



## 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 bus line. Here are the key behaviors:

- Hold onto the hand rail.
- Keep your hands and feet to yourself.

### 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:

- Teacher walks down the hall on the right side, toward the stairway downstairs.
- Walk down the middle of the stairs.
- Teacher demonstrates kicking and shoving student in front of her.

### Role Plays:

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

**Example:** All students walk down the stairs holding onto the stair rail

**Non-Example:** Have a student jump off the bottom stair, not holding onto the stair rail

**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.