

Elementary School-Wide PBS Lesson Plans

Expectation from our Matrix:
Week of Implementation:
Specific Skill: I Can Show Respect For Others
<p>Skill Steps/Learning Targets – This means I will:</p> <ul style="list-style-type: none"> • Keep hands, feet and objects to self • Listen attentively to the designated speaker (see lesson “I Can Listen Attentively” for skill steps) • Use appropriate volume and tone with my voice • Use kind words and positive body language
Context: All Settings
<i>TEACHING= Tell+ Show+ Practice+ Feedback+ Re-teach</i>
<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 one of the following to introduce the skill.</p> <ul style="list-style-type: none"> • State the skill: Today we are going to review the skill “I can show respect for others”. • Quote: “I am not concerned with your liking me or disliking me...All I ask is that you respect me as a human being.” Jackie Robinson • 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: 1. <i>Shubert’s Helpful Day</i> by Becky Bailey (K-3) When one of his classmates arrives at school upset and angry, Shubert and his friends help her to deal with her feelings in a positive manner. 2. <i>Oliver Button Is a Sissy</i> by Tomie dePaola (K-3) His classmates' taunts don't stop Oliver Button from doing what he likes best. 3. <i>Seven Spools of Thread</i> by Angela Shelf Medearis, (2-5) When they are given the seemingly impossible task of turning thread into gold, the seven Ashanti brothers put aside their differences, learn to get along, and embody principles of cooperation, respect, and kindness. • Activity: Create a <u>T-Chart</u> with two headings Non-examples and Examples of Respect by characters in the above mentioned books. If there are no respectful examples, ask class what examples of giving respect you have seen. <p>Rationale - 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: Showing respect is a lifelong skill. Just like the signs of respect we show at home, in the community and at jobs, signs of respect are necessary at school. • Students show respect numerous times throughout the day at school. Sometimes students show respect to help them communicate well and get the things they want and need. Sometimes students show respect to keep them out of trouble. Are there other reasons for being respectful? <p>Discuss Skill Steps –using the list of skill steps above, quickly review the behavioral expectation for appropriately showing respect to others.</p> <ul style="list-style-type: none"> • Showing Respect means we: 1) keep hands, feet and objects to self, 2) listen attentively to the designated speaker, 3) use appropriate volume and tone with my voice, and 4) use kind words and positive body language.

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

Example	Almost There TEACHER ONLY	Non-Example TEACHER ONLY
<ul style="list-style-type: none"> • Keep hands, feet and objects to self • Listen attentively to the designated speaker • Use appropriate volume and tone with my voice • Use kind words and positive body language 	<ul style="list-style-type: none"> • Sometimes touches others • Student does not give undivided attention • Student responds correctly with words but without appropriate tone, volume or body language 	<ul style="list-style-type: none"> • Students' hands or feet are purposefully playing or hurting with objects/others • Students are not listening, even after redirects • Student raises voice and uses rude tone • Student argues, complains, blames others, uses inappropriate language, rolls eyes or walks away • Student throws or uses objects inappropriately

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.**

Non-examples

- The teacher is teaching the math lesson and Alex is busy cleaning out his binder.
- Students are lining up to come in from recess. Ralph and Kierra start bumping each other. Then they start pushing and shoving each other into other students in line. It takes ten minutes to get the class calmed down and into the building. Because of the incident, the class can not get a drink because it is time for art.

Almost There examples:

- The class was leaving the assembly. While walking in the hall, the students were excitedly talking about the play. The teacher reminds the class that others are learning. “Voices are off in the hall, we can talk about the play when we get to class.” The class gets quiet and walks down the hall.
- Taurus is pestering Samantha by playing with the papers on her desk. Samantha asks him to stop and he doesn't so she loudly tells him to stop and he does.

Examples:

- Juan sits next to Joel at the cafeteria table. Joel moves his food and scoots closer to his buddy. Juan uses an “I message” When you move away from me, I feel mad and I'd like you to sit by me at lunch.” Joel apologizes and moves back to his spot.
- During Music class, the teacher calls on the first row to play the drums. The students in row 2 and 3 listen to the musicians and wait their turn because they know everyone always gets a turn. The teacher compliments the students by saying “Because you waited and listened to the first row play the drums, we will have enough time to sing your favorite song before we leave today.”

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:

1. Read the scenarios from **Oliver Button is a Sissy** where the older boys were playing catch with his shoes and the girls told the boys to leave Oliver's shoes alone. Role play solutions that would show respect.
2. The teacher asks Sam to move to the safe seat because he is drumming on the desk with his pencil and dancing in his seat while the teacher is talking. Instead of getting up and going to the safe seat, Sam yells out, "Jacob was doing it, too. You aren't sending him to the safe seat!"
3. The teacher asks Jonathan to move into the walk zone and he says, "Okay!" in a loud and angry tone.
4. The class has a substitute for the day. The substitute asks the class to line up for recess. Some students stand by their friends because they think the substitute doesn't know their line order. Students argue loudly about their places instead of getting in line order.
5. Use your SWIS data to choose examples that your school or class can improve.

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.

- "Thank you for showing respect for others by letting _____ sit next to you even though you wanted to sit beside your best friend."
- "Great job keeping your eyes on the teacher and not getting distracted by the student throwing paper. I appreciate your respectful actions."
- "Thank you for showing respect to the substitute even though he or she did things differently than your teacher."

- “Thank you for showing respect to the teacher by moving to the end of the line without arguing or complaining.”

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

- Assign “look fors” during role play.
- Write or draw how they showed respect for others during the school day or during specials, recess, and cafeteria (depending on the area your students need to focus on).
- Students report to teacher how they did in specials (do this with specialist or supervisor, then that person can affirm their self assessment)

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 where teacher or directed student can tally a “+” or “-“ for showing respect.
- Use pre-made tangibles and hand to students displaying the skill and place in cans/tubs/bucket for specific period/hour.
- Give school-wide tangibles 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 (if applicable to your school).

RE-TEACH

Review and Practice Throughout the Week

- Teacher can observe students for examples, almost there’s and non examples of showing respect for others throughout the week. Teacher can hold follow up discussion/have students categorize examples.
- Prior to beginning a lesson, teacher can review “listen attentively” behaviors
- Create a system for tracking respectful behaviors

Example	Almost There	Non-example	Do Instead

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:

- United Streaming Video-Respect: Give It, Get It (3-5)(17 minutes). See each video segment and use Teacher’s Guide p. 6-9 for discussion questions and p. 17 for a student chart for listing respectful behavior for friends, teachers, and parents.

- United Streaming Video -What is Respect? (K-2) (13 minutes) See video segments and use Teacher's Guide p. 6 & 7. Activity- Backline Master page 4 for Two Way Talk (demonstrate how to say sentences respectfully and disrespectfully)
- To access United Streaming Videos, see your building Media Specialist. For a 30 day free trial, go to www.unitedstreaming.com and following directions.