| **Lesson Plan for Safety in Learning Environment** | |
| --- | --- |
| Step 1: List the skills/rules for this *Expectation* in this *Location*  from Expectation Matrix/Poster | |
| **Safety:**   * Keep hands, feet, and objects to yourself | |
| Step 2: List a rationale for teaching the behavior (Why is it important?) | |
| It is important to keep everyone feeling and being safe in the classroom. You can do that by keeping your hands, feet, and other objects under your control so you won’t accidentally hurt anybody. | |
| 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 |
| * Keeping your legs under your chair and desk * Open doors carefully and slowly | * Swinging your backpack * Sticking your legs out to the side of your desk * Running with scissors or other sharp objects * Throwing materials to a friend |
| * 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***: Andy is working on his assignment. His friend Pete is sitting a few desks over working too. When Andy looks up, he sees that Pete’s pencil broke, and that he doesn’t have another one. Andy has plenty so he takes one out of his pencil holder and tosses it to his friend. At that moment Tanya, who is sitting across from Pete, is sitting up and the pencil hits her in the head. Luckily, she didn’t get hurt this time, but she is a little upset with Andy. He feels bad about it and apologizes to Tanya. How could Andy help out his friend safely next time?  ***Scenario B***: Liam is packing up at the end of class to go home. He makes sure everything that needs to go home is in his backpack. He realizes that this is pretty heavy, so before he puts it on his back, he looks around to make sure that none of his classmates are too close. He swings his backpack safely on his back and joins his class to leave for the day. Why was Liam looking around before putting on his backpack? | |
| **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). | |