

Challenger Elementary and Preschool - PBIS

Lesson Plan: **Special Events Procedures**

Expectations: **Special Events Procedures**

Be Respectful	Be Responsible	Be Safe	Build Relationships
<ol style="list-style-type: none"><li>1. Follow Challenger "5".</li><li>2. Raise your hand to be recognized</li><li>3. Listen while others are speaking.</li></ol>	<ol style="list-style-type: none"><li>1. Enter and exit at a level 1 voice.</li></ol>	<ol style="list-style-type: none"><li>1. Enter and exit in orderly fashion.</li><li>2. Be in control of your body and words.</li></ol>	<ol style="list-style-type: none"><li>1. Respect other's personal space.</li></ol>

Step 1: Introduce **Special Events Procedures**

Objective: By the end of the lesson students will be able to follow school-wide PBIS **Special Events Procedures**.

"Today, we are going to learn about always being respectful, responsible, safe and build relationships. Being respectful always means being polite and cooperative. Being responsible means being dependable and trustworthy. Be safe always means being free from harm. Building relationships means trust, respect, taking responsibility for own actions, and open communication."

Step 2: Teach and Inform

Teacher takes the students into the **Special Events area** with a piece of chart paper, tape and pen or it can be done in the classroom as well.

- Students brainstorm (whole group) ideas of what **Special Events Procedures** look and sound like.
- Write examples on the paper.
- Teacher highlights examples of behavior staff will be looking for at all times during the school day.
- Discuss what appropriate **Special Events behavior** looks and sounds like.

Looks Like	Sounds Like
<ul style="list-style-type: none"> <li>• Raise your hand to be recognized.</li> <li>• Listen while others are speaking.</li> <li>• Enter and exit in an orderly fashion.</li> <li>• Be in control of your body and words.</li> <li>• Respect other's personal space.</li> </ul>	<ul style="list-style-type: none"> <li>• Students using appropriate voice level.</li> <li>• Follow Challenger "5".</li> </ul>

### Step 3: Model and Practice

Teachers provide practice of the **Special Events Procedures** in the classroom.

- Teachers and students should model: appropriate **Special Events** voice level, follow Challenger "5", raise your hand to be recognized, listen while others are speaking, enter and exit in an orderly fashion, be in control of your body and words, and respect other's personal space.

Students practice **Special Events Procedures** with teacher giving immediate feedback and praise.

### Step 4: Activities and Assessment

The following follow-up activities can be small, individual or whole group work.

- Four or five students model **Special Events Procedures** while others give feedback on their behavior.
- Leave the chart paper up on the wall with the brainstorm ideas.
- Draw a picture, with caption, of appropriate **Special Events behavior**.
- Write a script to be used to inform a new student of appropriate **Special Events behavior**.

### Step 5: Monitoring and Feedback

Remind students to be respectful, responsible, safe, build relationships, and follow **Special Events Procedures**.

- Praise students who are being respectful, responsible, safe, building relationships, and following **Special Events Procedures**.

If a student's behavior is other than expected, staff should:

- Draw the student aside quietly.
- State the procedure that needs reinforcement.
- Ask the student to demonstrate or restate expected behavior.
- Give the student immediate positive feedback.