



## 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 lunch line. Here are the key behaviors:

- Keep your hands and feet to yourself.
- Walk.

### **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:**

- Give an example of pushing the person in front of you while waiting in the lunch line.
- Demonstrate a student walking in the lunch line.

### **Role Plays:**

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

**Example:** Have students demonstrate pushing in line.

**Non-Example:** Have students demonstrate walking appropriately in the lunch 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.