

BES Playground

Lesson Plan to Address Behavior on the Playground

Expectations and/or behaviors from our Matrix:

Routine/Setting	Expectations			
	<i>Respect Yourself</i>	<i>Respect Others</i>	<i>Respect Learning</i>	<i>Respect Environment</i>
Playground	<p>Run and play in designated areas.</p> <p>Demonstrate good sportsmanship.</p> <p>Drop and pick up lunchbox from the basket.</p>	<p>Choose an organized game that includes friends.</p> <p>Use kind words and actions.</p> <p>Run and play in designated areas.</p>	<p>Report to your class lineup spot at the beginning and end of recess.</p> <p>Follow adult directions at all times.</p> <p>Respond to the sound of the whistle immediately.</p>	<p>Use the playground equipment safely.</p> <p>Return recess items after use.</p> <p>Keep the playground clean.</p>

Context/Setting: The expected behaviors on the playground should be discussed with the classroom teacher but it is imperative that this lesson be taught to all students in the playground setting using teacher or student role modeling when necessary.

Begin the lesson at the Class Lineup Spot but feel free to move students to various locations to reinforce behaviors and expectations.

TEACHING = Tell + Show + Practice + Feedback + Re-teach

TELL (This component provides *what* and *why*.) Engage students in this brief opener.

SAY: "Today we are going to talk about how to respect yourself, others, learning, and the environment on the playground."

Use the BES Teaching Matrix above to discuss in detail the expected behaviors on the playground.

ASK: Why is it important to know these skills? In school? In other areas of life?

Discuss these questions with students in an age appropriate way. Except student responses and examples and offer additional answer supports when needed. Use the following explanations of the word RESPECT to help facilitate good discussions.

RESPECT is thinking and acting in a positive way about yourself, others, learning, and the school environment.

You might also think about RESPECT as thinking and acting in a way that shows others you care about their feelings and their well-being.

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MODEL (Teacher/students model(s) with examples and non-examples, concretely illustrating what the behavior looks like/ not look like) The following are examples to use but please illustrate any common behaviors related to the teaching matrix that students need models of.

Examples	Non-examples
<p>Choose a few students to demonstrate the following acceptable behaviors on the playground:</p> <ul style="list-style-type: none"> • Shaking hands and saying, “Great game! You were an awesome competitor/teammate” (Respect Yourself- good sportsmanship) • Choose a recess item from the rolling storage bin and ask another student, “Would you like to play?” (Respect Others- choose an organized game that includes friends) Then same student can place recess item correctly back in the rolling storage bin (Respect Environment- return recess items after use) • Find a piece of trash that is safe to pick up and put it in the large trashcan located by the pavilion (Respect Environment- keep playground clean) 	<p>Demonstrate examples of NOT following expectations on the playground:</p> <ul style="list-style-type: none"> • Running or climbing up the slide (Respect Environment-students should correct this negative behavior by stating or showing) • Recess whistle sounds/blows and students keep playing (Respect Learning- students should correct this negative behavior by stating or showing) • Playground monitors ONLY! Role-play tripping or shoving another teacher on duty while using unkind words (Respect Others- have students describe the correct behavior and then model appropriately for all students)

GUIDED PRACTICE (Student activities to practice the skills in the applicable context/setting (e.g., use role playing or other activities))

Practice RESPECT for Learning- Respond to the sound of the whistle immediately and Report to your class lineup spot at the beginning and end of recess.

- 1. Review/Teach the expectations for what to do on the sound of the whistle.**
 - 1st whistle = freeze
 - 2nd whistle = get off the equipment, hold items securing with two hands, and freeze again listening for teacher directions
 - 3rd whistle = get in line order silently at appropriate class lineup spot on the blacktop (A, B, C, D, E)
- 2. Practice: students should move around the area of the blacktop. Blow the whistle one time for all students to freeze. Then a second time giving the reminder that if they are on equipment they get down/off safely, or have recess items, must be held securely with two hands. The final whistle should sound so students can practice getting in line order silently and in the correct location.**
- 3. Have students practice as many times as needed. It would be a good idea to practice this each day until it becomes routine on the playground.**

Answer any questions at this time regarding the playground behaviors or expectations. You might **ASK: “Are there any questions you have about showing respect for self, others, learning and the environment on the playground?”**

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FEEDBACK (Provide frequent positive feedback that is contingent and specific, re-stating the expectations/rules).

It is expected that all playground monitors give out Bucky Bucks for positive playground behaviors. Please teach students to put Bucky Buck in his or her pocket until they enter the school building or classroom. Monitors may also want to distribute Bucky Bucks at the end of recess when students are in their class lineup spot- be sure to state the reason or behavior the student earned the Bucky Buck. Bucky Bucks are in the pouch hanging on the rolling storage bin, if needed.

RE-TEACH (teachers should use observation and other data sources to identify when it is necessary to re-teach expectations/rules)

Please actively monitor the playground and distribute Bucky Bucks for positive and appropriate RESPECT behavior.

Teachers, co-teaching teams, grade level teams, and/or vertical teams make connections to curriculum and/or extensions of learning. Please feel free to report consistent concerns or issues to the PBIS team so we can work on a solution.

Use pre-correction, reminding, prompting, signaling, effective responding, as well as the Playground Expectations Clip Board for review or re-teaching with any student- Especially before an office referral is issued!