Big Idea/ Topic
The Student/Teacher Game

Georgia Standards of Excellence Alignment

Health Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Teacher Keys Effectiveness System (TKES) Alignment

Standard 7 - Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Standard 8 - Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

Instructional Design

Define Simply
The Student/Teacher Game is a quick and easy competitive game to acknowledge students who follow expectations in the classroom. Instruction is enhanced because students are "caught" engaging in expected behaviors and disruptions are minimized. Video Example
Model/Demonstrate with Examples
1. Pick a routine or time of day when the teacher wants to improve behavior. Identify the expected positive behavior that is wanted to be seen more often (e.g., students blurting out replaced with quietly listening for their teacher’s instructions).
2. Teach and practice expected behavior for that setting.
   • Describe the specific behavior
   • Demonstrate examples and non-examples
   • Provide practice and performance feedback
3. Introduce and teach the rules of the Game.
   • Explain how students can earn points when they demonstrate the specific behavior
   • Teachers earn points when students are not demonstrating the specific behavior
   • Set a point goal (e.g., 10 points, double the teacher points)
   • Define a time limit; start small and work up (i.e., 5-30 minutes)
   • Decide on a group reward for winning (e.g., class dance party, free reading time, kickball)
4. Start the Game.
5. Run the Game by tallying student and teacher points on the board throughout the game.
6. Announce the winner and provide the reward if the class wins. If students do not win, reteach the expectation and provide encouragement.

Practice in All Relevant Settings
Take the time to practice and provide pre-correction (reminders) as students are learning.

Monitor & Provide Positive Feedback and Reinforcement
When giving students a point, make sure to state why. What is the specific behavior they were doing that earned a point? (e.g., “I love the way everyone is sitting quietly waiting for my instructions. Students earned a point!”).

Based on Data, Adjust Instruction & Reteach
When students show unwanted behaviors:
   • Do not remove points
   • The teacher can give a teacher point and explain why. Make sure it is multiple students and not just 1-2 so they do not get blamed by the other students (e.g., “The whole class is not quiet and waiting for my instructions, so I earn a teacher point.”)
   • Give reminders and reteach the expected behavior when needed.
   • Try to provide at least 4 student points for each teacher point
This routine may take some time and practice. Play regularly and monitor progress. As students experience regular success, increase the skill level, point goal, and/or time period. If students are not regularly winning the game, try to identify what skills are needed and teach those skills to mastery.
### Evidence of Student Success
- 80% of the time, students will win the game against their teacher without additional verbal or nonverbal prompts from the teacher.

### Student Learning Supports
- This is a universal lesson plan and an effective practice used for struggling students in the Multi-Tiered System of Supports (MTSS) process.
- Some students may need additional support or scaffolding. Consider adapting for the individual needs of the student.

### Engaging Families
- Teachers can share directions of the game with families and ask them to allow their child to teach family members. The game can be played at home with behaviors that have been taught and practiced.
- Family members ask students daily if they played the game at school, how it went, and whether the students met the goal.