

## 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 classroom. Here are the key behaviors:

- Keep your hands and feet to yourself.
- Walk.
- Use materials appropriately.

### **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 models getting up from the chair and walking to the door.
- Teacher leans back in the chair with feet off the floor.
- Teacher sits at desk and taps pencil on the desk repeatedly.

### **Role Plays:**

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

**Example:** Two students carry scissor and pencils appropriately.

**Non-Example:** Five students race to the door to be first in line.

**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.