

Safe in the Hallway

Tell- Show- Practice- Feedback-Reteach

Tell

Use the matrix to talk about the safe hallway expectation: keep hands, feet and property to self.

Show

Teacher Model:

Teacher will demonstrate all the correct and incorrect ways to follow this expectation. Discuss with the students what they see you demonstrate and why your model was safe.

Practice- Role Play-What should this expectation look like at our school?

- **Example:** As Tia and Linda line up from recess they look to make sure the path to their line up spot is clear and then they move inside with their class keeping their hands and feet to self as they walk in a line back to class.
- **Example:** Loren walked to art class with his hands in his pockets and his feet to himself.
- **Role Play:** Look for opportunities for students to role-play how it looks and sounds to follow the safe hallway expectation.
- **Non-Example: (ONLY the Teacher role-plays non-examples)**
When coming inside from recess Dalton and Sam were really thirsty so they walked side by side to the water fountain pushing each other out of the way because both were very thirsty.

- Provide precorrects before entering the hallways only AFTER you have discussed and role played what it looks and sounds like to be safe in the hallway by keeping hands and feet to self. (Give students positive feedback when they follow your precorrect)

Feedback- Pass out recognition tickets and use discussion questions

- Provide specific verbal feedback to students as they practice the skills and show they are being safe. “Carrie is doing a great job of walking with her hands by her side, in a single file line and watching where she is going. That is so safe!” Hand Carrie a ticket with a smile.
- Brainstorm reasons why it is important to keep the hallway a safe place.
- Share observations of student’s keeping the hall safe.
- Have students share ways they have helped keep the hall safe.
- Have students share ways they have observed peers keeping the hall safe.

Reteach- Illustrate and connect to school environment

1. Make posters about how students help to make hallways safe.

2. Create a classroom chart of the times students walk in the hallway. As a group decide if the class earned a + or a – (or rate 3, 2, 1). Have students predict how many 3's they can earn in a day or week. Give a prize for those who did the most accurate prediction.
3. Take a picture of your students following being safe in the hallway by keeping hands and feet to self.
4. Have students take turns using a checklist on a clipboard to record when students are following hallway expectations.
5. Use literature to illustrate examples of the expectation.

Literature Connection

Personal Space Camp by Julia Cook

No David by David Shannon

Officer Buckle and Gloria by Peggy Rathmann

Always Be Safe by Kathy Schluz

Can You Do This, Old Badger? By Eve Bunting