Lesson Plan for <u>Involved</u> in Cafeteria

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

- Keep the cafeteria and courtyard clean and neat during breakfast and lunch.
- All trash is put into the trash cans and lunch trays are neatly stacked
- Students walk in the cafeteria

Step 2: List a rationale for teaching the behavior (Why is it important?)

Questions: Why is it important to keep Cafeteria clean and neat? (write response on board)

Our rational

We need to keep our school clean and show our Panther PRIDE by taking responsibility for keeping the cafeteria neat and clean. This helps our cafeteria staff by allowing them to cook and prepare rather than clean-up your trash.

Step 3: Have students Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
 Throw away all your trash Clean-up the area around you before you leave Dump your trash and stack your tray If you spill wipe it up or ask for assistance to clean it up for larger spills 	 Not picking up your trash on the table or checking your area before you leave. Throwing your tray on the table without dumping it and/or stacking it properly Leaving spills behind No throwing of any food or objects

Step 4: Practice/Role Play Activities

Model expected behavior (I do):

Show video clip and have students individually write examples and non- examples of being positive and involved in the cafeteria.

Lead students through behavior (We do):

After clip students identify the examples of being involved in the cafeteria.

Then students describe what the cafeteria would look like if students didn't keep it neat and clean.

Test to ensure students understand behavior (You do):

Students complete a sketch or drawing of the Involved Cafeteria

Step 5: Provide opportunities for practice

- We will be reminding and stressing during the 1
- First few days show students during their lunches

Adapted from: Langland, S., Lewis-Palmer, T., & Sugai, G. (1998) T/TAC William & Mary workshop