

La Grange Elementary School
Lesson Plan for Playground Expectations
Created November 2005/ Revised February 2006

I. Introduction

1. Objective(s) for learning: The playground will be a safe environment where students and staff can actively move using good choices.

II. Tell Phase & Show Phase

1. Critical behaviors, behavioral expectations and/ or steps

C- Outside Voices, appropriate words and language
H- Find a teacher/adult
A- D.A.S.H (Doing Active Sports for Health)
M- Walking, Running, skipping, jumping, etc,
Keep hands and feet to yourself.
P- Everyone playing and socializing together
S- SPOTS- Remember Them!!

If you see inappropriate behavior, positively remind peers of appropriate behavior.

If you need assistance, find a teacher or other adult.

Let students know that teachers are also expected to follow the critical behaviors for the playground. Tell them that they will be shown how the behaviors are supposed to look. They will be going to the playground to practice the critical behaviors themselves.

III. Do Phase

1. Students need to be taken to the playground to practice these behaviors.
2.
 - a. Remind the students that champs behavior is expected. Refer to the C-H-A-M-P model in the Tell Phase. Go over each of these critical behaviors.
 - b. Provide rationale- tell the students that the area will be a safe and clean place where all people are treated with respect and students are expected to be moving at all times.
 - c. Critical Steps- have students model the steps in letter A of C-H-A-M-P; all staff will be responsible for modeling these behaviors.
 - d. Scenarios for Students to practice
 - *Have students practice playing appropriately on the playground.

*Have students practice transitioning appropriately to the playground.

Transitioning to the Playground

- * **Check the color on the Café La Grange Door:**
 - ***Red- stay inside**
 - * **Yellow- stay on blacktop**
 - * **Green- All Areas open**
- * **Walk out of Cafeteria and on sidewalk.**
- * **STOP at the end of the sidewalk.**
- * **Wait for teacher**
- * **Hang coats and lunchboxes on fence inside playground area.**

*Have students practice actively moving.

- * **Move safely around equipment and on the mulch**
- * **Use the equipment safely on playground**
 - **One person at a time on the slide**
 - **Climb up the stairs, slide feet first, get off when you get to the bottom.**

Field:

- **Play kickball**
- **Throw footballs**
- **Running**
- **Stay in front of baseball backdrop**
- **Stay on field, not in tress or weeds**
- **Stay away from cars**

Blacktop:

- **Play Basketball**
- **Play hopscotch/4 square**
- **Walk and Talk**
- **Yellow Gate is Off-Limits**
- **Windows and Bushes Off Limits!**

Transitioning From the Playground

Lining up;

- **Listen for teacher's signal to line-up**
- **Collect personal belongings**
- **Respond quickly by lining up**
- **Walk in line to the building staying on sidewalk in Champs manner (if entering the front door)**

- e. Students will receive praise and feedback from all staff. They will be given feedback in the form of verbal praise and through earning spots for their classroom leopard.
- f. Remind students frequently that if they see someone following the playground behaviors well to tell their teacher.
- g. Brainstorm, as a class, how our playground rules could apply to playing with friends at home, and how they apply to our Guidelines for Success.
- h. Have students write in journals approximately two weeks after the start of the program. Have them write about the procedures, if they think they work or not, if they see a difference in the way students play on the playground.

IV. Conclusion

Once the critical behaviors have been introduced, then as a class, summarize what they have just learned. Also review C-H-A-M-P with the students. This needs to be done at least once a week during the first month of the program.