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| **Lesson Objective** |
| * Explicitly teach students how to **INSERT EXPECTATION**, **INSERT EXPECTATION**, and **INSERT EXPECTATION** in **SETTING NAME**.
* Allow students to practice demonstrating the school-wide rules for a specific setting in the actual setting.
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| **Expectations and Rules At-a-Glance** | **Negative Examples** |
| **Expectation**1. Rule 1
2. Rule 2
3. Rule 3

**Expectation**1. Rule 4
2. Rule 5
3. Rule 6

**Expectation**1. Rule 7
2. Rule 8
3. Rule 9
 | 1. Negative Example 1
2. Negative Example 2
3. Negative Example 3
4. Negative Example 4
5. Negative Example 5
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| **Directions for Teaching Expectations and Rules** |
| **Directions:**1. Take students to specific setting for the teaching and practicing of the expectations.
2. Request the attention of all students.
3. Introduce expectation, then each rule for the expectation.
4. Demonstrate negative examples of the expectation/rules.
5. Ask students to specifically identify which rules were not followed. Praise correct responses.
6. Teacher demonstrates rules.
7. Students take turns demonstrating the rules for other students.
8. Repeat steps 3-7 for the other expectations.
9. Perform all demonstrations in an exaggerated, funny manner to promote retention.
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| **Sample Script for Teaching and Practicing *(I Do, We Do)*** |
| **Introduce expectation, then each rule for the expectation:***“Class, the first expectation for the bathroom is* ***Be Responsible****. There are 3 rules that are good examples of being responsible. They are to* ***wash your hands, flush the toilet, and dispose of paper products appropriately****.”***Teacher demonstrates expectation/rules:***“Okay, here I am pretending to go to the bathroom. Now I’m finished and going to flush the toilet* (flush the toilet). *Now, I’m going to go to the sink, get some soap, and wash my hands* (wash hands). *Finally, I’m going to dry my hands with the paper towel, and then throw it away in the trash can* (dry hands with actual paper towel, and then throw away).**Trauma-Informed**  Teacher will demonstrate and explain to students that following the expectation is safe for them and other students both physically (keeping the area clean and free from trash) and socially (respecting other people's privacy) in the setting. The expectation rules are clearly demonstrated and explained to provide transparency to students on what is expected. Teacher will explain how the behavior expectation builds positive relationships with peers and staff, demonstrates the expected behavior for other students. **Demonstrate negative examples of the expectation/rules:**Teacher demonstrates negative example by taking the role of the student. Have a student play the role of the teacher. Other participants may need to be the class. While in the bathroom the teacher (pretending to be a student) pretends to finish using the restroom without flushing the toilet, just turns on and off the faucet (without using soap to wash hands), grabs a paper towel and misses the trash can when throwing away. Instead of picking it up, the student leaves it on the floor and returns to class.**Ask students to specifically identify which rules were not followed.***“Class, which rules did the student not follow?”* Student responds with “Wash hands.” *“That is right! Let’s practice what the student should have done instead.”***Students take turns demonstrating the rules for other students:**Select students, one at a time or in small groups, to play the role of the student in repeating the demonstration. |

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| **Wrap-Up and Follow-up *(You Do)*** |
| * Tell students that you and all the other teachers will be watching to make sure they are **INSERT EXPECTATION**, **INSERT EXPECTATION**, and **INSERT EXPECTATION** in **SETTING NAME**.
* Remind students that you will be looking for them to demonstrate these specific rules throughout the day, and students who demonstrate these expectations and rules may be acknowledged by school staff and even given a **INSERT NAME OF SCHOOL ACKNOWLEDGEMENT/TICKET.**
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