Classroom Economy Using PBIS Rewards Lesson Plan (K-2)

**Objective:** To understand the meaning of PBIS Rewards points and how they are earned and used.

**Success Criteria:** Students will be able to actively earn and spend virtual points in the school store.

**Introduction:** Explain the basics of PBIS — i.e., we earn points by following expectations. If you have been using a system previously refer to it; i.e., “remember last year we earned pennies to buy items from the class store?” PBIS Rewards is a new way for students to earn points!

**Lesson Content:**Teacher will open up PBIS Rewards on the desktop for all students to see, open class group, and show each student their name. The teacher should find a student meeting an expectation to award a point to and show how PBIS Rewards will show a star and award them the selected amount of points. Show students the virtual store and walk through how to buy items from the store, and how that will deduct their points just like spending tangible points at the store. Allow students to make purchases from the store.

**Group and Independent Activities:**

To help students understand the difference between a tangible point system (pennies, tickets, etc.) to virtual points here are some activities you can do. It is recommended that you do one per day until students have reached a full understanding of point values and are able to actively work to earn and spend points as defined in the success criteria.

**Activity #1:**Have student point totals for them (a list can be found by clicking the “point details” button in the upper left-hand side of the group page). Have students count out how many points they have by using a manipulative (if you used a tangible item previously, using that would be a good way to help students make the connection between it and the PBIS Rewards points). Open the store page and have students figure out items they could buy from the store. You can give each student a paper divided in half, labeled “can buy” and “still saving for” and have them work with a partner or on their own to group items that they have points for. They could cut and paste from a list or draw pictures of the items.

**Activity #2:**For the first day or two of using PBIS Rewards give students whatever tangible item that has been previously used. Each time they earn a point on PBIS Rewards, have them set one tangible item aside. Do this for a set amount of time (such as one hour, or during one education block). After the set time, have students stop and count and compare to the number of points they have on PBIS Rewards. Did they accurately count? As an extension, allow students to create a math problem to show how many points they earned.

**Activity #3:**To help with the transition from a tangible item to a virtual point, have one copy of the tangible item previously used and hold it up each time you award a point. This will help students to understand that they are equal values.

**Activity #4:**Play a matching game with students, using tangible points (i.e., 5 pennies) to match to a PBIS student printout that has that many points.

**Activity #5:**Pose the question, “How many of you have ever used a gift card?” or “How many of you have seen your parents use a gift card or a credit card at the store?” Allow students to discuss. Explain to students how PBIS Rewards is much like that, they can “deposit” points and “spend” points just like at a bank. (For younger students, consider having a dramatic play area that is bank themed using bills, coins, and plastic money. For older students, have them talk with a friend, or write a story about a time they bought something or went with their parents to buy something.)