**Example Secondary Cafeteria Procedure 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. | | Be Responsible:   * Have money or lunch card ready * Keep account current * Place order quickly | Be Respectful:   * Wait patiently in line * Use food and silverware as intended * Put trash in bins * Clean up after self | Be Safe:   * Find a seat quickly and remain seated while eating |
| **Context**  Identify the locations(s) where behavior is expected. | | Cafeteria | | |
| **Teaching All Students** | | | | |
| **Orientation Plan**  For underclassmen and new students to the building. | | Schedule cafeteria visits and run-throughs as part of underclassman orientation procedures. Upperclassmen and staff can be stationed at pivotal spots and provide a 2-minute infomercial regarding the steps during each part of lunch.  •   All classes with underclassmen will be asked to conduct a mini lesson during the first day of class covering all cafeteria procedures and spending time the rest of the first week giving positive specific group feedback based on observational feedback.  •   Upperclassmen write and produce short videos that demonstrate cafeteria procedures. Viewing the video can be incorporated into underclassman orientation. | | |
| **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.” | | |
| **Show**  Teacher demonstrates or models the behavior. Teacher models non-examples. | | * The teacher can use the student-produced video in conjunction with describing the steps. * Upperclassmen can also be utilized to demonstrate procedures and to give pointers or answer questions (e.g., Which line takes the longest? Where are condiments and utensils located? etc.) | | |
| **Practice**  Give students opportunities to role-play the behavior across all relevant settings. | | * Have students check menus and review pricing and a map of cafeteria and various food areas prior to entering the cafeteria so they know what they want to purchase prior to entering. | | |
| **Generalization** | **Pre-correct/Remind** Anticipate and give students a reminder to perform behavior. | * Before lunch, supervisors remind students of the expected behavior. | | |
| **Supervise**  Move, scan, and interact  with students*.* | * Lunch supervisors move around the cafeteria, prompting student to follow expected behavior and giving them specific feedback when they do. | | |
| **Feedback**  Observe student performance and give positive specific feedback to students. | * “Thanks for moving through the line peacefully.” * “Thanks for keeping your voices at a good level.” * “Thanks for cleaning up your area. It makes the cafeteria pleasant for everyone.” | | |
| **Reteach**  Practice throughout the day. | | * Show the cafeteria video monthly to reteach the expected behavior. | | |