

Dismissal Lesson Plan \*

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| **Be Safe** | **Be Responsible** | **Be Respectful** |
| * Keep hands and feet to yourself
* Stay in your own space
* Sit with your class
 | * Listen to instructions
* Stay with your teacher until given permission to leave
* Leave all items in your bag
* Carry your own bag and jacket.
 | * Conversation level two.
* Raise your hand if you need something.
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|   Routine: Walk, follow directions, wait patiently, stay in assigned area, students must stay with the person who picked them up or leave campus immediately. |

\* (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 provide a safe environment for arrival and dismissal procedures.  |
| **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 in the waiting room and listen for instructions.” (waiting for your name to be called)
* Teacher models expected behavior
* Teacher says, “Be respectful means to have a conversation level one, leave chairs in their place and clean up your own mess.”
* Teacher models expected behavior
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| **Step 4: Demonstrate Rule** |
|  \* Students or teachers will *always* demonstrate the example and teachers *always* demonstrate the non-example.

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|  | *Example* | *Non-Example* |
| Be Safe | Three students walk in and out of the waiting room with hands to self. | Teacher runs inside waiting roomTeacher does not keep hands to self  |
| Be Responsible | Student stays in the waiting room and listens for instruction | Teacher does not listen to instruction Teacher leaves the waiting room without permission  |
| Be Respectful | Students model talking quietly Student sits nicely | Teacher walks around and knocks over chair Teacher throws garbage on the floor and walks away  |

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| **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 in the waiting room
* Teacher provides specific feedback, “Nice job waiting and listening for instructions, you have earned a ticket !”

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\* Teacher may modify lessons to make it age appropriate