Ci3T Student Session 5
Lesson Plan

# April XX, 20XX 5:00–7:00 PM

# Objectives

* Students will review expectation matrices and provide feedback to Ci3T Leadership Teams
* Students will create examples of Ci3T tickets and posters for Ci3T Leadership Teams to consider using
* Students will generate lists of what students know to be available to them for extra help at school (secondary [Tier 2] interventions)

# Agenda

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| --- | --- | --- |
| Time | Min | Activity |
| 5:00-5:05 | 5 | Welcome and icebreaker activity |
| 5:05-5:10 | 5 | Session 3 review |
| 5:10-5:40 | 30 | Posters, bookmarks, and tickets |
| 5:40-6:00 | 20 | Postcards |
| 6:00-6:10 | 10 | Break |
| 6:10-6:20 | 10 | Work time |
| 6:20-6:25 | 5 | Share products created |
| 6:25-6:45 | 20 | Secondary (Tier 2) supports |
| 6:45-7:00 | 15 | Wrap up and clean up |

# Procedure

| Time | Activity | Materials |
| --- | --- | --- |
| 5:00 – 5:05 | *As students are walking into the room, give them a ticket and thank 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:** Welcome back! I hope you had a great spring break and I am excited to have you back for this session! Since we last met, your parents and teachers have been working hard to create a plan to help students be more successful in school by creating expectations or rules that are the same no matter where you are around school.

Today we have a lot to get done to help out with the Ci3T plan, but before we begin, we are going to go over the agenda and expectations for this evening. **Review Agenda*** **Say:** Just like our last session, we have a plan for the evening. These times are guidelines, and we will take our break when the adults take their break so you are able to get a snack with your parent. The expectations for our group are the same as last time: stay with the group, listen while others are talking, and participate in the activities. When I see you following these expectations, I may acknowledge the expectation met and give you a ticket. Write your name on the ticket and add it to the container. You may also earn a prize with your ticket. We will do a drawing before and after our break and at the end of the session. Does anyone have any questions before we get started?

Let’s start with a quick icebreaker activity. It has been a little while since we last saw each other so this will give us a chance to remember each other’s names and where you all go to school. For today’s icebreaker, please say your name, what grade you are in, what school you go to, and if you could travel anywhere in the world, where would you go and why?I will go first. My name is \_\_\_\_\_\_\_\_\_\_, I have completed college and work for \_\_\_\_\_\_\_\_\_\_. If I could travel anywhere in the world I would go to \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_. *Go around the circle of students for the icebreaker.* | * Agenda on large sticky poster paper written out with times
* Session expectations poster
* Ci3T Student Tickets
* Ticket collection container
* Reinforcers (at least 1 per student)
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| 5:05 – 5:10 | **Session 3 Review*** **Say:** As you remember, last time we met we worked on two things. We created an elementary expectation matrix and a middle/high school expectation matrix which described rules or expectations for certain areas in school. We also brainstormed ideas for rewards you would like to earn when you meet those expectations.

I want you to see what all of your hard work from last session turned into! Your teachers and parents took the expectation matrix we made that showed the rules you felt are important for different areas in school and combined them with their ideas to make a revised expectations matrix for your school. I am going to hand out your school's revised expectation matrix, and if you look you will see some of your rules in there as well.Now, with a **blue** marker, I would like you to please circle the expectations in your school's grid that you feel are *very* important.*Give 2 minutes for students to circle items.*With a **red** marker, I would like you to cross out expectations that you think are NOT important or NOT needed at your school.*Give 2 minutes for students to cross out items.*Lastly, if you have any additional expectations that you didn't add last time or that you really think should be included on your school's matrix go ahead and write them in where they should go.*Give 1 minute to complete.*Great work! Who would like to share any of their additional expectations with the group? Next, I am going to show you the rewards that you decided you wanted to earn for meeting expectations, or doing what you are supposed to do. I am first going to show you the rewards that we came up with that are free. If you think that we should add any additional no-cost rewards to this list let’s add them now.*Middle and high school students can be given their own chart and they can work together in pairs or in a small group to review and add ideas.*Now, I am going to read the rewards that cost money. If there are additional rewards you want to add let’s write them in now too. *Middle and high school students can be given their own chart and they can work together in pairs or in a small group to review and add ideas.* | * Each school's most current expectation matrix
* Reinforcer menu from student Session 3
* Pens
* Markers, red and blue for each student
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| 5:10 – 5:40 | **Make a setting expectation poster, bus or cafeteria bookmark, and ticket.*** **Say:** For our next activity, you get to be creative! Last time we showed you a few examples of posters schools used to share their 3-5 major expectations and their specific setting expectations. For the next 30 minutes, you will design posters, tickets, and either bus driver or cafeteria bookmarks. The goal in this work block is for you to come up with ways to share your school’s 3-5 major expectations in different areas by creating setting posters and bookmarks that have the expectations on them. And, you also get to make a design for your school's ticket (*use name of the students’ schools’ ticket, e.g., talon tickets, gold slips*)!

As you create materials, remember to use your school's expectation matrix. The 3-5 expectations your school has selected will be on the side column on the left, and you should only use the expectations listed on the grid as those are the behaviors that will be taught and reinforced with tickets at your school. We have markers, all different sizes and colors of paper, your school mascots, and some clip art. Feel free to use whatever is available. Keep in mind that we only have 30 minutes, so what you make will be rough draft ideas for your school – there’s not enough time to make anything look perfect. Does anyone have any questions before we get started? Let’s take the first 10 minutes to make a setting expectation poster!*Allow students to spread out as space provides. Have construction paper, all different sizes of white paper, markers, pens, and color pencils available. Set a timer for 10 minutes to keep them on track. Switch to a bus or cafeteria bookmark for the next 10 minutes, and tickets for the final 10 minutes. Around 5:35 remind students that they have 5 minutes left to work on their materials and it’s okay if they’re not perfect, rough ideas are good.*  | * Example setting posters
* Example book-marks
* Example tickets
* Construction paper
* All different sizes white paper
* Scissors
* Glue sticks
* Tape
* Markers
* Trash bag
* Recycle bag
* Folder for each school’s clipart and to collect materials students make
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| 5:40 – 6:00 | * **Say:** Now we are going to make postcards teachers can send home to recognize students when they meet expectations. First we are going to come up with what the postcard should say, and then you can design the graphics for the postcard.

*Help scaffold a blurb for elementary students to put on the back of the postcard. See example postcards and postcard template. e.g., “Today, your student demonstrated the school-wide expectation of \_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_.”**For middle and high school students, ask what they would want to see on a note home to their parents letting them know they met expectations at school. Students can design their own text or work with the group.* *<Recognize students for meeting expectations>* Now that we have the text for the postcards you can work on the design. In the top left corner write your school name and return address, then below it write the text you just came up with on the left side of the card (show example). In the top right corner you can draw a stamp, then below it on the right side make up a name and mailing address as a placeholder, like *Suzy Queue, 1234 Main St., Anytown, USA 01234*. On the back side of the card you can add your design! Include your school’s name and 3-5 expectations, then decide if you want to draw your mascot or a picture of your school or students meeting expectations in a particular setting. Be creative! | * Example school postcards
* Postcard template printed and cut
* Cardstock cut in fourths (postcard size)
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| 6:00 – 6:10 | **BREAK***Draw a ticket before and after break and allow winner to select a reinforcer. 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 parent, get a drink of water and a snack if you would like, and use the restroom if needed. We will meet back here at the end of the break.
 | * Reinforcers
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| 6:10 – 6:20 | **Work time***Additional work time to finalize unfinished products.* | * Student created products
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| 6:20 – 6:25 | **Share products created*** **Say:** Thank you all for your hard work! Let’s go around and share one item you created. Please tell us your school's name and give a brief description of what you made.
 | * Student created products
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| 6:25 – 6:45 | **Secondary (Tier 2) supports index cards****Elementary students:*** **Say:** The last activity we are going to do will help us know what supports and help are available to you at your schools. We are looking for the extra things available to students. As you can see, I have a stack of cards here for each school. On each card is a question, like, “You need help with your homework. Where would you go?” I am interested in what you know of supports available at your school to help you with each situation. Who would like to share one idea as an example? <*example*> Any questions?

You’re going to work with a partner, but each school has its own set of cards so make sure each person writes on their own cards the supports that are at their school. You will read the first question out loud together and tell each other what you would do at your school. Sometimes we forget what’s available at our own school so hearing what’s at your partner’s school might help you remember. After you share, write the support that your school provides on the back of the card AND your school’s name or initials. Please keep your cards together, but just in case they get separated write your school’s name or initials on each one. In fact, why don’t we all do that first now, then they’ll all be ready to go!*Pass out card sets, partnering students as you do or let them choose a partner. Each school has a set of cards, so if a school sent two student team representatives pair them up to work together. Once they have a set of cards, have each student write their school’s name or initials in the corner of each card.*By the way, if you don’t have an idea to answer the card or don’t feel comfortable answering out loud you don’t have to share or write anything on the card. Okay, to start, I’m going to demonstrate one here with \_\_\_\_\_\_\_\_\_.*Model with a student (or co-facilitator), each finding the first question card, telling each other what support is available at your school, and each writing your unique answer on your own card. e.g., “You need help with your homework” Say: “When I was in school and we needed help with our homework there was an after school homework club, plus each teacher stayed after school for an hour to help any student who came in with questions. So I am going to write ‘after school homework club’ and ‘teachers stay after for one hour for help’. What about at your school?”*Any questions? Let’s get started! To whom, what, or where can you go if:1. You need help with your homework
2. You are a new student at your school
3. You want to have leadership opportunities or join a club or activity (peer mentor, student ambassador, etc.)
4. You need help resolving problems with your friends
5. You need some extra help with math class
6. You need some extra help with reading
7. You need help to better get along with another student

**Middle and high school students:**Who, what, or where can you go to get support for: 1. Being a new student or freshman at your school
2. You want to have leadership opportunities or join a club or activity (peer mentor, student ambassador, etc.)
3. Classes are too easy and you need more challenging work (enrichment)
4. You need help arriving to school or class on time and avoid tardiness
5. If you need extra help in reading
6. If you need extra help in math
7. If you need extra help in science
8. If you need help resolving problems with peers at school
9. If you need more support for the SAT/ACT or post high school opportunities preparation (college applications, scholarships, technical school, job market)
10. You need help to get along better with another student
11. Doing better in a specific class
 | * A set of **Tier 2 Cards** for each school
* Pens
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| 6:45 – 7:00 | **Wrap-up*** **Say:** Thank you all for being here today! We appreciate you being a leader at your school and helping your school’s Ci3T Leadership Team with ideas. Does anyone have any questions or final comments or questions before we clean up?

Okay, please be sure you put all the materials you made in your school folder. Let’s recycle all our paper scraps, and return all the glue, scissors, and supplies here. As soon as we are all straightened up we will have our final ticket drawing!*Do drawing.*Please take one final look around your area and make sure it’s clean, then you may go find your parent and have a great evening! Thanks, everyone! | * Folders with school’s names
* Reinforcers
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