

## **Link Three: Walking in Line Lesson Plan**

**LESSON PLAN TOPIC:** Walking in Line Properly      **AUTHOR:** Jodie Tuttle

**GRADE:** 2                                      Integrated Discipline(s): Social Skills

**DISTRICT STANDARDS:** Readiness for Work, Citizenship

### **OBJECTIVES:**

- 1) Students will be able to orally give the 4 behaviors for walking in line properly.
- 2) Students will be able to identify why walking in the hall properly is important to promoting a positive learning environment in our school.
- 3) Student will perform 4 behaviors for walking in line properly in role play and real life situations.

### **MATERIALS:**

Visual of four behaviors for walking in line properly

### **PROCEDURES:**

#### **Anticipatory Set:**

Ask the students, “What would happen if there were no laws about how cars drive on the streets of our city?” Answers should include: lots of accidents, people getting hurt, schedules of drivers interrupted, property damage, etc. Explain to the students that although lives are not at stake as when we are driving a car, schools must have rules for how students move through the hallways. Today we are going to talk about what is expected of students in school when they are walking in line and why those rules are important follow.

### **ACTIVITIES:**

#### **Instructional Input/Modeling:**

Talk to the students about why we must have rules for walking in line in our school.

- 1) Students learn at school. We must walk through the halls so as not to disturb classrooms involved in learning.
- 2) By following rules, we can get to our classes and special scheduled times like lunch and recess in a timely manner.
- 3) Students need to be safe at school. By walking in an orderly manner, we can make sure accidents in the hall are less likely.

Show the visual “Four Behaviors for Walking in Line”

1) Hands and Feet to Self 

2) Walking Feet 

3) Resting Mouth 

4) Behind the Person in Front of You 

Model each behavior. Discuss why each is important. Illicit help from a fellow staff member or student volunteers to help.

**Guided Practice:** Have students observe role plays done by groups of students. Have one student in each group violating the rules. Students observing must pick out the violation. Students role playing then perform walking in line properly without the rule violation.

**Independent Practice:** Line the class up. As class is lining up have students tell 1 behavior for walking in line properly (Pre-correction). This serves as a reminder as students are preparing to practice walking in line. Walk around the school practicing walking in line properly.

## CLOSURE

Return to the classroom. Ask the students how they think they did in the hall. What did we do well? What do we need to work on?

Tell them we will be starting an incentive chain. For each time our class is in the hall with no behavior redirections OR a staff member comments on how well our class is behaving in the hall, we will add a link to a chain we will be starting from at the ceiling in our classroom. When the chain reaches the floor, we will earn 1 extra 15-minute recess. In addition, students who are redirected for line walking behavior more than once in a day we will be scheduled for a practice session during one of their scheduled recesses. Practice sessions are designed to re-teach the 4 behaviors for walking in line properly as failure to perform them causes the teacher to assume the student has forgotten the required behaviors.

Assign homework assignment: Students write and illustrate each of the four behaviors for walking in line properly. This is an assignment to be done at home or during any learning free time the student has during the school day.

## ASSESSMENT (formative and summative)

Students write and illustrate each of the four behaviors for walking in line properly.

Students will practice walking in line in role play situations in class.

Students will perform four behaviors for walking in line properly through out the school day.