

Assembly Lesson Plan \*

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| **Be Safe** | **Be Responsible** | **Be Respectful** |
| * Walk * Keep eyes forward * Keep hands and feet to yourself * Stay in your own space | * Stay with your class at all times * Follow instructions * Sit nicely | * Conversation level zero * Clap politely |
| Routine: Walk in a straight and quiet line, follow directions, wait patiently | | |

\* (Taken from the 3B’s Expectation Matrix)

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| **Step 1: Review and Recite the 3B’s** |
| Be Safe, Be Responsible, Be Respectful (chant/song/TPR) |
| **Step 2: Rationale** |
| To transition to and from the gym quickly and safe. To enjoy teach students how to be respectful to the performers and enjoy the assembly. |
| **Step 3: Introduce Rule** |
| Teacher Model (I do):   * Teacher says, “Be safe means to walk, keep eyes forward, keeps hands and feet to yourself and stay in your own space.” * Teacher models expected behavior * Teacher says, “Be responsible means to stay with your class at all times and follow instructions.” * Teacher models expected behavior * Teacher says, “Be respectful means to have a conversation level zero, clap politely and sit nicely.” * Teacher models expected behavior |
| **Step 4: Demonstrate Rule** |
| \* Students will *always* demonstrate the example and teachers *always* demonstrate the non-example.     |  |  |  | | --- | --- | --- | |  | *Example* | *Non-Example* | | Be Safe | Three students walk in and out of the gym with hands to self in a straight and quiet line. | Teacher looks the wrong way and bumps into student  Teacher runs, skips, etc. in gym | | Be Responsible | Student stays with their class and follows instructions | Teacher does not listen to instruction  Teacher does not sit properly | | Be Respectful | Students model sitting in the audience with voice level zero  Students clap at appropriate times | Teacher yells during performance  Teacher refuses to clap | |
| **Step 5: Student Practice and Feedback** |
| * Have students recite 3B’s and identify the expectations and practice * Teacher guides students through examples and non-examples (role-play, skit or icon) * Students practice meeting the expectations during the assembly * Teacher provides specific feedback, “Nice job clapping politely at the end of the performance!” |

\* Teacher may modify lessons to make it age appropriate





