**WESTSIDE ELEMENTARY LESSON PLAN**

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| **Setting: Dismissal** | | | | | |
| **List the SW Expectations.** (Circle those that apply to this setting)  1. Respect  2. Care  3. Responsibility  4. Personal Best  5. Safety | | | **Brief description of activity for teaching the expectations in this setting:**  Discuss the school-wide expectations while presenting student generated posters, icons, and/or photographs. | | |
| **Generate Specific Behaviors/Rules for the Setting.** | | | | | |
| **SW Expectation #1: Respect Rationale or Reason: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | |
| **Behavior**  Use level 1 voice | **Example**  Everyone is walking to bus line talking with a level 1 voice. | | | **Non-Example**  Everyone is walking to bus line; some students are talking loudly in the hallway. | |
| **SW Expectation #2: Care Rationale or Reason: ­­­-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | |
| **Behavior**  Taking care of belongings | **Example**  Students walking with coat and backpack on. | | | **Non-Example**  Students dragging coat  and bookbag. | |
| **Behavior**  Leave school displays  untouched. | **Example**  Student walking with  hands at side or in pockets. | | | **Non-Example**  Student walking w/hands  touching walls and knocking off displays. | |
| **SW Expectation #3: Responsibility Rationale or Reason: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | |
| **Behavior**  Keep hands and feet to self | **Example**  Student walking in line with hands at sides or on backpacks or in pockets. | | | **Non-Example**  Students bumping, pushing  kicking. | |
| **Behavior**  Walk directly to designated area when called | **Example**  Bus number is announced students walk directly to bus | | | **Non- Example**  Student asks if bus number 37 was called and then meanders to another bus stop. | |
| **Behavior**  Have coats on at dismissal | **Example**  Students walk with coat on. | | | **Non- Example**  Student walks with coat in bag,  dragging coat and then coat tied around waist. | |
| **SW Expectation #4: Personal Best Rationale or Reason: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | |
| **Behavior**  Follow directions given by adults | **Example**  Students lining up when adults ask. | | | **Non- Example**  Student talking, lining up  in wrong place. | |
| **Behavior**  Follow hallway procedure | **Example**  Walking on right side, holding rails, hands down | | | **Non-Example**  Walking on left side,  running into others, hands on  wall, knocking displays off. | |
| **SW Expectation #5: Safety Rationale or Reason: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | |
| **Behavior**  Walk on right side of hallway and staircase | | **Example**  Walking on right side  moving over when approached. | | | **Non-Example**  Walking on left side,  running into others, hands on  wall, knocking displays off |
| **Behavior**  Stay on sidewalks | | **Example**  Walking behind adult on Sidewalk to load bus | | | **Non-Example**  Walking on wall, jumping on and over wall. |

**5.** **Student activities for practicing desired behaviors.** (Attach any role play cards for students or directions for teachers.)

**1.** Arrange to time practice dismissal procedures immediately after the lesson.

**Plan for responding to students as they practice behavior.** (Consider feedback and reward systems and model these when students practice desired behaviors.

1. The class can earn extra minutes for preferred activities on Friday if they exhibit the correct behaviors during dismissal during the week.
2. Individual students can earn Cat Cash if they are got following the dismissal expectations.