*Title* Positive Behavior Lesson, Diane M. Peters

*Audience* Fifth grade

*Time duration* 4-5 sessions, 45-minute sessions

*Big Idea(s)/Essential* What does it look like, sound like, and feel like to be a role model? Why is it important to be a role model?

*Question(s)*

*Objectives(s)* Demonstrate understanding of schoolwide expectations for student behavior as required by the school’s PBIS leadership.

*Props & Materials* notebook paper or newsprint, poster board, markers, i-Pads, printer, student handbook

*Activities/Tasks/Procedures* Students form small heterogenous groups, 4-5 students per group.

Teacher assigns each group a page from the student handbook regarding expected behaviors by area in the school. These include cafeteria, hallway, recess, restrooms, classroom, library, front office, and bus. Each group is only responsible for learning about one area. After the group reads and reviews the expectations for their area, their task is to plan and prepare a presentation to teach the expectations to a lower grade level classroom.

Their presentation must relay the information in an engaging way, including visual representation, oral presentation, and technology. For example, the group teaching about library behavior may decide to use the i-Pad to photograph students demonstrating the desired behaviors such as quietly reading at a table, waiting in line to check out books, and using shelf-markers. They can then print the photos and affix them to a poster or create a slide show on the i-Pad. They could make a video rather than take photos. They could use the i-Pad to record a song.

Once the presentation is planned, prepared, and practiced, groups will rotate through classrooms to give their presentation. The classrooms they visit will then rate their presentation and this feedback will be given to the group to process and discuss. Having to rate a presentation is also intended to help create a reason for the audience to pay attention. Prior to presenting, as a whole class, the fifth-grade students should determine what they want to be rated on using a 1-5 scale and decide what each number represents, resulting in a class created rubric. This might include statements such as: the information was easy to understand, every member participated, the visual related to the topic, etc.

*Any Special Reminders* The rubric needs to be accessible in terms of language and age-appropriateness for lower grades. Teacher may need to help groups delegate tasks, drawing on strengths of students in the group and paying special attention to the role of under-achievers, encouraging them to be leaders in the group or experts. Maybe they will be the only students allowed to use the technology, so that they know they have an important role that nobody else in the group can fill.