

Arrive Lesson Plan 1

Training Objectives	<ul style="list-style-type: none"> • The student will learn about arriving at school early. • The student will learn about turning off the phone.
Materials	<p>Model Me Success at School™ Video Model Me Success at School™ Photo CD in Resources Home Instructions (Send to Parents) Model Me Success at School™ Student Workbook</p>
Introduction	<p>Print for each student and go over the storyboard photos for the chapter which may be found on the Photo CD in Resources accompanying the video. These will be referred to as the Model Me Rules.</p> <p>Model Me Rules for Arrive</p> <ul style="list-style-type: none"> • Early • Phone Off • Quiet
Transition	<p>We are going to learn about arriving at school.</p>
Social Skills Activities	<p>Video: Watch the Model Me Success at School™ video chapter Arrive.</p> <p>Review: Base a discussion of the video chapter on the questions below to ensure comprehension. You may need to pause and replay scenes when understanding is not complete.</p> <p>Q: Why does Jackie arrive at school early? A: She doesn't want to be in a rush.</p> <p>Q: Why does Jackson get to school early? A: He wants plenty of time to put things in his locker.</p> <p>Q: What volume do Jackie and her friends talk at in the school hallway?</p>

A: Jackie and her friends talk in a low volume.

Discuss: Engage the students in a discussion about Arrive.

- Why do we arrive early to school?
- How do we talk in the school hallways?

Practice: Guide students through a structured practice of preparing for the next day. Have them organize their backpack, clothing, and materials, and setting an alarm. Begin by modeling how to check a schedule or list of needed items, then have students gather and pack everything they will need (homework, folders, lunch, special items) into their backpack. Next, students select and lay out appropriate clothing for the following day, considering weather and activities. Finally, demonstrate how to set an alarm (on a clock or device). Have students practice setting their own to match their planned wake-up time.

If needed, use simple substitutes to practice the routine in a meaningful way. For backpack organization, use an empty backpack with sample materials like old folders, scrap paper labeled “homework,” or books from the classroom. You can also create laminated or paper “item cards” (e.g., lunch, permission slip, headphones) that students place into the backpack as a visual sorting activity. For clothing, use printed pictures of outfits, doll clothes, or a small selection of real items (like a jacket, hat, or sweatshirt) so students can practice choosing appropriate options. For setting an alarm, use classroom clocks, timers, or even a visual paper clock where students draw the correct wake-up time.

Practice: Guide students through practicing how to turn off or silence their phone before entering. Role-play arriving at school: taking their phone out, checking for any last messages if appropriate, turning it off or switching it to silent/do not disturb, and placing it in a designated spot such as a backpack or locker. Provide visual reminders or a simple checklist (e.g., “Phone off → Put away → Ready to learn”) and have students repeat the routine a few times to build consistency. Throughout the activity, prompt students to reflect on how this habit helps them stay organized, avoid distractions, and start the school day calmly.

Worksheets: Work as a group in class on the worksheets for this chapter. Alternatively, worksheets may be assigned as homework.

Visual Support: Throughout the lesson, have the student keep the printed Model Me Rules for Arrive near him for use if needed.