Ci3T Professional Learning Series

Session 3: Student Lesson Plan

# January XX, 20XX 5:00–7:00 PM

# Objectives

* Students will generate ideas for setting expectations
* Students will generate ideas for reinforcement menus

# Agenda

|  |  |  |
| --- | --- | --- |
| Time | Min | Activity |
| 5:00-5:10 | 10 | Welcome and icebreaker activity |
| 5:10-5:15 | 5 | Review of previous adult sessions |
| 5:15-5:30 | 15 | Add to reinforcement menu |
| 5:30-5:57 | 27 | Expectation Matrix part 1 |
| 5:57-6:07 | 10 | Break |
| 6:07-6:30 | 23 | Expectation Matrix part 2 |
| 6:30-6:35 | 5 | Review reinforcement menu |
| 6:35-6:45 | 10 | Videos |
| 6:45-7:00 | 15 | Wrap up and clean up |

# Procedure

| Time | Activity | Materials |
| --- | --- | --- |
| 5:00 – 5:10 | *As students are arriving, give them a ticket paired with behavior specific praise- thanking them for coming. Ask them to write their name on the ticket and hold on to it.* **Why you are here: Establish expectations and priorities*** **Say:** Hi everyone! Thank you so much for spending some additional time after school to be part of your school’s **Ci3T Leadership Team**. My name is \_\_\_\_\_, and I will be working with you all tonight. The reason you are here is to give your opinions on a plan for your school to help all students be more successful, and I’ll tell you more about the plan in a little bit. Your parents, teachers, and principals are working on the plan to make school more predictable and successful for all students. We want to have your feedback on the plan they are creating because this plan will directly affect students, and we want student opinions and ideas to be included. Tonight we are going to be working on two objectives. First is finding out what kinds of recognitions (reinforcers) students at your school might like when they meet school-wide expectations for behavior, and the second is brainstorming those school-wide expectations. By the end of the evening we will have completed an expectation matrix (*show sample matrix*) and a reinforcement or reward menu (*show sample reinforcement menu*). We know it is a lot to do, but we are confident that we can work together to get it done.

Are you ready to get started? | * Ci3T Student Session 3 and 5 Tickets
* Ticket collection container
* Pens
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|   | **Explain timeline and breaks*** **Say:** Our agenda for this evening is posted here (*point*). This agenda will remain posted during the whole time we are working together tonight, so if you have any questions about what we are doing, what we are doing next, or when the next break is, you can look over here.

*When discussing the agenda, point to each item as you go.*Right now, we are working through the welcome. Next, we will have a quick icebreaker activity so everyone is introduced to each other, and then we will talk about the plan your parents, teachers, and principals are designing for your schools. After, we will brainstorm ideas for a reinforcement menu, a list of rewards students can earn or things that students might want to avoid (like a homework pass to avoid one homework assignment) for meeting school-wide expectations. Then we will start work on setting expectations, which helps us find out what behaviors are important for success in different areas of your school. We will take a short break half way through those settings where you can go find your parent, have a snack, and get a drink of water. Before and after the break we’ll have a prize drawing, then after the break we will finish the setting expectations and have a short discussion about how to teach those expectations or rules to the entire school. We will end our session with a brief wrap up and a final prize drawing.

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| --- |
| Session Expectations |
| Be Respectful | * Listen and follow directions
* Use kind words and actions
* Cooperate with others
 |
| Be Responsible | * Use materials appropriately
* Use proper restroom procedures
 |
| Give Best Effort | * Participate in all activities
* Complete work with best effort
 |

Today you will be earning tickets, like the ones you received when you arrived, for meeting the expectations to Be Respectful, Be Responsible, and Give Best Effort from our session’s expectation matrix (point out expectation matrix). For example, to be respectful in the session means listening and following directions, using kind words, and cooperating with others When you receive a ticket make sure you put your name on it so we will know who the winners are! You will not receive a ticket every time you are meeting expectations, however, everyone will have the opportunity to earn at least one ticket before break and one before we leave. I’d like to collect the tickets you received when you arrived now, so please make sure you put your name on your ticket.*Collect tickets that were handed out upon arrival.** **Ask:** Who can tell me what being respectful during this session would look like?

*Repeat with be responsible and give best effort.** **Ask:** Does anyone have any questions about what we will do tonight?
* **Say:** One final note before we get started on our icebreaker activity. If anyone has to use the restroom, please let me know and we will check in with your parent before you go.

**Icebreaker activity (5 min)** * **Say:** For our icebreaker activity now, if everyone would please move your chairs into a circle we will begin. Since we are going to be working together for a few hours, I thought it would be a nice to get to know each other a little better. We are going to go around and say our name, what school we go to, what grade we are in, and tell us if you had any magical or superpower, what would it be? I am going to give everyone a quiet moment to think before we start sharing.

I will go first. My name is \_\_\_\_\_\_\_\_, I completed college and work for \_\_\_\_\_\_. If I had a superpower it would be \_\_\_\_\_ so that I could \_\_\_\_\_. *Go around the circle of students for the icebreaker (another icebreaker can be used here).* | * Agenda on big sticky poster paper
* Session expectations poster
* Tickets
* Ticket collection container
* Reinforcers (at least one per student)
* Example expectation matrix
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| 5:10 – 5:15 | **Review previous training sessions*** **Say:** Before we start working on the reinforcement menu, I want to let you know what your parents and teachers have been doing the last two sessions we have met. Your parents and teachers have been meeting to create a plan for your school to have the same expectations, or rules, for all students no matter where they are at school. At the end of all six sessions, your parents and teachers will create what is called an implementation manual (*show sample implementation manual*) which describes the plan in detail and will teach other teachers and members of your school the plan. The goal of the plan is to make school a safer and more predictable environment so that all students can be successful learners. Predictable means that all of the adults at your school will have the same expectations for student behavior, so even if you do not know a teacher or staff member you see in the hallway, you do know what they expect of you for hallway behavior.

To make school more predictable and successful, your parents and teachers have come up with 3-5 school-wide expectations or rules that will be the same in every classroom and area no matter where you go. By a show of hands, how many of you have ever shouted out an answer when your teacher asked a question? Now keep your hands up if you have been in trouble for doing that same thing in a different classroom because the teacher wanted you to raise your hand first. When we are finished with this plan, things like that should not happen because rules and expectations should be the same in all classrooms. To help you remember the expectations in different areas of school, you and your school’s **Ci3T Leadership Team** will develop things like star posters and setting expectation posters (*show samples*), so you can quickly check one of these posters if you forget the expectations. These will also be helpful to teachers so they can make sure they are praising you for meeting the expectations. These expectations will be taught to both teachers and students at the beginning of the year with reminders throughout the year. We do not expect you to come to school next year and know every one of these expectations. You will be given time to practice with your teachers and as a whole school. Now, what is the point of having all of these expectations and posters if we do not have a way of telling you if you are meeting expectations? Your parents and teachers are working on a system, similar to the tickets that I handed out to you These tickets are sometimes given with the adults’ comments about you meeting behavior (we call this praise) to let you know when you are doing the expected behavior and meeting school expectations. This system could be tickets, school money, or tokens, and you will be able to exchange these for a reward or privilege, like being first in line for recess or lunch. You are going to help come up with a list of ideas for these rewards and privileges right now! | * Implementation Handbook
* Star Poster
* Setting Poster
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| 5:15 – 5:30 | **Reinforcement menu*** **Say**: We are going to start working on our reinforcement menu. Think of reinforcement as a reward or recognition for doing something that you are supposed to do, like earning an allowance for doing your chores. Next year when this plan that your parents and teachers are creating is in your school, sometimes you will be rewarded for meeting expectations or doing what you are supposed to do. These rewards are to help all students meet the expectations for a safe school. We want to find out what you, as students, want as rewards because we want you to be excited to receive these rewards. As you can see on the wall, our paper is split down the middle with “Free” on the left and “Cost” on the right and I have one for elementary and one for middle and high school. We are going to be writing down some ideas for rewards that you would want to receive for meeting expectations. I want you to think of some that might cost money and some that would not cost anything to provide. For example, earning a pizza party would cost money, but eating lunch with the principal would be free. We are going to be writing down your ideas on this big piece of poster paper and at the end of the night we will give your ideas to your teachers and they will use this to build the school plan. Keep in mind, some of these rewards or recognitions will be things you would like to earn (e.g., pizza or a praise note home to your parents) and others might be things you would like to avoid (e.g., a front of the lunch line pass or a preferred parking space close to the school building so you do not have to walk too far). Who has an idea of what they would like for a reward?

 *Take student suggestions and write down ideas. Select a student recorder if appropriate for age of students. When giving tickets make sure to sure behavior specific praise related to the group expectations.* Thank you all so much for participating in this activity. You’ve given some great ideas and I’m sure your team will use them in the plan!  | * 2 sheets (1 elementary, 1 middle/high) split down the middle for free and cost
* Markers
* Pencils
* Tickets
 |
| 5:30 – 5:57 | **Setting expectation posters Part 1: Classroom, hallway, cafeteria, and playground (or common area)*** **Say:** Next we are going to see what you think the expected behaviors should be for students in your school. Your teachers and principals have written down how they expect students to behave in each part of your school like the classroom, hallway, cafeteria, restrooms, etc. We want to know what you think.

Let us start with the classroom. Over here on this poster paper we will brainstorm what you think are some problems that happen in the classroom.*Write down ideas on sticky poster paper under “Negative Behaviors in the Classroom” such as stopping class to address one student’s problem behaviors or students talking out when someone else is talking.*Thank you for your ideas! Looking at these negative behaviors, what do you think are some behaviors that students should do to prevent or stop some of these problems before they begin?*Write ideas on the classroom setting expectation poster paper, deciding with student input where they fit best, either for Be Respect, Be Responsible, or Give Best Effort.* Great, these are ways to improve or prevent the problems and would make great classroom expectations! We’re going to do the same thing for the rest of settings, starting with hallway. This time we are going to use sticky notes so everyone can participate and get up and move a little. You each have sticky notes at your seat (*for larger groups of students consider putting students in pairs for this activity*), so I want you to think of expectations for the hallway that demonstrate or show what it means to Be Respectful, Be Responsible, and Give Best Effort. Once you have thought of an idea, write it down and stick it in the expectation where you think it belongs. Feel free to write down LOTS of expectations, all you can think of!*Instructor models an example before students start activity: Write “raise your hand before speaking” on a sticky note and place in the respect row, using self-talk as you do so.*Great work participating in these ideas! Let us quickly review what everyone wrote and see if we agree or disagree on whether it fits in that expectation’s category or if we need to move it around between Be Respectful, Be Responsible, and Give Best Effort in the hallway.Does anyone have any additional rules or expectations to add for the hallway setting?*Repeat for all settings, timing a break about half way through them to coincide with the adult break.***Say:** It looks like the adults are almost ready for a break, so before we leave for our break let’s watch a quick video of how some schools have taught school-wide expectations to students. Hopefully this will give you some ideas on how to teach your school’s expectations. If you see any expectations you want to add, feel free to write them down and we can add them to the matrix we are creating. *Show ImmaBe video, or other high production quality PBIS video to inspire ideas.* | * 8 sheets of sticky poster paper (4 for elementary, 4 for middle/high) for each setting divided in thirds by Be Respect, Be Responsible, or Give Best Effort.
* Sticky notes
* Markers
* Pens
* ImmaBe video (internet; pre-loaded)

<http://www.schooltube.com/video/776d7a709d8a9173f1ae/Imma-Be>  |
| 5:57 – 6:07 | **BREAK***Do a ticket drawing before and after break. Time this break to coincide with the adult break so students can say hello to parents, get a quick snack, and drink some water.** **Say**: We are going to take a quick break now, so please find your parents and get a drink of water and a snack if you would like. We will meet back here at the end of the break.
 | * Prizes
 |
| 6:07 – 6:30 | **Setting expectations Part 2: Restroom, bus and arrival/dismissal*** **Say:** Thank you all for coming back from break and being ready to work. We are going to finish building setting expectations for our matrix from before break. We are going to work on the settings of restroom, bus, and arrival/dismissal.

*Prompt students to think about each setting and write expectations on sticky notes and place them in the appropriate row between Be Respectful, Be Responsible, and Give Best Effort. After ideas run out, quickly review what the sticky notes say and see if everyone agrees they were placed in the right spot, then move on to the next setting.* | * 6 sheets of sticky poster paper (3 for elementary, 3 for middle/high) for each setting
* Sticky notes
* Markers
* Pens
 |
| 6:30 – 6:35 | **Review expectation matrix as a whole with group and check in on reinforcement ideas*** **Say**: Thank you all for your hard work building the setting expectations matrix. I know your parents and teachers will find this information extremely helpful.

Next I wanted to check back in and see if anyone thought of any more reinforcement ideas. Is there anything more you want to add now that you have had more time to think? Are there any more ideas that you have for rewards that cost money or would be free? *Update reinforcement menu with more student responses*. |  |
| 6:35 – 6:45 | **Videos*** **Say**: Next I will show you some examples of how other schools have taught students the expectations in their matrix. The video we watched earlier was one example. We are going to show you two more examples then brainstorm ideas for how you think expectations could be taught to students at your schools.

*Show other PBIS videos (preview videos online ahead of time and have a few links read to watch)** **Say:** Do you all like the idea of using videos to teach expectations? If so do you think students should be in them? Or teachers? Or should they be live performances at an assembly? Do you have any other ideas for teaching students the behavior expectations?

*Write down student ideas on a large sticky poster paper (e.g., posters, skits, assemblies, videos, teacher lesson plans)* | * PBIS videos (internet; preloaded)
* Sticky poster paper
* Markers
 |
| 6:45 – 7:00 | **Wrap up, clean up, and final ticket drawing*** **Say:** Thank you all again for coming to this session tonight! You provided great ideas which will be used to help your school’s Ci3T plan. We will give your schools a copy of the expectation matrix you all built together and the reinforcement menus you designed, and they will use that information to add to and refine the school plan they’ve been working on.

I look forward to working with you all again at Session 5! At that session we’ll get creative and make things such as setting expectation posters, expectation bookmarks, postcards, and school tickets! Our last thing tonight before you help clean up is one final drawing, so if you have any tickets please put your name on them and turn them in to the ticket collection container. *Final drawing of tickets for prizes, follow by clean up, pack up, and good-byes.* | * Prizes
* Ticket collection container
* Trash bag
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