

## DISMISSAL

Teach students exactly what you want them to look and sound like at the end of the day and then have them practice doing it. Use a photo of a student who is completely ready and attentive, or of the class in perfect dismissal formation to reinforce your expectation at the end of each day. Below, find two sample lesson plans with images for teaching dismissal.

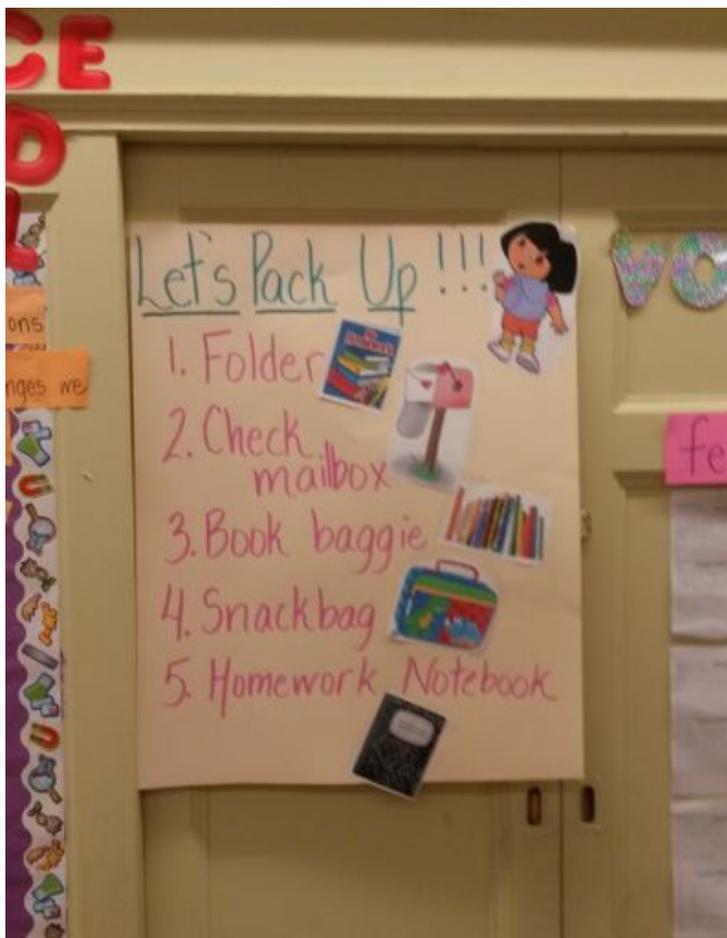
### SAMPLE LESSON #1: Packing Up/ Getting Ready to Go Home

Teacher: Lindsay H  
Grade: First Grade

Introduction and Model: The teacher will introduce the procedure for packing up by showing the students the chart. The teacher will model how to follow each step on the chart using her own backpack, folder and homework notebook.

Practice: The students will individually practice completing each step on the chart several times. The practice will take place at the end of each day during the regularly scheduled packing up time. We will practice this procedure every day for five days and each day the teacher will give the students feedback and positive reinforcement. A timer will be used to practice completing this procedure in 6 minutes. Using a timer gives the students a sense of urgency.

Check for understanding: Show me how to check your mail, get your folder, take out your book baggie...step by step directions will be



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given by the teacher for the students who are having difficulty catching on. The teacher will observe as each student follows each direction.

Consequences: Students will not get an individual star if they do not beat the clock and pack up in the allotted amount of time.

Incentives: Table stars will be given to the table that packs up the quickest. Individual stars on the star chart will be given to the students that pack up before the timer (6 minutes) goes off! A sticker will be given to the first five students ready the quickest.

Visual Aide: The chart will be used to introduce the procedure lesson. I will also have the students vote on a place they would like it to be hung in our classroom. I want them to use the chart as a reminder of the things they need to do to get packed up efficiently each day.

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## **SAMPLE LESSON PLAN #2: Dismissal**

**Teacher:** Marianne M.

**Grade Level:** 5<sup>th</sup> grade

**Procedure:** Dismissal/End of Class

**Objective:** Create an organized method for exiting class: packing up quickly, lining up safely, and leaving class calmly.

### **Lesson Outline:**

Teacher tells students that sometimes when it's time to get ready to leave class at the end of the day, it can be very confusing and chaotic and take more time than it should. Today they are going to learn to avoid all that so that they always get out of class on time.

Teacher tells students that when teacher says “Pack Up,” they will pack up their backpacks with their homework folder and lunchbox, put on their jackets (or tie around waists), stand up, push in their chairs (or put them up if it’s Friday), place both hands on their backpacks in front of them, look forward to the teacher, and wait patiently for the teacher to dismiss their table group to line up. Teacher will specify that the bell is NOT the signal to line up or leave. They must wait for teacher to dismiss their table.

Teacher directs students’ attention to poster presenting ideal method of packing up.



Teacher models with borrowed backpack.

Each table group demonstrates the ability to follow the procedure quickly upon hearing the verbal cue “Pack up.” Students rehearse the new method accountability free, but teacher sets a timer for 4 minutes and tells students that all students who are ready before the timer goes off will get a jelly bean. Teacher writes down the names of those that don’t make it. Teacher lets these students know that we will try it two more times as a class for practice, so they have two more chances to earn a jelly bean. (If they do not do the method correctly by then they will come in at recess the next day to practice some more on their own).

The class should practice two more times as a class. On the second time, teacher tells students they are now going to add “lining up at the door” to the procedure. Teacher asks students to point to the image of a perfect line that we use to remind us how to line up correctly. Teacher tells students to turn to a partner and each other how they should line up (walk quietly, straight line, hands to self, face forward, no bumping).



Students practice, one table at a time, packing up and lining up.

Students write answers to the following questions and then class discusses:

- 1) Why do you think we are practicing how to pack up at end of day?
- 2) What questions or comments do you have about the packing up and lining up procedure?