Matrix Location: CBI

Core Value: Be Safe

Behavior Expectations: Stay with staff/group.

<table>
<thead>
<tr>
<th>Teaching Example</th>
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<tr>
<td><strong>Identify Concepts:</strong> Be Safe, CBI</td>
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<tr>
<td><strong>Define Terms:</strong></td>
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<tr>
<td>Safe – keeping self out of danger, not getting hurt;</td>
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<td>CBI – Community based activity such as shopping, eating out, Trenton rec., Pottery, Bowling, etc.;</td>
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<tr>
<td>Stay with staff/group – don’t walk/run ahead, stay with staff and other students.</td>
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**Use Prior Knowledge:**

1. Discuss other situations students are familiar with that require us to stay safe and stay with our class and staff. These situations could include going to the restroom, picking up lunches, going to the gym, and going to and from the bus (being safe in the hallways).

2. Watch part or all of a movie such as “Home Alone” where a child didn’t stay with the group and ended up not being safe. Have the students identify aspects of not being safe by having them ask to have the film stopped or by the teacher stopping the film to point out “unsafe” situations. An alternate task could include reading and discussing the book, “Are You My Mommy”. Discuss how
the animal in the story got lost and could not find his mother and how this situation was not safe. Have the students point out other aspects of unsafe behavior that could develop from not staying with the group. These aspects could include talking to strangers, not knowing where you are, not knowing where your parent, teacher, peers, are.

3. Ask students to give examples of being safe. Use picture examples as well as showing students appropriate and inappropriate pictures of people being safe. Have the students choose the picture where a student is being safe. An example could be a picture of a student in a group of other students and an inappropriate picture would be a picture of a student running ahead of the group.

4. Provide each student with an identification card that includes personal information and emergency contact numbers. Practice using/presenting the card to gain assistance if necessary.

5. Teach stranger-danger: role-play stranger approaching and what you say and how you react; discuss and practice who you can turn to for help (e.g. police officer, security guard), discuss who is a stranger and who is not (check online to find useful U-tube and McGruff the Crime Dog videos/materials).

Role Play Examples

Modeling: Lesson taught in the hallway.

Take students to the bathroom, gym, lunch area, etc. Demonstrate to students how to stay in a group. Model appropriate behavior such as not running ahead, walking in a line, or walking together holding hands if appropriate. Another method could include assigning partners of a staff member and a small peer group. Model staying together in these small groups and always maintaining visual contact with others in
Role Playing: Use picture icons with appropriate behavior and proper sequence of events.

Students will role play by walking to the office, bathroom, lunch area with staff appropriately by staying in a group. Students will have many opportunities to role play and practice appropriate behavior as being safe in the hallways is always an expectation.

Positive reinforcement 4 to 1 Rule:
“I like how you are walking with the group – you are staying safe!”
“I like how you are walking next to Johnny – That’s being safe!”
“I like how you are being safe by walking with the group! I am so proud of you!”
“I like how you stopped to wait for the group to catch up! That’s being safe!”
“You are walking slowly with your partner! That’s right, great!”
“Look how Adam is walking next to me – great job Adam! Keep up the good work!”
“Oh, you forgot the rule, you need to stay with the group, remember? Good job, I’m glad you decided to be safe!”