**Example Elementary Cafeteria Procedures Lesson Plan**

(Initial Teaching for Acquisition)

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| **Expectation** | | Cafeteria Procedures |
| **Specific Rule and/or Procedure**  List expected behavior and steps to complete. | | At all times:  •   Respond to quiet signal  •   Listen to speaker and follow directions given  While entering, getting food, and being seated:  •   Walk in designated areas  •   Smile and greet servers  •   Say please and thank you  •   Get utensils, napkins, and all items needed before moving to your designated seating area  While eating:  •   Make friendly table talk  •   Use an indoor voice  •   Eat politely and quietly  •   Report spills to an adult  •   Raise your hand if you need assistance  While cleaning up and exiting:  •   Clean up after yourself  •   Ask permission before getting up  •   Stay seated until dismissed  •   Walk |
| **Context**  Identify the locations(s) where behavior is expected. | | Cafeteria |
| **Teaching All Students** | | |
| **Tell**  Introduce the behavior and why it is important. | | * “Today we are going to learn the cafeteria procedures that describe how all students and staff responsibly, respectfully, and safely behave during the lunch period in the cafeteria so that everyone has sufficient time to eat in a clean and welcoming environment.”   • “There will be steps to follow at all times while in the cafeteria, when entering the cafeteria, and either getting food or finding a seat, while eating lunch, and during cleanup and exiting the cafeteria.”  •   The teacher may choose to briefly brainstorm with students why it is important to have procedures for the cafeteria. |
| **Show**  Teacher demonstrates or models the behavior. Teacher models non-examples. | | •   Teacher first describes steps for each part of the procedure.  •   “At all times we must respond to the quiet signal and listen carefully to the announcement or directions being given.”  •   Teacher models examples and non-examples of following entering, eating, and exiting procedures and asks students to give performance feedback with thumbs up for expected behavior and thumbs down for unexpected behavior. |
| **Expectation** | | Cafeteria Procedures (cont.) |
| **Practice**  Give students opportunities to role-play the behavior across all relevant settings. | | •   Have students first role-play while in the classroom immediately after the Show portion of the lesson.  •   Teacher sets a time to practice cafeteria procedure in the cafeteria before lunchtime begins on the first day. If students are the youngest in the building (e.g., kindergarten or first grade), have older students available to first model and then assist in practice. |
| **Generalization** | **Pre-correct/Remind** *Anticipate and give students a reminder to perform behavior.* | •    Before leaving the classroom, teacher prompts students by saying, “Who can remind us of how we should enter the cafeteria and get our lunch?”  •   While students are waiting in the lunch line the teacher may say, “Remember to say please and thank you and to greet our cafeteria workers with a smile” or “Remember to get everything you need and walk to our designated table.”  •   When students are seated, “Remember to use your inside voice, use polite table manners, and clean up after yourself. Wait for permission to throw away trash and line up to leave the cafeteria.” |
| **Supervise**  *Move, scan, and interact*  *with students.* | * If students are the youngest in the building (e.g., kindergarten or first grade), have older students assist in cafeteria during the first week of school. * The teacher will assist all his/her students through the line and to the designated seating area before exiting the cafeteria. Teachers will provide prompts, positive specific feedback, and corrections as needed to any and all students during this time. |
| **Feedback**  *Observe student performance and give positive specific feedback to students.* | •   “Thank you for remembering to greet the cafeteria workers with a smile and for saying thank you; that is being respectful of others.”  • “Thank you for raising your hand and letting me know there was a spill under the table; that shows respect for our school building.” |
| **Reteach**  *Practice throughout the day.* | | •   Teachers can ask for feedback from cafeteria supervisors or janitors regarding student behaviors and cleanliness of cafeteria when their class exits. This serves as information about what the students might need to re-practice, as well as opportunities for the teacher to recognize students for following expected procedures and how this contributes to a safe and welcoming cafeteria environment.  •   Teachers should plan for whole class re-teaching sessions whenever a new student joins the class, whenever feedback from other adults indicates there is a need, or after vacations or extended breaks in the school year. |