

## Think Seat in Another Room (Buddy Room) Expectations Lesson Plan

Specific Skill: I know how to use the Think Seat in another classroom

Context: All Settings

This means I will:

- Recognize when I should go and/or go when asked by an adult in my school
- Walk safely
- Keep hands & feet to self and use a learner voice
- Think and plan how to be a learner
- Get teacher's attention appropriately when ready to return to the learning community

Teaching = Tell + Show + Practice + Feedback + Re-teach

### TELL (this should be a BRIEF opener to the lesson)

#### 1. Explain Desired Behavior

- Think Seat in Another Room Behavior: Students will walk in silently to another classroom, find assigned seat and begin working on reflection worksheet. Students will keep hands and feet to themselves. Students will engage with no one in the room. Student will complete the Think Sheet and return to class

| Be Safe   | Be Respectful (Appropriate Voice Level and Words)  | Be Responsible (Follow Directions)   |
|---|--|--|
| <ul style="list-style-type: none"> <li>▪ Leave classroom quietly</li> </ul> | <ul style="list-style-type: none"> <li>▪ Quietly enter the other classroom</li> <li>▪ Quietly go to the think seat and sit down</li> </ul> | <ul style="list-style-type: none"> <li>▪ Complete Think Sheet</li> <li>▪ Return to class</li> <li>▪ Join class if teacher is not available</li> <li>▪ Discuss behavior choices with teacher</li> </ul> |

#### 2. Explain why these expectations are important

- It is important to be respectful to your peers and adults in school. The buddy room is a place to think about your choices in class and to problem solve how you will behave when you return. Negative interactions in school interfere with your learning and the learning of others.

### SHOW

Explain what it looks like and sounds like:

| Looks Like   | Sounds Like   |
|--|---|
| <ul style="list-style-type: none"> <li>▪ Get pass (or think sheet as pass) from teacher</li> <li>▪ Take Think Sheet and go to other room</li> <li>▪ Sit down quietly with no eye contact with others</li> <li>▪ Fill out the form to the best of your ability</li> <li>▪ Return to class when form is completed</li> </ul> | <ul style="list-style-type: none"> <li>▪ Voice level 0</li> <li>▪ Pencil or pen writing on paper</li> </ul> |

## GUIDED PRACTICE

Teach how to fill out the Think Seat Sheet (only in Another Room)

1. Show students the example of how to fill out the Think Sheet.
2. Explain to students that the processing form is designed to help students reflect on their choices and to think about what it means to work hard, be safe, respectful and responsible in class.
3. In the first example, read the scenario and ask students to explain how this student used the Think Sheet to process different choices they can make to be successful in class. This student chose to be responsible by thinking about their choices, and was respectful to herself and the teacher by discussing the problem with the teacher when the student returned to the classroom.
  - a. Scenario: Tina was asked to go to another room during math because she had been given several warnings, was moved away from the group and still continued to disrupt the learning of others. When told to go to another room, she retrieved her Think Sheet, walked quietly out of the room and into the other room. She filled out her Think Sheet and went back to class when it was completed.
4. Read the 2<sup>nd</sup> scenario. Show students the 2<sup>nd</sup> Think Sheet (Incomplete sheet non-example). You can have a student model how not to enter the other room or use the scenario below. Use Think-Pair-Share to have student explain what expectations were not followed.
  - a. Non-example Scenario: McCayla was asked to go to another room during math because she had been given several warnings, was moved away from the group to her classroom Think Seat and still continued to disrupt the learning of others. When told to go to another room, she argued with the teacher. She finally took the Think Sheet and went to the other classroom. When she got there, she looked at kids she knew and laughed. She sat down and filled out the form by stating, "This is stupid," and "I won't be filling this out."
  - b. Explain McCayla will discuss this Think Sheet with her teacher when she returns to class. If the sheet is not completed as expected then the Think Sheet will be completed again. McCayla can redo the sheet in another classroom as expected or if she refuses the teacher will contact administration to escort McCayla to another classroom to complete.
5. Read the 3<sup>rd</sup> scenario and show the 3<sup>rd</sup> Think Sheet (completed accurately). Discuss why it is filled in correctly and make sure students understand that this is what is expected so that the problem can be solved.
  - a. Scenario: Michael was asked to go to another room during music because he had been given several warnings for talking with others during a performance practice. When told to go to the other room, he retrieved his Think Sheet, walked quietly out of the room and into the buddy room. He filled out his Think Sheet and went back to class when it was completed.

## RE-TEACH (Additional Activities)

- Weekly scenarios
- Publicly recognizing students who display respectful behavior
- Teacher regularly models respectful behavior