



## Skill Name: Be Safe

**Introduction:** Today we are going to talk about ways to **Be Safe**.

What are some ways we can **Be Safe**?

Ask students to define what **Being Safe** means. Shape their responses into observable behaviors (e.g. if they say be “nice” ask for examples of being nice that equate to observable skills such as using polite words...)

There are several ways to **Be Safe** to others in the bathroom. Here are the key behaviors:

- Wash hands with soap and water
- Keep water in the sink
- Stay in your own stall

### **Teaching Examples / Non-Examples:**

Demonstrations: I am going to show you some ways to **Be Safe** and some ways to **Be Unsafe**. I want you to watch me and see if you can tell if I am **Being Safe**.

After each example ask the students if you were **Being Safe**. Ask what you might do in stead of during non-examples.

### **Examples / Non-Examples:**

- Gary leaves the bathroom without washing his hands with soap and water.
- Sue flicks running water onto the floor and mirror.
- Randy wanted to see what was happening in the next stall over and barged right in.

### **Role Plays:**

Set up a few practice sessions with your students based on the key behaviors for this Houghtaling “B”

**Example:** After washing his hands, Corey went right to the hand-dryer to dry his hands.

**Non-Example:** Jill decided to climb the pipes on the wall before she went back to class.

**Student Examples:** Ask students to role play real-life examples and discuss.

**Practice** above skills through the day as appropriate.

Teachers are encouraged to compliment students they see them engaged in appropriate behavior. Use additional activities and lessons to creatively reinforce the above skills.