



## Setting Expectations Lesson Plan Exemplar: Classroom Expectations at Lincoln Elementary

### Reference:

Lane, K. L., Oakes, W. P., Buckman, M. M., Pérez-Clark, P., & Allen, G. E. (2020). Setting expectations lesson plan exemplar: Classroom expectations at Lincoln Elementary. Available on [ci3t.org](https://ci3t.org)


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 CLASSROOM EXPECTATIONS AT LINCOLN ELEMENTARY
 

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**Objective:** Students will demonstrate the behavioral expectations of Be Respectful, Be Responsible, Give Best Effort in the classroom.

	<b>Lincoln Lion Pride Classroom Expectations</b>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Use kind words and actions</li> <li>• Control your tempter</li> <li>• Cooperate with others</li> <li>• Use an inside voice</li> <li>• Keep arm's length apart</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>• Be in assigned area on time</li> <li>• Bring your required materials</li> <li>• Turn in finished work</li> <li>• Exercise self-control</li> <li>• Wear your mask so it covers your nose and mouth</li> </ul>
<b>Give Best Effort</b>	<ul style="list-style-type: none"> <li>• Participate in class activities</li> <li>• Complete work with best effort</li> <li>• Ask for help politely</li> <li>• Wash hands or use hand sanitizer regularly</li> </ul>

### Tell

**1. Introduce the classroom expectations and ask questions about them, such as:**

- What are some things that happen in the classroom that cause problems for you and for others?
- How do you usually react in this situation?
- What are some good ways to act in order to keep these things from happening?

**2. Define the behaviors and discuss the key terms.**

- Be Respectful



- Follow directions
- Use kind words and actions
- Control your tempter
- Cooperate with others
- Use an inside voice
- Keep arm's length apart
- Be Responsible
  - Be in assigned area on time
  - Bring your required materials
  - Turn in finished work
  - Exercise self-control
  - Wear your mask so it covers your nose and mouth
- Give Best Effort
  - Participate in class activities
  - Complete work with best effort
  - Ask for help politely
  - Wash hands or use hand sanitizer regularly

### **3. Discuss why these behaviors are important.**

These expectations will help...

- Make our classroom a positive place
- Help us to learn
- Help us be good friends and citizens
- Help keep us and our families safe

### **Show**

If possible, teach this lesson in the classroom. Model examples of the expected behaviors in the classroom. You may also want to show non-examples, if appropriate for your students' age and ability.

### **Examples show student what TO DO:**

- Saying "excuse me" and "thank you" when interacting with peers
- Submitting homework by the due date
- Following procedures to respond to teacher questions (e.g., call and response, raising hand, think-pair-share)



- Show examples of how to exercise self-control and solve conflicts with peers
- Show how to follow safety procedures (wearing a mask so it covers nose and mouth, washing hands, maintaining arm's length apart)
- Show examples of routines/procedures/directions likely to be given in the classroom. Connect routines/procedures (e.g., how to move from space to space in the classroom, procedures for responding to questions [e.g., call and response, raising hand, think-pair-share], procedures for handling of materials) to school-wide expectations such as being respectful (by following directions), being responsible (being prepared and using materials appropriately), and giving best effort (by participating in class activities).
- Make connections to similar behaviors students are expected to do in other settings.

**Non-examples show students what NOT TO DO.**

Model student behaviors that would not meet setting expectations and provide instruction on how to correct common mistakes. For example:

- Show examples of incorrect procedures for participating in class (e.g., shouting out); then, re-iterate correct procedure for participating (e.g., call and response, raising hand, think-pair-share)
- Show what it looks like when safety procedures are not followed (e.g., mask worn so nose is exposed); then, re-iterate how to follow safety procedures and how peers can encourage each other to follow procedures
- Show what it looks like when work is completed in a manner not reflecting best effort (e.g., no name, skipping questions); then, re-iterate how to complete work with best effort and how to ask for help when needed

**Situations (examples provided; add situations you anticipate coming up in your classroom)**

- The teacher gives the students directions to put up supplies and line up. What should you do? [model correct response]
- A student is not following safety procedures. They are wearing their mask under their chin. What should you do? [model correct response]
- The teacher is leading a whole group reading activity and asks a question using the cue for the class to provide a choral response (e.g., “one...two...three...show me!” using response cards). What should you do? [model correct response]
- The teacher is leading a whole group reading activity and asks a question using the cue for individual responses (e.g., “Please raise your hand if you can tell me who the main character was?”). What should you do? [model correct response]

- You are having a disagreement with a peer about who gets to use the computer. What should you do? [model correct response]

## Do

### Ask the students to:

- State the behavioral expectations.
- Tell why the expectations are important.
- Think of ways to help them remember the expectations when they are in the classroom.

## Follow through and practice

### 1. Generate and role-play situations

- Role-play several of the situations that have or may occur and what students can do to demonstrate the expected behaviors in the situation. If age and ability appropriate, students could also role-play non-examples of responses and compare the two.
- Teachers may supply situation examples or allow students to generate the situations.

### 2. Use incidental teaching

- Whenever incidences occur and a situation arises in the classroom, use that situation to review the skills the students have learned in this lesson. Keep the language consistent with how it was initially taught.

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