



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 playground. Here are the key behaviors:

- Keep your hands and feet to yourself
- Follow playground rules
- Use all equipment and supplies correctly and safely

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:

- Have another student help you demonstrate pushing each other to be first on the swing.
- Demonstrate a student going up to the window to check for the rules for Foursquare.
- Pretend to be a student climbing on top of the monkey bars and trying to crawl across.

Role Plays:

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

Example: Trevor waited until Mary was all the way down the slide before starting down himself.

Non-Example: When the bell rang, Tim pushed ahead of Christ to get into line to go inside.

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.