Lesson Plan
Examples
EXPECTATIONS AND PROCEDURES
LESSON PLAN

Setting: Cafeteria/Lunch

EXPECTATIONS

<table>
<thead>
<tr>
<th>RESPECTFUL</th>
<th>RESPONSIBLE</th>
<th>SAFE</th>
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<tr>
<td>• Good manners at all times</td>
<td>• Wait in line patiently</td>
<td>• Stay off the stage</td>
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<td></td>
<td>• Eat your food only</td>
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<td></td>
<td>• Clean up your area</td>
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<td></td>
<td>• Share food appropriately</td>
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REASON THE EXPECTATIONS ARE IMPORTANT:
To make lunch a socially enjoyable time for all students. Keeps cafeteria looking nice for all students. Keeps floor clean and safe for PE classes. Prevents spread of disease.

TEACHING EXAMPLES AND NON-EXAMPLES

Example:
Stands patient in line, hands to self, quietly conversing.

You and your friend are finished eating and getting ready to go. Somebody starts to leave without picking up his or her milk carton. You remind them to get it as you check to make sure your garbage is cleared.

Recognize the effort of the cafeteria staff by thanking them or saying hello.

Use utensils properly at the salad bar.

You sit with a friend to eat and agree together to trade a banana for cookies.

Non-Example:
Push each other, take cuts and yell at other students while standing in a semi-group line.

You and your friends walk off and leave spilled juice and used napkins on the table.

Kids walk through the lunch line and get food put on their plates without saying thank you or even acknowledging the presence of the cooks.

Do not put spoons back in proper containers; flood slopped from one container to another.

Someone comes up behind you and grabs a cookie off your plate without your permission. They start eating it and walk away.

STUDENT ACTIVITIES AND FOLLOW-UP

1. Review recyclables on try and procedure for recycling.
2. Model expectations during a classroom snack time.
3. Have custodian in classroom as guest speaker.
BE RESPONSIBLE IN THE CAFETERIA

Use examples listed on the school rules and Behavioral expectations page for "Being Responsible."

### Step 1: Introduce Rule

A. Outline focus of the lesson. "Today we are going to learn about being responsible."
B. Check for student understanding. "What are we going to learn about?"
C. Define being responsible.
   - **Being responsible** means to be dependable and trustworthy at all times.

### Step 2: Demonstrate Rule

A. Model (or provide a story of) positive examples of being responsible and negative examples of not being responsible, using another adult or a student. Have students label the situation as responsible or not responsible.

B. Ask 2-3 students to give an example of a situation in which they know how to be responsible.

C. Role plays: Some examples to use:
   - You are really in a hurry to get out to recess. You want to get through the line as soon as possible. After you are seated you realize that you need silverware and milk. What was the responsible thing to do? (Get utensils, milk and condiments when 1st going through the line.)
   - You don’t want to finish all of your lunch right now. You decide to take your pizza back to the classroom for later. What is the responsible thing to do? (All food stays in the cafeteria.)
   - Another example.
   - Another example.

### Step 3: Provide Monitoring and Feedback

A. Discuss role-play.
   - Ask students to **indicate or show** how they could be responsible.
   - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.

B. Use real situations as examples during class discussions.
   - Just before students transition to another activity outside the classroom, ask them to tell you how they can be responsible — **(pre-correction).**
   - When you see student(s) being responsible, provide **specific praise** to the student(s).
   - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.
Step 1: Review School Wide Rules

Safe: Be free from harm of any kind (physical or emotional).
Respectful: Be polite and cooperative with others.
Responsible: Be dependable and trustworthy at all times.

Step 2: Teach Expectations for Specific Setting

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<th>Responsible</th>
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Step 3: Tell Why Rules are Important

Safe: (Type rationale here)
Respectful: (Type rationale here)
Responsible: (Type rationale here)

Step 4: Demonstrate Rules

*Provide more examples than non-examples

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<thead>
<tr>
<th>Rule</th>
<th>Example</th>
<th>Non-Example</th>
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<tr>
<td>Be Safe</td>
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Step 5: Provide Opportunities to Practice

- Class/Partner Discussion
- Role Playing
- Brainstorm/List Examples or Ways to Follow Rules
- Draw/Write Examples and Non-Examples
- Read A Book That Demonstrates Rule or Behavior
- Perform Skits
- Students Teach Other Students About Rules
Figure 12

Expected Behavior Lesson Plan (sample)

The Topic/Rule: Be respectful

What do we expect the student to do?

1. Speak respectfully to adults and peers.
2. Use respectful words to resolve conflicts.
3. Keep hands and feet to self in common areas.

How will we teach the expected behavior?

Tell why following the rule is important: It is important to be respectful to your peers and adults in the school. Using words or actions to harass, tease, or bully another person is inappropriate and can hurt others physically or emotionally. Negative interactions in the school interfere with learning and can cause problems at school and in the community.

List examples and nonexamples of the expected behaviors (at least three each):
Ask students to identify examples and nonexamples of each part of the rule. Ask them to identify both and tell why it is a good or bad example of expected behavior. These are examples you might use:

- A positive example: Joe bumped into Mary in the hallway and her books fell to the ground. She was upset because she would be late to class and started to call him names. Joe recognized that he was not paying attention and decided to apologize and help Mary pick up her books. His teacher gave him a positive referral, and Mary thanked him for resolving the problem with respect.

- A nonexample: Joe bumped into Mary in the hallway and her books fell to the ground. She was upset because she would be late to class and called Joe a “jerk.” Joe got angry and told Mary she was ugly and stupid. He walked away, and Mary was late for class. Mary was mad and began to spread untrue rumors about Joe to her friends.

Teachers should prompt students to (a) identify the problem, (b) think of one or more respectful solutions to the problem, (c) choose one of the solutions, (d) carry it out, and (e) evaluate the solution.

Provide opportunities to practice and build fluency:

1. Set aside a few minutes at the beginning of each period to practice the rule.
2. As the teacher models, have individual students demonstrate examples and nonexamples of following the rule (role play).
3. Tell students about the consequences for following and not following the rules.
Follow-Up Ideas

1. Play a trivia game asking students questions about lunch expectations and rules.
2. Make a poster that uses the cafeteria expectations or rules in a creative way.
3. Give examples of good things to do in the cafeteria.
4. Ask students what they remember about the station.
5. Have students make up questions to ask to other students.
6. Go to the cafeteria and practice.
Stations for Line Behavior, Hallways, Come and Go

Ask the students what the 3 school rules are. (Safety, Respect, Responsibility) Refer to these rules as you describe and demonstrate hallway and line behavior.

I. Station 1 - Homeroom
   A. Discuss lining up
      1. There will be one line leader and two door holders
         a. The first door holder goes to the end of the line when finished holding the door.
         b. The door holders take turns being first when the line starts out.
      2. The class will walk in a straight line
      3. Students will stay close without touching.
      4. Students will not save places and cutting will not be allowed. If a student leaves the line for any reason, he/she must go to the end of the line.
   B. Discuss walking in a line in the hall.
      1. Stay to the right
      2. Stay with the group (keep up)
      3. The inner circle or loop has the right of way.
      4. Stop at the intersection where the hallway meets the inner circle. Look and listen before proceeding.
      5. If you are going outside, stop and look. Students and classes moving in the outer ring have the right of way.
      6. Voices are at level 1 or 2 in the inside halls.
   C. Time for Practice! Line students up and proceed to the G-H hallway and out the door. Stop at the intersections, walk on the right and follow traffic rules.

II. Station 2 - On the ring outside GH Door
   A. Rules on the outside ring
      1. Walking only
      2. Walk bikes, carry roller blades
      3. Stay to the right
      4. Voice level is 2/3
   B. Standing outside classroom door
      1. Voice level is a 2/3
      2. Keep backpacks on
      3. Keep property as well as hands and feet to yourself.

III. Station 3 - Covered walkway leading to the gym/cafeteria
   A. Doors
      1. Doors are marked for going in and coming out.
      2. Walk through doors
B. Walking Route
1. Use the covered walkway which takes you around and away from the office and staff room
2. Stay off planters for safety reasons.
3. Bike area is off limits. You may not even go and sit on your own bike during school hours.
4. Bikes must be walked on school grounds from 8 a.m. to 3 p.m.

C. Parking Lots
1. Parking lots are for adults only. Please do not walk through parking lots unless you're with an adult.

D. Crosswalks
1. There are two crosswalks. Point these out.

IV. Station 4 - Sidewalk by bus/ Staff Parking Lot/ Sidewalk
A. Stay on the sidewalks and off of the grass
B. Show bus line-up area
C. Walk students around the staff parking lot so that they can see the sidewalk.
D. Students and teacher return to room.
Schedule for Cafeteria Lesson

1. **Teachers** will bring their classes to recess and teach them to stand in lines. The line will be divided between those students eating hot lunch, and those eating cold lunch (may want to alternate which group goes first each day). Teachers should also read to students the lunch menu each day and remind the students to be thinking about what choices they will want for lunch. Teachers will wait with their teachers by the door until a cafeteria supervisor meets them, teachers will also accompany their class through the tour. Throughout the year, teachers will choose recycling helpers with jobs each week and turn it in to the cafeteria supervisors on the provided laminated sheet.

   *During lunch throughout the year, if students forget their lunch, the cafeteria supervisor will walkie-talkie to the office and notify the teachers that their student is heading to their room to get their lunch*

2. **Cafeteria supervisors** will meet the classes at the door and begin the lesson:
   
   A. Introducing the cafeteria according to the school rules:
      a. Be safe, responsible, & respectful in the cafeteria
      b. Listen respectfully and quietly while adults are talking
         - any adult talking, maybe using a microphone
      c. Introduce signal – “Lights off, voices off”
      d. Show/tell which bathroom to use
      e. Introduce passes; using clothes pins w/ passes
   
   B. Teach the students appropriate behavior while standing in line
      a. All grades will come through the hallway door, except 1st grade will arrive through the recess door
         - 1st grade will have their cold lunches in a basket under the table they will be sitting at
      b. Quiet – normal, inside voices in lunch room & whisper voice in the hall
      c. Only take your lunch card & pick up any you knock off the board (Respectful)
      d. Get milk
      e. Walk quietly in a straight line to the lunch line
C. Lunch line behavior
   a. Be ready with food choices and make choice quickly and quietly (Be responsible)
   b. Teach how to order food w/ “Please” and “Thank you” (Be respectful)
   c. Hold tray with two hands (Be responsible)
   d. Scan card
   e. Remember to get silverware, napkin, & condiments (Be responsible)
   f. How to place silverware on tray – don’t carry (Be safe)
      - staff will wear aprons w/ extra silverware & napkins for forgetful
   g. Walk to seat (Be safe)
   h. For cold lunches, students will line up by hot water, but adults will give hot water to students (Be safe)

D. Table behavior/ manners
   a. Seating chart for 1st, 2nd, 3rd grade – 4th & 5th by classroom
      - alphabetically, arranged w/ teachers
   b. Maximum number of students = (4/ bench for K – 2nd; 3/ bench for 3rd – 5th)
   c. Take first seat you come to; no saving seats
   d. Stay where seated
   e. Raise your hand if you need anything or to leave your seat
   f. Normal talking voice
   g. Eat your own food; If you didn’t bring it don’t eat it; (Be safe)
   h. Talking buddies – students sitting next to you & directly across
   i. Show boundaries of personal space at table
   j. Check your space to make sure it’s clean before you leave
   k. Use silverware appropriately; no bending (Be respectful)

E. Recycling/ Clearing tray
   a. Announce helpers w/ 5 minutes left in lunch
   b. Open up milk cartons
   c. Choose order of dismissal according to Quiet & Clean tables

F. Line up by grade level
   a. Show them where to line up
   b. Voice level – Whisper
   c. Keep hands and feet to self

3. Teachers return to cafeteria to pick up class