Crestwood Cafeteria Lesson Plan

|  |  |
| --- | --- |
| Expectation | Bus Procedures |
| Specific Behaviors and/or Procedures  List behavior and steps to complete | 1. Cooperate with cafeteria adults 2. Use kind words 3. Show good manners 4. Clean your area 5. Raise your hand for help 6. Wait to be dismissed 7. Eat your own food 8. Pay attention in line 9. Talk quietly to neighbors at your own table 10. Stay seated 11. Stand patiently in line 12. Walk quietly 13. Show integrity 14. Be honest 15. Get a cup and water only if you don’t get milk or juice |
| Context  *Identify the locations where behavior is expected* | Retrieving card  In line for lunch  Sitting at the table  Table dismissal  Waiting in line for teacher |
| Tell  *Introduce the behavior and why it is important* | “Today, we are going to talk about how we live the CREST in the cafeteria. These procedures are important because they keep everyone safe at lunch and makes lunchtime more pleasant for everyone.” |
| Show  *Teacher demonstrates or models the behavior. Teacher models non-examples* | 1. Demonstrate some non-examples of procedures.   -bunching up in front of card holder  -pushing and shoving in line  -running in cafeteria  -not saying “thank you” when receiving lunch  -sharing food  -yelling across table  -talking to other tables  -screaming  -juggling water bottles  -playing with food  -leaving trash behind   1. Demonstrate correct examples for |
| Practice  *Give students opportunities to role play the behaviors across all relevant settings* | Allow students to practice the routine of walking in line into the cafeteria, fetching cards in an orderly fashion and lining up at the kitchen. Students may walk through the kitchen (if doors are open), or simply from door-to-door and practice responses to kitchen staff: “please,” and “thank you,” (a responsible student could pose as one of the servers)  Students can practice finding a seat at their table and practice the proper voice level while talking to friends. They should also practice the routine of disposing of trash, and going to the “waiting area,” as they line up and wait for classroom teacher to arrive. |
| Pre-correct/Remind  *Anticipate and give students a reminder to perform behavior* | * During morning meetings, ask the students how they lived the CREST while in breakfast that morning. Prompt for specific examples of procedures. * Before lunch, remind students of expectations for the cafeteria. “Who can remind us of how we line up in the cafeteria, and how we sit and eat our lunch?” |
| Supervise  *Move, scan and interact with students* | *For cafeteria aides*: Use Crestwood procedures as a reminder for students in the morning, or when behavior necessitates reminders. Reinforce with Crest tickets, utilize silent table if necessary. |
| Feedback  *Observe student performance and give positive, specific feedback to students* | Some examples may include:  *For cafeteria aides:*   * “Thank you all for using level 1 voices today.” * “Everyone did a great job of keeping the table clean.”   *For classroom teacher:*   * “Everyone did an excellent job of walking quietly to lunch, enjoy your lunch and I will see you soon.” * “I like the way everyone is calmly waiting and at level 0 when I arrived.” |
| Reteach  *Practice throughout the day* | Teachers should plan for whole class re-teaching sessions after extended break. |