

Title: Expected and Unexpected Behaviors

By: Stephanie Buzzell

Audience: Third Grade

Time: 30 Minutes

Big Ideas/Essential Questions:

What are expected and unexpected behaviors?

Why is it important to recognize the difference between expected and unexpected behaviors?

How do expected or unexpected behaviors correlate the Zones Regulating system?

Objectives:

Students will be able to recall and recognize expected and unexpected behaviors in themselves or others to help prepare them for learning.

Students will be able to recognize where unexpected and expected behaviors would happen with in the ZONES of Regulation.

Standards:

(Our district is becoming more of a trauma informed district - teaching teachers, parents, and students how to deal with trauma effectively. This lesson would fall into that education. )

SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Preps and Materials:

- Chart Paper
- Variety of Markers
- Gathering Place for all students to sit (i.e. carpet spot, or desks in a shape that encourages discussion)
- Tape or adhesive to hang chart paper on wall

Activities/Tasks/Procedures:

10 Minutes:

- Students will meet at the carpet, or meeting spot, where they will face teacher's chair and chart paper displayed.
- Teacher will start lesson by having a discussion with students about how it feels to make good decisions, what it feels like when they make poor decisions and how they know the difference.
- Teacher will work around class allowing many students the opportunity to answer.
- After many students have answered both questions, the teacher will explain the activity.
- He/she will ask the students to explain what the words expected and unexpected mean. If needed the teacher will provide clarification so that students have a clear understanding about the difference. Between the two words.

10 minutes:

- The teacher will then move into a brainstorming session where students will think of behaviors they see at school that could fit into one of the two categories - Expected and Unexpected.
  - The Teacher can display this however is best for their classroom, but it should be displayed in the room when finished.

10 Minutes:

- After the teacher feels like there is a sufficient amount of examples, the teacher can take the lesson one step further.
  - Within his section, students will need minimal understanding of the Zones Regulating system.
- The students will look at the brainstormed behaviors and decide where in the zones colors they would fall. The students can also discuss why this is important to recognize.
- At the end of the lesson teacher will display behaviors in the classroom for students to reference.

Resources:

Mrs. Heshergott - Counselor:

<https://heshergott.weebly.com/the-zones-of-regulation.html>

The Zones of Regulation

<http://www.zonesofregulation.com/index.html>