**Atlantic West Elementary**

**Expectation Lesson Plan**

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| **Expectation 1: Self-Control**  |

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| Definition |
| Being able to control oneself behavior, emotions, and impulses in all situations. Showing perseverance and commitment to achieve goals.  |
| Rationale for having the Expectation |
| When we display self-control, we get along better with others and can focus on achieving our goals.  |
| Positive Examples: “Looks Like” | Non-examples |
| EXAMPLE: Wiping down the table after eating | Leaving garbage on the table |
| Keeping hands, feet and objects to yourself | Touching or hurting others |
| Think before you act | Being impulsive |
| Following adult direction the first time | Deliberately not following directions |
| Resources used to teach this Lesson Plan (2-3 resources with specific websites, curriculum, programs, etc.): |
| Broward Prevention- Character Trait Education (Self Control) Video on Self Control, Reality Lane: <http://www.browardprevention.org/instructional-strategies/character/video-gallery-2/>Self Control Activities: <http://www.browardprevention.org/wp-content/uploads/2014/01/Self-Control-March-Character-Newsletter-for-2012.pdf> |
| Specific steps of Lesson Plan (3-5 sentences. Include lesson format, activities, and detailsto replicate): |
| Students will break into teams and create a skit to model examples and non-examples of self-control. Each team will then introduce their skit to the whole classroom. Exceptional skits will may be performed on the morning announcements. Students will participate in Classroom Meetings to discuss and model self-control, even when it delays gratification. Write "STOP, THINK, CONSIDER CHOICES, EVALUATE, ACT" on the board. Teach students the following: "When you get mad, STOP. Don't act yet. THINK. What CHOICES do I have? EVALUATE the choices. Then you can ACT." Give students this example: “Another student puts you down. How can you use this technique? Stop and think: I could put him down or I could walk away. If I put him down, I could get into trouble. If I walk away, I could stay out of trouble. What do I want? Act on it.” When problems occur in the classroom, encourage students to problem solve using this process. |
| Lesson Plan Dates & Times (also document in teacher lesson plans AND master calendar - minimum of 4 dates) |
| 1. 1st Quarter: Frist Week of School August 22-26, 20162. 2nd Quarter: October 24-28, 20163. 3rd Quarter: January 9-13, 20174. 4th Quarter: April 17-21, 2017 |
| Who is responsible for teaching the Lesson Plan?  |
| Classroom Teachers  |

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| **Expectation 2: On Task** |

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| Definition |
| Concentrating or focusing on what is to be done |
| Rationale for having the Expectation |
| When we show on-task behavior, we means that students are engaged in the learning activity. |
| Positive Examples: “Looks Like” | Non-examples |
| EXAMPLE: Wiping down the table after eating | Leaving garbage on the table |
| (SLANT) **S**it up | Slouching  |
| **L**isten Actively | Not Taking Out Materials |
| **A**sk and Answer Questions | Incomplete tasks |
| **N**od Your Head | Lack of engagement |
| **T**rack or Make Eye Contact with the Teacher | Disrupting peers from working |
| Resources used to teach this Lesson Plan (specific websites, curriculum, programs, etc.): |
| Broward Prevention: Character Trait Education- (See responsibility, cooperation, citizenship) Videos, Reality Lane: <http://www.browardprevention.org/instructional-strategies/character/video-gallery-2/>Teach Like a Champion (video) <http://thecornerstoneforteachers.com/free-resources/behavior-management/off-task> |
| Specific steps of Lesson Plan (Include lesson format, activities, and details to replicate): |
| * Allow students to have several opportunities to work independently or in a group on a task.
* Students will participate in Classroom Meetings to discuss and model showing on-task behavior.
* Review CHAMPS for each activity and transition.
* Implement an incentive or reward system.
* Model “I” Statements
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| Lesson Plan Dates & Times (also document in teacher lesson plans AND master calendar - minimum of 4 dates) |
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| **Expectation 3: Acceptance**  |

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| Definition |
| Acceptance of other people, their ideas, and their unique needs; Recognizing and tolerating a process or condition (often a negative or uncomfortable situation) without attempting to change it or protest. Having patience and kindness in doing so. Accepting individual differences. |
| Rationale for having the Expectation |
| Our school, our community, and the whole world have a diverse population. Acceptance creates a decrease in conflict and an increase in tolerance and kindness. Acceptance of people’s differences allows us to celebrate each person’s uniqueness. It also teaches us to help one another and everyone needs some type of help at some point in their lives. |
| Positive Examples: “Looks Like” | Non-examples |
| EXAMPLE: Wiping down the table after eating | Leaving garbage on the table |
| Helping others when needed | Bullying others |
| Including others in conversation and/or activities  | Excluding others |
| Using kind words | Putting others down or calling names |
| Resources used to teach this Lesson Plan (specific websites, curriculum, programs, etc.): |
| Broward Prevention- Character Trait Education (Tolerance, Kindness, Courtesy, compassion)<http://www.browardprevention.org/instructional-strategies/character/video-gallery-2/> Activities and follow-up Discussion: (Tolerance): <http://www.browardprevention.org/wp-content/uploads/2014/01/Tolerance-April-May-2012-Newsletter.pdf>(Kindness): <http://www.browardprevention.org/wp-content/uploads/2014/01/Kindness-December-Newsletter-2011.pdf>Using “I” Statements during conflict resolution Inclusive school week, Mentoring program |
| Specific steps of Lesson Plan (Include lesson format, activities, and details to replicate): |
| * Teacher and student will discuss the meaning of being accepting of others. Come up with a definition
* Students can verbally give examples and non-examples of being accepting to others. Share stories of how they have been accepting of others.

Grades K-2: Students will draw pictures representing acceptance Grades 3-5: Students will create social stories demonstrating acceptance\*All Classes will make a poster listing ways they can show acceptance, be a helper, and be kind. Cultural Awareness Night Model “I” Statements |
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| Classroom Teachers |

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| **Expectation 4: Be Respectful to yourself and others**  |

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| Definition |
| Being thoughtful of the consequences of your actions (prior to displaying them), so to be kind and considerate of others and of yourself. |
| Rationale for having the Expectation |
| Our school has a very diverse population. When we respect others, we get along better and can focus on learning instead of creating inter-personal conflict. When we respect ourselves, we give our best and get the best from others. |
| Positive Examples: “Looks Like” | Non-examples |
| EXAMPLE: Wiping down the table after eating | Leaving garbage on the table |
| Speaking in pleasant tone and CHAMPS voice level | Speaking  |
| Following adult direction the first time | Not following directions |
| Doing your best in your school work | Not putting effort into your learning  |
| Resources used to teach this Lesson Plan (specific websites, curriculum, programs, etc.): |
| Character Trait Education Video, Reality Lane: <http://www.browardprevention.org/instructional-strategies/character/video-gallery-2/>Activities (Respect) <http://www.browardprevention.org/wp-content/uploads/2014/01/Respect-January-Character-Newsletter-2011.pdf>Using “I” Statements during conflict resolution |
| Specific steps of Lesson Plan (Include lesson format, activities, and details to replicate): |
| Teacher and student will discuss the meaning of being respectful. Come up with a definition (example: being thoughtful of the consequences of your actions (prior to displaying them), so to be kind and considerate of others and of yourself) Students will give verbal examples and non-examples of showing respect to yourself and others. Students will break into teams and create posters that encourage positive examples of being respectful. Each team will then introduce their poster to the whole classroom. Posters will be displayed on classroom door.Follow up: Students will participate in Classroom Meetings to discuss and model showing respect, even under difficult situations. |
| Lesson Plan Dates & Times (also document in teacher lesson plans AND master calendar - minimum of 4 dates) |
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| Who is responsible for teaching the Lesson Plan?  |
| Classroom Teachers |