

Elementary School-Wide PBS Lesson Plans

Expectation from our Matrix:
Week of Implementation:
Specific Skill: <u>I Can Manage Personal and School Property</u>
<p>Skill Steps/Learning Targets – This means I will:</p> <ul style="list-style-type: none"> • Use and touch only your personal belongings • Ask permission before using belongings of others/ Ask to borrow • Use item carefully and return item as found • Follow guidelines for managing school property
Context: All Settings
<u>TEACHING= Tell+ Show+ Practice+ Feedback+ Re-teach</u>
<p>TELL (this should be a BRIEF opener to the lesson, the lesson emphasis should be on student guided practice) This component provides an introduction to what the skill is, rationale for why we need it, and a brief discussion of what are the skill steps.</p> <p>What is the skill? Choose 1 of the following to introduce the skill.</p> <ul style="list-style-type: none"> • State the skill: This week we are going to focus on the skill of managing personal and school property. • Quote: “How we treat the things around us tells us a lot about who we are.” • Data from school survey, SWIS, MSIP, etc. • Read a piece of literature, picture book, social story, fiction, an excerpt from a novel or an article: • Activity: 1. Have students make a list of items at school that are precious to them, entitled “School Items That Are Precious to Me”. 2. Have students complete a T-chart with these two titles: 1)My Personal Property at School and 2) School Property. Have students make for both categories. <p><u>Rationale</u> - why would a student need to know this skill? In what school settings would a student need this skill? Also make connections to life beyond school, i.e., the workplace, home, higher education, etc.</p> <ul style="list-style-type: none"> • Discussion: Why do we need to manage our personal property and school property? <p><u>Discuss Skill Steps</u> –using the list of skill steps above, quickly review the behavioral expectation for appropriately managing personal and school property.</p> <ul style="list-style-type: none"> • Managing Personal and School Property means we: 1. Use and touch only your personal belongings, 2.ask permission before using belongings of others/ask to borrow, 3. use item carefully and return item as found and 4.Follow guidelines for managing school property

SHOW**Teacher Model: both examples and non-examples**

Example	Almost There TEACHER ONLY	Non-Example TEACHER ONLY
<ul style="list-style-type: none"> • Use and touch only your personal belongings • Ask permission before using belongings of others/ Ask to borrow • Use item carefully and return item as found • Follow guidelines for managing school property 	<ul style="list-style-type: none"> • Occasionally touches belongings of others • Touching first and then asking permission • Using items roughly and then returning slightly damaged • Forgetting to say please & thank you 	<ul style="list-style-type: none"> • Grabbing at the belongings of others • Taking without asking, or demanding items • Keeping the item or returning with broken or missing parts • Ignoring school guidelines for use of materials/equipment • Leaving lockers unlocked.

Scenarios

- **Read or act out the scenarios below and have students identify whether the behaviors are examples, “almost there” or non-examples.**
- **Whenever possible teachers can/should make a connection to other curricular areas such as ties to a character from literature, current events, famous quotations, or to a content area.**
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GUIDED PRACTICE Optimally practice would occur in the setting(s) in which the problem behaviors are displayed. The guided practice component of the lesson is a pivotal part of every lesson to ensure that students can accurately and appropriately demonstrate the skill steps (Lewis & Sugai, 1998).

Where can ideas for role play /guided practice come from?

- **During your introductory discussions your students may have shared specific examples or non-examples and those would be excellent for use as role play situations and extension activities throughout the week. These examples can be written out on chart paper for later use.**
- **Pass out 3X5 index cards after the introduction of the skill and give students a moment to write down examples or non-examples they have experienced at school, home in the neighborhood, or at work. Young children can draw it! This option allows for anonymity. Save non-school examples primarily for discussion and use school based examples for role-play.**
- **In the case of non-examples, have students problem solve appropriate behaviors that could have been done/used instead and then have them role play these replacement examples. Students NEVER ROLE PLAY NON-EXAMPLES! If a non-example needs to be demonstrated it is ONLY demonstrated by TEACHERS/Adults.**
- **Give all students a task or job to do during ROLE PLAY! Some students will be actors, others can be given the task of looking for specific skill steps and giving feedback on whether the step was demonstrated.**
- **Sample role play scenarios: Type in 3-5 typical school based scenarios here.**

FEEDBACK – Teachers can ensure that students have the opportunity to reflect on performance of social skills by providing frequent **positive feedback** that is both **contingent** and **specific** (re-stating of **skill steps/ learning targets**). Research clearly indicates that positive feedback of this nature increases future demonstrations of target social skills (Brophy, 1980).

Following are some examples of phrases to use during practice sessions and throughout the rest of the year to give students performance feedback.

What are some ways to get students to self-assess on their use of the social skill?

- Assign “look fors” during role play.
- Give students self-monitoring sheets with skill steps.
- Others:

How can teachers tie the school-wide feedback system to this social skill? Can teachers use a whole class contingency, individual feedback or other system to quickly but SYSTEMATICALLY give ALL students contingent, positive and specific performance feedback?

- Have charts for each period/hour and hold a friendly competition where teacher or directed student can tally.
- Use pre-made “admit one” tickets and hand to students displaying the skill, place in cans/tubs/bucket for specific period/hour and have random weekly drawings.
- Give school-wide tickets to students, they sign and put in a random drawing box at the main office, or “cash-in” for various prizes or privileges at the designated time and place.
- Others:
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RE-TEACH

Review and Practice Throughout the Week

Provide some examples of how teachers can re-visit this social skill throughout the week and in the coming months of the school year.

Additional Activities: Teachers will have the opportunity to **assess** student knowledge and in some cases use of the social skills steps **for learning** primarily through role play and demonstration (**performance**) or during discussions (**personal communications**). In some circumstances the teacher may opt to assess student knowledge and perception of personal use of the social skills through the use of written work (**extended response**) or in limited fashion through the use of quizzes (**selected response**). Ideas for possible curricular/content or extension activities are provided below.

Curricular or content connections or extensions can go here!

Additional Resources:

- To access United Streaming Videos, see your building Media Specialist. For a 30 day free trial, go to www.unitedstreaming.com and following directions.
- For more great lesson ideas, go to The Standards Site:
<http://www.standards.dfes.gov.uk/schemes2/ks1-2citizenship/cit09/>

- Copy and read the cartoon at <http://www.childline.org.uk/pdfs/TP2-PROPERTY.pdf>
Have students write a cartoon showing managing school and personal property.
- Have students create a list or poster of all the school property we are all responsible for managing in each setting of the school (playground, hallways, cafeteria, etc.)