| **Lesson Plan for Safety in Restroom** | |
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| Step 1: List the skills/rules for this *Expectation* in this *Location*  from Expectation Matrix/Poster | |
| **Safety:**   * Wash your hands * Enter and Exit Quietly and Orderly * Hands and Feet to Yourself | |
| Step 2: List a rationale for teaching the behavior (Why is it important?) | |
| It is important to keep yourself and others healthy and safe. By washing your hands, you prevent germs from spreading. Moving about the restroom in an orderly manner and keeping your hands and feet to yourself prevents people from slipping, falling, or bumping into things. You play a big part in keeping everyone 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 |
| * Make sure that my pockets and hands are empty when I leave the classroom * I wait to talk to my friends until an appropriate time * I make sure that toilet paper goes into the toilet and is flushed * I throw paper towels in the trash * If I see a mess, I report it to the teacher | * Bringing a pencil when using the restroom * Standing on the toilet * Talking to my friends * Throwing paper towels on the floor * Writing on the wall * Leaving a mess for the next person * Tripping or pushing others * Spreading germs with dirty hands |
| * 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***: Billy was not feeling well over the weekend, but by Monday, he was well enough to go back to school. When the class was using the restroom, Billy lined up without washing his hands. Nobody noticed, so he didn’t think it was a big deal. Billy was the door holder for the week, and he did a good job opening and holding the door for people. By Wednesday, three of his classmates were absent because they were not feeling well. The teacher gave a lesson on germs and how they can spread easily through contact. Billy realized that his germs could have been on all the doorknobs and other surfaces that he had touched. Did he make his classmates sick? How could he have prevented this?  ***Scenario B***: Marissa was using the restroom when she heard a lot of noise. Students were talking loudly and banging the doors to the stalls. She did not want to get into trouble because of other people and she tried to get back to her class as fast as she was able to. One of the other students had stuck her legs under the stall door and as Marissa hurried by, she tripped over them and fell hard onto the floor. Marissa scraped her knee and sprained her wrist. Whose fault was this accident? | |
| **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). | |