| **Lesson Plan for Safety in the Hallway** | |
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| Step 1: List the skills/rules for this *Expectation* in this *Location*  from Expectation Matrix/Poster | |
| **Safety:**   * Keep hands and feet to yourself * Walk on the right side * Be aware of your surroundings | |
| Step 2: List a rationale for teaching the behavior (Why is it important?) | |
| It is important to keep yourself and others healthy and safe.In the hallway, you can make sure that people are safe by walking on the right side; thereby avoiding running into another person. Running your hands over the walls will make them dirty but there might also be staples of nails that can prick or even cut your hand. Make sure you pay attention when doors open or something is in your way. That way, we all stay safe. | |
| Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)  **Explain and Discuss with your students (I do)** | |
| Examples | Non-examples |
| * Keep your hands to your sides * Walk on correct side of hall * Slow down when a door is opened | * Kicking the wall * Running around a corner * Walking on the wrong side * Looking backwards while walking forward |
| * You may ask students for their own examples and non-examples. | |
| Step 4: Practice/Role Play Activities | |
| **Lead students through behavior (We do):** Teacher(s) models or reads both scenarios below. Students will discuss each scenario and point out safe and unsafe behaviors.  ***Scenario A***: Alejandro got into trouble at home this morning. When he gets to school, he is still really upset and is not paying attention to where he is going. He is hurrying to his class because he is already running late. Suddenly, the classroom door in front of him opens, and he runs into it. He had a cut on his chin and hurt his hand when he fell to the floor. This was not a good start to the day, and he promised himself to be more careful from now on.  ***Scenario B***: Natasha is carrying her classroom project into the building. Someone is kind enough to hold the door open, and Natasha smiles gratefully at that student. Although Natasha's classroom is on the left side, she knows that the expectations are to stay on the right side. As she walks carefully down the hall, she looks around her project to see what is in front of her. She sees that a student had dropped a jacket on the floor and she walks around it. “Good thing,” she thought because she worked really hard on this project and didn’t want to slip and fall. Natasha made it to her classroom safely. She asked her teacher for permission to pick up the dropped jacked and take it to the Lost & Found, so nobody would slip on it. | |
| **Test to ensure students understand behavior (You do):** With a partner or in small groups, students are asked to come up with their own scenario. Groups will act out appropriate, safe behavior for their scenario. Teacher(s) and other students will provide feedback to peer groups. | |
| Step 5: Provide opportunities for practice | |
| * **First week of each semester** will focus on SAFETY - extra attention and very frequent reinforcement is expected from all staff when this particular expectation is demonstrated anywhere on campus by students or other staff. * Teachers **should re-teach and review this expectation as needed** (when they notice an increase in unsafe behavior). | |