## Playground

**Lesson Plan for Teaching School Wide Expectations in Specific Settings**

**Review of school-wide expectations:** An assembly will be held the first day of school to define and review the school-wide expectations. Engadine Staff will use the catch phrase, “SOARR” to assist in students recalling “safe”, “orderly”, “achievement”, “responsible”, and “respectful”. Students will also be expected to say the expectations aloud in their classrooms in an effort to make them memorable. Posters and other visuals will also be used to assist in the process.

**Instructional Location:** Playground

**Materials:** Right way/Wrong way signs (one for each child), whistle, timer, playground behavior signs, several adult volunteers, punch cards, hole punches

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**Behaviors that demonstrate school-wide expectation in the specific setting (e.g., listed on school-wide matrix)**

1. Stay within playground boundaries.
2. Keep hands and feet to yourself.
3. Take care of equipment/equipment usage.
4. Line up quickly when the bell rings.

**Items on Behavior Matrices not yet covered:** Walk to and from playground, play fair- follow rules of the game, include everyone, work to solve problems, ask to join game.

## Teaching Plan

**Rationale:** *(Say)* The playground is a place to have fun and let loose. So that everyone has a good time, we need to SOARR. Can anyone tell me what that means? *(Safe, orderly, achievement, responsible, respectful)*. Today we are going to learn some of the behaviors we expect to see on the playground. These behaviors will help us to make new friends, get exercise, and have fun during recess.

**Presentation**

**Behavior Expectations Being Taught**

1. Stay within playground boundaries.
2. Keep hands and feet to yourself.
3. Take care of equipment/equipment usage.
4. Line up quickly when the bell rings.
Today we are going to learn some of the ways you will behave on the playground. The first expectation is that you stay within the playground boundaries. Let’s form a line, and we will walk around the boundaries of the playground. (After finished walking)

What helps us know where we can and can’t go on the playground? The second expectation is to keep hands and feet to yourself. When we play games where we kick or hit other people, someone could get hurt. Our games should not include kicking or hitting. Thirdly, we expect you to use the playground equipment correctly. Let’s talk about each piece of equipment and how to use it.

### Playground Rules and Expectations

#### Swings
- Swing straight
- Walk in front of swings
- No under-dogs
- Sit with bottoms in swings
- Stay off the poles
- One person per swing

#### Slides
- One person on slide at a time
- Slide sitting down on bottom
- Hands to self while waiting in line
- Move away from slide once reaching bottom

#### Tunnels
- No standing or jumping from tops of tunnels
- Hands and feet and other body parts to self
- No writing on or inside of tunnels
- No pushing

#### Monkey Bars/Climbing Equipment
- One person across at a time
- No jumping off equipment
- No standing underneath people while using the bars
- Hands and feet to self

#### Balls
- Use balls for intended purpose (basketballs in the basketball courts)
- No throwing balls at other people
- No throwing balls on roof
- No bouncing balls or playing with equipment in the hallway
• *Equipment must be returned to designated areas*

Finally, we line up quickly when the bell rings. How many people think this class is fast? We are going to find out how fast you are. When I say go, spread out around the playground. When you hear the whistle, line up as quick as you can. I’m going to time you and tell you how long it took your class.

**Reinforcement:** Provide specific verbal praise to students during practice session. After completion of training, each student will get a punch on the card with the school-wide settings listed 1) hallway, 2) bathroom, 3) lunchroom, 4) bus, 5) playground, 6) Assembly, 7) classroom, 8) specials. When all settings have been trained, the card will be worth an extra recess at a predetermined time.

**Follow-up Plan:** Daily, for the first three weeks of school, support staff provide reminders about what the playground expectations are to the group of students as they come out on to the playground. Once the entire group has stood quietly and listened to the expectations, then the group will be released for recess. Students will be reinforced with Eagle Feathers for independently following expectations. A video may be created to show students as needed for reinforcement.