, etc.).</li> </ol>
<b>Follow Through and Practice</b>	<ol style="list-style-type: none"> <li>Spread equipment around and have students pick up and return to proper place.</li> <li>Practice freezing on signal.</li> <li>Practice finding a partner quickly and quietly.</li> <li>Have the class watch small groups of students follow the directions and provide feedback about what the small groups of students did well and how they could do better next time.</li> <li>Have students go on a scavenger hunt through the gym to find the schoolwide expectations that match the part of gym class (e.g., entering, putting materials away).</li> <li>Play two truths and a lie (two appropriate behaviors and one inappropriate behavior) at the beginning of each PE class to have students identify the inappropriate behavior.</li> </ol> <p><i>Practice signal to use: Whistle blow.</i></p>
<b>Acknowledgment: Recognize appropriate behavior when it occurs.</b>	<ol style="list-style-type: none"> <li>Provide tickets to acknowledge students when they demonstrate the expected behavior and behavior-specific praise for good decision-making and safe, respectful, and prepared participation.</li> <li>Allow the class to choose a game to play at the end of the week after following the expectations.</li> </ol>

## Middle School Lesson Plan Example Resource #4 – Restroom

**Purpose:** This is an example resource that can be adapted and used to teach schoolwide expectations.

### Schoolwide Expectations Lesson Plan: Restroom

Lesson plans should be taught in the area and take 10-15 minutes.

<b>Objective</b>	The students will be able to use the bathrooms in a safe, respectful, and prepared manner.
<b>Setting</b>	Restrooms
<b>Expectations</b>	<p><i>(Refer to Schoolwide Expectations Matrix)</i></p> <p><b>Safe:</b> Keep restrooms clean. Report any misbehaviors to staff.</p> <p><b>Respectful:</b> Honor privacy. Wait patiently for your turn. Keep restrooms clean.</p> <p><b>Prepared:</b> Use restroom quickly. Return to classroom promptly and quietly. Use soap and water for washing hands.</p>
<b>Examples: Teach using “I do, we do, you do.”</b>	<ol style="list-style-type: none"> <li>Using the restroom and then washing hands.</li> <li>Saying “hi” to a friend in the bathroom, then leaving quickly to walk back to class.</li> <li>Asking someone in the bathroom to stop throwing paper towels, then walking away calmly to report the situation to an adult.</li> </ol>
<b>Non-Examples: Adults model only.</b>	<ol style="list-style-type: none"> <li>Skipping class and hanging out in the restroom with a friend.</li> <li>Writing graffiti on the bathroom walls.</li> <li>Pushing or saying hurtful things in the bathroom to another student.</li> </ol>
<b>Follow Through and Practice</b>	<ol style="list-style-type: none"> <li>Split students into male and female groups. Have a male and female teacher lead discussion. Show a picture of a school bathroom and have students brainstorm ways that it is clean and orderly.</li> <li>Have students create a PowerPoint on appropriate bathroom behavior.</li> <li>Watch a video of examples of appropriate bathroom behavior. Have students keep a list of appropriate behavior they noticed. Share out as a class.</li> </ol>
<b>Acknowledgment: Recognize appropriate behavior when it occurs.</b>	<ol style="list-style-type: none"> <li>Thank students for using the restroom efficiently.</li> <li>Assign adults to monitor restrooms and provide behavior-specific praise for appropriate behavior or give corrective feedback as necessary.</li> </ol>

## High School Lesson Plan Example Resource #1 – Cafeteria

**Purpose:** This is an example resource that can be adapted and used to teach schoolwide expectations.

### Schoolwide Expectations Lesson Plan: Cafeteria

Lesson plans should be taught in the area and take 10-15 minutes.

<b>Objective</b>	The students will exhibit engaged, respectful, and responsible behavior in the cafeteria.
<b>Setting</b>	Cafeteria
<b>Expectations</b>	<p><i>(Refer to Schoolwide Expectations Matrix)</i></p> <p><b>Engaged:</b> Use free time productively. Have appropriate conversations with your friends.</p> <p><b>Respectful:</b> Take your place at the end of the line. Pick up your own trash and that of others. Listen and follow adult requests. Use appropriate language and volume.</p> <p><b>Responsible:</b> Have ID and money ready. Use your cell phone only at your table. Clean your area. Stay seated unless getting food. Recycle plastic bottles.</p>
<b>Examples: Teach using “I do, we do, you do.”</b>	<ol style="list-style-type: none"> <li>1. Standing in the food line correctly while keeping space between bodies and facing forward.</li> <li>2. Having ID and money ready to use.</li> <li>3. Holding tray while walking to the table.</li> <li>4. Using a quiet voice at the table.</li> <li>5. Using appropriate table manners, such as using utensils to eat, sipping drinks quietly, and chewing with mouth closed.</li> <li>6. Cleaning up after yourself and recycling plastic bottles.</li> <li>7. Stay seated at table until the bell for dismissal.</li> </ol>
<b>Non-Examples: Adults model only.</b>	<ol style="list-style-type: none"> <li>1. Running to the front of the line and pushing peers.</li> <li>2. Getting out of seat and talking to different tables.</li> <li>3. Making a mess by putting food and trash on the floor or table instead of on tray and then leaving the mess without cleaning it up.</li> <li>4. Exhibiting non-desired behavior such as, loud talking, playing with food, shoving food in mouth, eating and talking at the same time, and mixing all food together.</li> </ol>
<b>Follow Through and Practice</b>	<ol style="list-style-type: none"> <li>1. Practice lunch routine with homeroom teacher before getting lunch and support with live feedback.</li> <li>2. Put weekly cafeteria behavioral objective on white board in the cafeteria.</li> </ol> <p><i>Practice signal to use:</i> Hand up, voices off.</p>
<b>Acknowledgment: Recognize appropriate behavior when it occurs.</b>	<ol style="list-style-type: none"> <li>1. Have cafeteria monitors distribute acknowledgement tickets to students who are following the expectations and weekly objective.</li> <li>2. Hand out special passes to students on Fridays who exhibited the most respectful, prepared, and engaged behaviors in the cafeteria that week. Allow those students to use their special passes to go straight to the front of the lunch line the following week.</li> </ol>

## High School Lesson Plan Example Resource #2 – School Bus

**Purpose:** This is an example resource that can be adapted and used to teach schoolwide expectations.

### Schoolwide Expectations Lesson Plan: School Bus

Lesson plans should be taught in the area and take 10-15 minutes.

<b>Objective</b>	The students will demonstrate engaged, respectful, and responsible behaviors on the bus to and from school.
<b>Setting</b>	School Bus
<b>Expectations</b>	<p><i>(Refer to Schoolwide Expectations Matrix)</i></p> <p><b>Engaged:</b> Stay in assigned seat. Follow rules of the bus. Report any misbehavior to staff.</p> <p><b>Respectful:</b> Listen to the bus driver. Be courteous to peers and driver. Use appropriate language and voice level. Keep hands inside the bus and to yourself.</p> <p><b>Responsible:</b> Keep yourself and your belongings in your own space. Keep aisle clear. Remain in seat.</p>
<b>Examples: Teach using “I do, we do, you do.”</b>	<ol style="list-style-type: none"> <li>1. Keeping hands, objects, and body to self.</li> <li>2. Keeping the aisle clear of personal items.</li> <li>3. Staying in assigned seat and listening to the bus driver.</li> <li>4. Using a conversational voice level and appropriate language.</li> <li>5. Reporting misbehavior to staff.</li> <li>6. Being courteous to peers and driver.</li> </ol>
<b>Non-Examples: Adults model only.</b>	<ol style="list-style-type: none"> <li>1. Arguing or fighting (e.g., yelling, shouting, pushing, hitting, etc.).</li> <li>2. Putting objects out the window or in someone else’s space.</li> <li>3. Standing up and changing seats while the bus is moving.</li> </ol>
<b>Follow Through and Practice</b>	<ol style="list-style-type: none"> <li>1. Have students create posters of bus behaviors that are engaged, respectful, and responsible.</li> <li>2. Have students model and practice appropriate bus behaviors in their classroom during Homeroom or Advisory period.</li> <li>3. Have teachers supervise a bus at dismissal to review the expectations on the bus and provide behavior-specific praise and feedback for expected bus behaviors before departure.</li> </ol> <p><i>Practice signal to use:</i> Call and response for attention.</p>
<b>Acknowledgment: Recognize appropriate behavior when it occurs.</b>	<ol style="list-style-type: none"> <li>1. Give acknowledgement tickets to bus drivers and teachers to distribute.</li> <li>2. Select a bus with the best behavior that month, and provide a special breakfast treat for the students, driver, and monitor upon arrival at school.</li> </ol>

## High School Lesson Plan Example Resource #3 – Assemblies and Special Events

**Purpose:** This is an example resource that can be adapted and used to teach schoolwide expectations.

### Schoolwide Expectations Lesson Plan: Assemblies and Special Events

Lesson plans should be taught in the area and take 10-15 minutes.

<b>Objective</b>	The students will be able to use engaged, respectful, and responsible audience behavior in assemblies and special events.
<b>Setting</b>	Assemblies and Special Events (typically held in the gym or cafeteria)
<b>Expectations</b>	<p><i>(Refer to Schoolwide Expectations Matrix)</i></p> <p><b>Engaged:</b> Listen to adult directions. Applaud politely. Focus on presentation.</p> <p><b>Respectful:</b> Use appropriate volume. Remain quiet during performances. Keep your feet on the floor. Remain seated until dismissed.</p> <p><b>Responsible:</b> Sit only in assigned area. Enter quickly and find your seat.</p>
<b>Examples: Teach using “I do, we do, you do.”</b>	<ol style="list-style-type: none"> <li>1. Walking towards the assigned area and quickly sitting in assigned seat with voices at a quiet volume.</li> <li>2. Remaining silent while presenters are talking.</li> <li>3. Giving full attention to the presentation or performances.</li> <li>4. Applauding politely after performance is finished.</li> <li>5. Remaining seated appropriately until dismissed.</li> </ol>
<b>Non-Examples: Adults model only.</b>	<ol style="list-style-type: none"> <li>1. Talking or yelling while the presenter is speaking.</li> <li>2. Talking to friends in a different assigned area during the transition to and from seats.</li> <li>3. Sleeping in chair during presentation or performance.</li> </ol>
<b>Follow Through and Practice</b>	<ol style="list-style-type: none"> <li>1. Have students create a poster or videos with specific examples and visuals of appropriate audience behaviors.</li> <li>2. Find and use a video of an audience. Create a graphic organizer of appropriate audience behavior and inappropriate audience behavior. Have students critique the audience behavior in partners.</li> <li>3. Practice audience behavior during student-led classroom presentations. Review the expectations of engaged, respectful, and responsible audience behaviors prior to presentations. Provide behavior-specific praise and feedback to students after each presentation.</li> </ol> <p><i>Practice signals to use:</i> Hand up, voices off or hand up, stay seated.</p>
<b>Acknowledgment: Recognize appropriate behavior when it occurs.</b>	<ol style="list-style-type: none"> <li>1. Supervise students during the assembly and distribute acknowledgement tickets.</li> <li>2. Allow class to earn a free-time activity after the assembly (or the next day) for displaying engaged, respectful, and responsible audience behavior.</li> </ol>

## High School Lesson Plan Example Resource #4 – Hallways/Commons

**Purpose:** This is an example resource that can be adapted and used to teach schoolwide expectations.

### Schoolwide Expectations Lesson Plan: Hallways/Commons

Lesson plans should be taught in the area and take 10-15 minutes.

<b>Objective</b>	The students will follow the expectations to be engaged, respectful, and responsible in the hallways and commons.
<b>Setting</b>	Hallways/Commons
<b>Expectations</b>	<p><i>(Refer to Schoolwide Expectations Matrix)</i></p> <p><b>Engaged:</b> Move with purpose to your next class so that you arrive on time. Congregate only in designated areas.</p> <p><b>Respectful:</b> Be aware of others around you. Use appropriate language and volume. Cooperate with supervising adults.</p> <p><b>Responsible:</b> Walk to the right. Keep your locker combination confidential. Use only the locker assigned to you.</p>
<b>Examples: Teach using “I do, we do, you do.”</b>	<ol style="list-style-type: none"> <li>1. Facing forward to walk in the direction of your next class.</li> <li>2. Arriving to destination without continuing to wander.</li> <li>3. Picking up trash and throwing it away.</li> <li>4. Speaking at a quiet volume and using appropriate language.</li> <li>5. Carrying a hall pass when walking in the hallways during class time.</li> </ol>
<b>Non-Examples: Adults model only.</b>	<ol style="list-style-type: none"> <li>1. Putting hands on people or on the walls.</li> <li>2. Yelling in the halls.</li> <li>3. Running through the halls.</li> </ol>
<b>Follow Through and Practice</b>	<ol style="list-style-type: none"> <li>1. Repeated practice of walking and waiting in the hallways.</li> <li>2. Students make posters with pictures of appropriate hallway behavior.</li> </ol> <p><i>Practice signals to use:</i> Hand signal given by supervising adults for quiet voices or sign with pictures/sign language (if needed).</p>
<b>Acknowledgment: Recognize appropriate behavior when it occurs.</b>	<ol style="list-style-type: none"> <li>1. Distribute acknowledgement tickets while actively supervising students in the hallway.</li> <li>2. Provide a schoolwide reward such as a raffle drawing at the end of the day if hallways are clear after the bell rings each period that day.</li> </ol>

## High School Lesson Plan Example Resource #5 – Technology

**Purpose:** This is an example resource that can be adapted and used to teach schoolwide expectations.

### Schoolwide Expectations Lesson Plan: Technology

Lesson plans should be taught in the area and take 10-15 minutes.

<b>Objective</b>	The students will be engaged, respectful, and responsible when using technology.
<b>Setting</b>	Technology in computer lab and/or classroom
<b>Expectations</b>	<p><i>(Refer to Schoolwide Expectations Matrix)</i></p> <p><b>Engaged:</b> Report inappropriate content. Be aware of what you put on the internet. Remember all digital material is permanent. Put devices away when asked.</p> <p><b>Respectful:</b> Leave equipment the same as you found it. Stay on appropriate sites. Keep food and drink away from devices.</p> <p><b>Responsible:</b> Use appropriate language. Communicate the same as you would in person. Use equipment with permission only.</p>
<b>Examples: Teach using “I do, we do, you do.”</b>	<ol style="list-style-type: none"> <li>1. Using Google or other library search engines to research facts for a school project.</li> <li>2. Keeping desk clear with drinks and food in a safe container away from the technology.</li> <li>3. Speaking in a quiet voice so as not to disturb others.</li> <li>4. Putting device away when asked by a teacher.</li> </ol>
<b>Non-Examples: Adults model only.</b>	<ol style="list-style-type: none"> <li>1. Visiting websites that are inappropriate for school, such as social media or video platforms.</li> <li>2. Talking loudly or yelling.</li> <li>3. Eating and drinking while on the computer.</li> <li>4. Touching the screen, picking up the keyboard, or mishandling the device in any way.</li> <li>5. Keeping device on desk when asked to put devices away.</li> </ol>
<b>Follow Through and Practice</b>	<ol style="list-style-type: none"> <li>1. Highlight appropriate websites and library search engines to use for research in computer lab. Allow students to work in partners to answer questions on a worksheet about different features of the library search engines.</li> <li>2. Review and reteach technology expectations once a month during homeroom/advisory.</li> </ol> <p><i>Practice signal to use:</i> Signal for devices down in class so students know to put their devices away.</p>
<b>Acknowledgment: Recognize appropriate behavior when it occurs.</b>	<ol style="list-style-type: none"> <li>1. Provide tickets to acknowledge expected use of technology.</li> <li>2. Allow classes to earn free time for appropriate use of technology in the computer lab.</li> </ol>



## High School Lesson Plan Example Resource #6 – Locker Room/Restroom

**Purpose:** This is an example resource that can be adapted and used to teach schoolwide expectations.

### Schoolwide Expectations Lesson Plan: Locker Room/Restroom

Lesson plans should be taught in the area and take 10-15 minutes.

<b>Objective</b>	The students will be able to use the locker room/restroom in an engaged, respectful, and responsible manner.
<b>Setting</b>	Locker Rooms and Restrooms
<b>Expectations</b>	<p><i>(Refer to Schoolwide Expectations Matrix)</i></p> <p><b>Engaged:</b> Take care of business quickly and return directly to class.</p> <p><b>Respectful:</b> Use appropriate language. Maintain appropriate personal space. Honor privacy of others. Keep facilities clean.</p> <p><b>Responsible:</b> Lock up valuables. Wash your hands. Have proper pass from teacher for restroom. Dispose of waste appropriately. Flush.</p>
<b>Examples: Teach using “I do, we do, you do.”</b>	<ol style="list-style-type: none"> <li>Using the restroom and then washing hands.</li> <li>Saying “hi” to a friend in the bathroom, then leaving quickly to walk back to class.</li> <li>Putting valuables in the gym locker.</li> <li>Changing clothes for gym quickly.</li> </ol>
<b>Non-Examples: Adults model only.</b>	<ol style="list-style-type: none"> <li>Skipping class and hanging out in the restroom.</li> <li>Writing graffiti on the bathroom walls.</li> <li>Pushing or saying hurtful things in the bathroom to another student.</li> <li>Leaving their items on the benches in the locker room.</li> <li>Taking extra time to change clothes.</li> </ol>
<b>Follow Through and Practice</b>	<ol style="list-style-type: none"> <li>Remind students of expectations, show a picture of a school bathroom or locker room, and ask students to brainstorm ways that it is clean and orderly.</li> <li>Show a video of examples of appropriate locker room and restroom behavior. Have students keep a list of appropriate behavior they notice then share out as a class.</li> </ol>
<b>Acknowledgment: Recognize appropriate behavior when it occurs.</b>	<ol style="list-style-type: none"> <li>Thank students for using the restroom efficiently.</li> <li>Monitor restrooms and provide praise or corrective feedback as necessary.</li> <li>Monitor locker rooms and provide praise or corrective feedback as necessary.</li> </ol>

## High School Lesson Plan Example Resource #7 – Classroom

**Purpose:** This is an example resource that can be adapted and used to teach schoolwide expectations.

### Schoolwide Expectations Lesson Plan: Classroom

Lesson plans should be taught in the area and take 10-15 minutes.

<b>Objective</b>	The students will use engaged, respectful, and responsible behaviors when in the classroom setting and during all classroom routines.
<b>Setting</b>	All Classrooms
<b>Expectations</b>	<p><i>(Refer to Schoolwide Expectations Matrix)</i></p> <p><b>Engaged:</b> Stay focused. Ask for help when needed. Get involved. Take notes.</p> <p><b>Respectful:</b> Be attentive. Allow others to ask questions. Treat others as you want to be treated.</p> <p><b>Responsible:</b> Bring required materials. Arrive on time. Turn in assignments and make up work on time. Treat resources with care.</p>
<b>Examples:</b> <b>Teach using “I do, we do, you do.”</b>	<ol style="list-style-type: none"> <li>1. Entering the classroom quietly and sitting at seat before the bell rings.</li> <li>2. Completing a worksheet silently and independently.</li> <li>3. Waiting for teacher’s signal, then speaking to partner about answers on a worksheet while using a quiet voice.</li> <li>4. Keeping eyes on teacher and taking notes when teacher is talking.</li> <li>5. Soliciting teacher assistance by raising hand without talking and waiting for teacher.</li> </ol>
<b>Non-Examples:</b> <b>Adults model only.</b>	<ol style="list-style-type: none"> <li>1. Putting head down on desk while class is completing a worksheet.</li> <li>2. Interrupting teacher while teacher is talking.</li> <li>3. Talking to a peer while teacher is talking.</li> <li>4. Arriving to class late without any materials.</li> </ol>
<b>Follow Through and Practice</b>	<ol style="list-style-type: none"> <li>1. Determine hand signal to indicate it is time for quiet voices and eyes on the teacher. Allow students to practice turning their voices off when the teacher gives the hand signal. Provide feedback and behavior-specific praise.</li> <li>2. Use an auditory or visual signal (e.g., lights on and off, visual timer, etc.) to indicate it is time to transition to independent work time. Allow students to practice entering the classroom, pulling out necessary materials, and starting their assignment quietly. Provide feedback and behavior-specific praise.</li> <li>3. Ask students to brainstorm what engaged, respectful, and responsible behaviors look like in the classroom. Have students role-play those behaviors and provide feedback to each other.</li> </ol> <p><i>Practice signals to use:</i> Hand signals or timer/visual signals.</p>
<b>Acknowledgment:</b> <b>Recognize appropriate behavior when it occurs.</b>	<ol style="list-style-type: none"> <li>1. Have teacher nominate students who have exhibited expected behavior in the classroom to be announced during Monday announcements. Enter students into a raffle for a chance to win a \$5 gift card to a local fast food restaurant.</li> <li>2. Set a goal for the class to earn together by displaying the expected behaviors during a unit. When the goal is reached, allow students to select from a menu of reward options.</li> </ol>

## High School Lesson Plan Example Resource #8 – Parking Lot

**Purpose:** This is an example resource that can be adapted and used to teach schoolwide expectations.

### Schoolwide Expectations Lesson Plan: Parking Lot

Lesson plans should be taught in the area and take 10-15 minutes.

<b>Objective</b>	The students will exhibit engaged, respectful, and responsible behaviors in the parking lot.
<b>Setting</b>	School Parking Lot
<b>Expectations</b>	<p><i>(Refer to Schoolwide Expectations Matrix)</i></p> <p><b>Engaged:</b> Focus on the rules of the road. Be aware of your surroundings. Allow pedestrians to cross.</p> <p><b>Respectful:</b> Be patient. Follow traffic and parking rules. Be a courteous driver. Allow pedestrians to cross.</p> <p><b>Responsible:</b> Pick up trash. Drive cautiously. Encourage positive actions among peers.</p>
<b>Examples: Teach using “I do, we do, you do.”</b>	<ol style="list-style-type: none"> <li>Following traffic rules, such as coming to a complete stop at stop signs, using turn signals, and parking in between the lines in your space.</li> <li>Staying patient while in parking lot traffic and being courteous to others.</li> <li>Engaging in positive interactions with peers and adults while walking to the car.</li> </ol>
<b>Non-Examples: Adults model only.</b>	<ol style="list-style-type: none"> <li>Driving through stop signs, cutting off other cars, and parking over the line.</li> <li>Yelling at other drivers.</li> <li>Causing pedestrians to jump out of the way.</li> <li>Littering or walking by trash on the ground.</li> </ol>
<b>Follow Through and Practice</b>	<ol style="list-style-type: none"> <li>Remind students of basic driving and parking rules.</li> <li>Have students create posters of driving behaviors that are engaged, respectful, and responsible.</li> <li>Supervise the parking lot during arrival and dismissal.</li> <li>Review the expectations of the parking lot and provide behavior-specific praise and feedback for appropriate behaviors.</li> </ol> <p><i>Practice signal to use:</i> Signal for students to continue walking towards their car.</p>
<b>Acknowledgment: Recognize appropriate behavior when it occurs.</b>	<ol style="list-style-type: none"> <li>Provide behavior-specific praise for engaged, respectful, and responsible behaviors.</li> <li>Set a goal for the length of time it takes to empty the parking lot. Hold a raffle for a VIP parking spot if the goal is reached.</li> </ol>

## Additional Electronic Resources

**Purpose:** This chart links to external video examples that can be used to teach schoolwide expectations.

Environment for Learning	
Topic	Resource with Link
Schoolwide Expectations Video Examples	<a href="#">Schoolwide Expectations in the Hallway (Elementary)</a>
	<a href="#">Schoolwide Expectations in the Hallway with Non-Examples (Elementary)</a>
	<a href="#">Schoolwide Expectations in the Hallway with Non-Example (Elementary)</a>
	<a href="#">Schoolwide Expectations on the Bus (Elementary)</a>
	<a href="#">Schoolwide Expectations on the Bus with Non-Examples (Elementary)</a>
	<a href="#">Schoolwide Expectations in the Cafeteria (Elementary)</a>
	<a href="#">Schoolwide Expectations in the Cafeteria with Non-Examples (Elementary)</a>
	<a href="#">Schoolwide Expectations to Be Here and On Time (Secondary)</a>
	<a href="#">Schoolwide Expectations in the Hallway with Non-Examples (Secondary)</a>
	<a href="#">Schoolwide Expectations on the Bus (Secondary)</a>
	<a href="#">Schoolwide Expectations on the Bus (Secondary)</a>
	<a href="#">Schoolwide Expectations in the Cafeteria with Non-Examples (Secondary)</a>