

Assembly Lesson Plan \*

|  |  |  |
| --- | --- | --- |
| **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)

|  |
| --- |
| **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 zeroStudents 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





