# teaching behavioural expectations for others wearing FACE coverings

## This document provides advice about explicitly teaching students two key behaviour expectations related to face coverings worn by others.

### EXPLICIT TEACHING OF BEHAVIOUR RELATED TO COVERING-WEARING

You should use one or more of your school’s 3-5 positively stated expectations to help create lessons to teach students how they can demonstrate successful behaviour related to face coverings. Appropriate behaviour should be explicitly taught and encouraged until 80% or more of students are consistently demonstrating the expected behaviour.

What are your school’s 3-5 positively stated overarching behaviour expectations? Which ones could connect to the behaviour you want to see? For example, “be safe”, “be responsible”, “be respectful”.

“To **be safe**, we only touch our own coverings”. “To **be respectful**, we never touch another person’s covering.”

**BEHAVIOUR SKILLS ACQUISITION TEMPLATE**

Define the problem behaviour you would like to replace. For example: Students touching other people’s face coverings.

Define the replacement behaviour you would like to see. For example: Students don’t touch others’ face coverings.

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| Overarching behaviour expectation | “We demonstrate respect for other students and staff” |
| Specific behaviour(s) and/or procedures: List behaviour and steps to complete | “To **be respectful**, we do not touch other people’s face coverings.” |
| Context: Identify the location(s) where behaviour is expected | In class, in the playground, travelling to and from school (on the bus etc), in the corridors. All settings where social distancing is prudent. |

**Teaching all students**

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| Tell: Introduce the behaviour and why it is important | “Some staff are required to wear face coverings. We must demonstrate respectful behaviour to all staff.”“To **be safe**, we only touch our own face coverings” “To **be respectful**, we never touch another person’s face covering.” |
| Show: Teacher demonstrates or models the behaviour. Teacher models non-examples | *This will depend on the age and developmental needs of students* |
| Practice: Give students opportunities to role-play the behaviour across all relevant settings | *This will depend on the age and developmental needs of students* |

**Generalisation**

* Pre-correct/remind: Anticipate and give students a reminder
* Supervise: Move, scan, and interact with students
* Feedback: Observe student performance and give positive specific feedback to students
* Reteach: Practice throughout the day

**example General Lesson Plan – Wearing FACE Coverings Safely**

**Materials Needed:**

* Space where individuals can sit in a circle with *at least* arm’s length distance between them (more distance between individuals if space allows).
* Face covering wearing poster
* Face cover

**Opening of lesson**

1. Transition students into the activity by saying “It’s time for group” and direct students to sit in a circle with *at least* an arm’s length distance between each person
2. Gain the group’s attention (e.g., say “1-2-3 eyes on me”)
3. “Let’s talk about what we’re going to do”
	* “It is important to be safe, responsible, and respectful during group.”
	* “We can be safe by keeping our hands and feet to ourselves and staying in our assigned seat.”
	* “We can be responsible by following directions, participating in the activity, and asking for help if frustrated.”
	* “We can be respectful by listening while others are speaking, raising our hand to participate, and using positive comments and gestures.”
	* “Today, we are going to talk about why teachers and other adults have to wear a face covering.”
	* “Wearing a face covering that covers our nose and mouth can help to prevent the spread of germs”
	* “Wearing a face covering helps to keep you and everyone around you healthy and safe.”

**Conduct the lesson about how to wear a covering:**

* “Some people can get sick if they touch the things that come out of people’s noses and mouths.”
* “Wearing face coverings can help stop people getting sick”
* “We can all work together to stay healthy and safe by allowing people with face coverings to wear their face coverings correctly and safely.”

 [Show poster] or [show video] or webpage

* “To be safe and respectful, we never touch another person’s face covering, so we don’t get germs on it or get germs on ourselves.”

**Close of lesson**

* + “Today we talked about showing respect by not touching other people’s face coverings. If we allow others to wear their face coverings safely, we are being safe and respectful and helping to stop people getting sick.”
	+ “We can keep ourselves and everyone around us healthy and safe by allowing other to wear their face coverings safely.”

**example primary school Lesson Plan – Wearing FACE Coverings Safely**

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|  | Expectation***:*** Be Respectful |
| Specific Behaviour(s) and/or Procedures*List behaviour and steps to complete* | Respecting others who are wearing a face covering means: (1) *Not touching another person’s face covering* |
| Context*Identify the locations(s) where behaviour is expected.* | All settings at school |

**Teaching all students**

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| Tell*Introduce the behaviour and why it is important* | * “Today we are going to remind ourselves that: “I can be respectful of people wearing face coverings.” Read the behaviour and steps.
* Ask, “What does it mean to be respectful of someone wearing a face covering?”
* Discuss who gives respect (students, parents, teachers, staff, older sisters and brothers)
* Discuss who must demonstrate respect to people wearing face coverings
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| Show*Teacher demonstrates or models the behaviour.* *Teacher models non-examples* | * The teacher demonstrates putting on a face covering and wearing it.
* The teacher pretends to sanitise their hands before putting their face covering on. The teacher pretends to sanitise their hands again afterwards.
* Teacher models the non-example: Teacher role-plays being the child who touches (and contaminates) another person’s face covering. Teacher apologises (to doll, drawing or computer model) and offers a clean face covering. Teacher sanitises hands and reminds students that they get germs on themselves when they touch another person’s face covering.
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| Practice*Give students opportunities to role play the behaviour across all relevant settings* | * Ask students to tell you when they can and cannot touch another person’s face covering
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**Generalisation**

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| --- | --- |
| Pre-correct/Remind *Anticipate and give students a reminder to perform behaviour* | * “Before I give the next directions, let’s remember how to be respectful to people wearing face coverings. They are don’t *touch another person’s face covering*
* Point to chart of steps with words and photos.
 |
| Supervise*Move, scan and interact with students* | * After directions are given, move, scan and interact with students to give them feedback about how they are demonstrating respect to people wearing coverings. Correct as needed.
 |
| Feedback *Observe student performance & give positive, specific feedback to students* | * “Great job of respecting people who are wearing face coverings! Way to go!”
* “Joanne, thank you for demonstrating respect and keeping your hands to yourself. That was respectful of you.”
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**example secondary school Lesson Plan – Wearing Coverings Safely**

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|  | Expectation***:*** Be Respectful |
| Specific Behaviour(s) and/or Procedures*List behaviour and steps to complete* | Respecting others who are wearing a face covering means: *Not touching another person’s face covering,* (2) *Sanitise before and after touching your own covering, and (3) Be careful when playing or when others are putting on or taking off their covering.”* |
| Context*Identify the locations(s) where behaviour is expected.* | All settings at school |

**Teaching all students**

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| Tell*Introduce the behaviour and why it is important* | * “Today we are going to review the skill: *Being respectful of people who are face wearing coverings”.* Read the behaviour and steps.
* Ask, *“What does it mean to be respectful of someone wearing a face covering?”*
* Discuss the importance of being respectful in school, the real world and life beyond high school.
* Also tie *wearing face coverings safely* to the academic curriculum
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| Show*Teacher demonstrates or models the behaviour.* *Teacher models non-examples* | * Teacher discusses how they learned how to consistently put on and take off their face covering safely.
* Teacher discusses how they too improved in the way they avoid touching their face covering while **wearing** it - support systems they created to remind themselves to wash their hands before and after handling their face covering.
* Teacher pretends to sanitise their hands ***before*** putting their face covering away. Teacher pretends to sanitise their hands again ***afterwards.***
* Teacher discusses the times when face coverings can be taken off at school.
* Teacher models the non-example: Teacher role-plays being the person who touches (and contaminates) another person’s face covering. Teacher apologises. Teacher sanitises hands and reminds students that they get germs on themselves when they touch another person’s face covering.
 |
| Practice*Give students opportunities to role play the behaviour across all relevant settings* | * Students role-play procedures reminding their friends to be careful of their face covering while playing or when putting on or taking off their face covering.
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**Generalisation**

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| Pre-correct/Remind *Anticipate and give students a reminder to perform behaviour* | * “Before I give the next directions, let’s review the steps to being respectful to people wearing coverings. They are (1) *Don’t touch another person’s face covering*, (2) *Sanitise before and after touching your own face covering, and (3) Being careful when playing or when others are taking care of their face covering.”* Point to chart of steps with words and photos.
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| Supervise*Move, scan and interact with students* | * After directions are given, move, scan and interact with students to give them feedback about how they are demonstrating respect to people wearing face coverings due to COVID-19. Correct as needed.
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| Feedback *Observe student performance & give positive, specific feedback to students* | * “Great job of respecting people who are wearing face coverings! Way to go!”
* “Jarrod, thank you for demonstrating respect and keeping your covering on. That was respectful of you.”
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