

# How to Be Safe in Our Classroom

*Connecting our class bunny to our classroom community*

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## A beginning-of-the-year kindergarten lesson in creating a safe classroom community

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Materials: class pet, **looks like, feels like, sounds like, smells like** poster, markers, 3 in X 3 in paper squares (enough so each student gets 2 with extras), small sticker labels for writing dictations, crayons for students, life skills headings

### Day 1

1. Gather students to sit in a circle around bunny's home and introduce him to the class.
2. Take 10 minutes to observe the bunny. (Remind them to use 4 of the 5 senses-see, hear, smell and feel.) After a quick demonstration, give students an opportunity to gently pet the bunny during this time. Ask students to share with the group what they noticed about bunny while you jot down their ideas on a **looks like, feels like, sounds like, smells like** poster.
3. Have students use what they noticed about the bunny to brainstorm guidelines we should have in place to help bunny stay safe in the classroom. Encourage students to use positive statements of what we can or should do to keep the bunny safe. (ie, Feed the bunny healthy food. Opposed to- Don't feed the bunny junk food.) Students should \*think-pair-share with a partner when reporting ideas. Ask each partner to share 1 idea that his/her partner came up with. The teacher should help to connect ideas or expand on them during this process.
4. Ask students to go back to their seats and draw a picture of rule that we should have to keep bunny safe at school. Teachers should write down the dictation of student ideas.
5. Post student pictures with dictations on a display next to bunny's home. Allow students time to share their ideas.
6. Invite students to continue to think about ways to keep bunny safe to add to the display at a later time, if necessary. Reading books about bunnies throughout the week (and even school year) will give students more thoughts and ideas.
7. After the lesson, the teacher should rearrange student ideas so that they are grouped into 5 categories with the headings- \*\*Helpful, Careful, Respectful, Responsible, Patient

### Day 2

1. Teacher should begin the lesson by revisiting the **Keeping Bunny Safe** display for the class and the 5 overarching categories for the ideas.
2. Make the connection for students that just like how we want to keep bunny safe by being patient, helpful, careful, respectful and responsible, we also need to keep each other safe in the classroom.
3. Ask students to give any ideas that they have where we would want the same rule for bunny that we'd also want for the whole class. Encourage students to use positive statements of what we can or should do to keep ourselves and our classmates safe. Provide an example, if students need help—use a quiet voice because we don't want to scare the bunny **AND** we use a quiet voice with our friends because that is a respectful way to talk to someone.

4. Go through each of the bunny rules and get student ideas on how to connect it to the classroom (use the Think-Pair-Share method). Allow a few groups to share their ideas after each rule so that all the groups get a turn to share by the end.
5. Ask students to go back to their seats and draw a picture of rule that we should have to keep themselves and their classmates safe at school. Teachers should write down dictation of student ideas.
6. Post student pictures with dictations on a display near the bunny rules. Allow students time to share their ideas. Ask students for input in selecting the correct categories for the rules-patient, helpful, careful, responsible, respectful.
7. Invite students to continue to think about ways to keep themselves and their classmates safe to add to the display at a later time, if necessary.

### Day 3

1. Teacher should revisit the ***Keeping the Classroom Safe*** display for the class.
2. Explain to the students that over the course of the school year we will work together to keep everyone in the classroom and the bunny safe. We will frequently refer to the students' original ideas to help guide our thinking of ***Are we being patient? Are we being helpful? Are we being careful? Are we being responsible? Are we being respectful?*** If the answer is no, we will use that instance as a learning experience for students to learn what it means to be safe, keep others safe and the importance of these 5 life skills.
3. Frequently revisit each of the displays over the course of week and throughout the school year as needed. Having guidelines in place that are student driven are far more powerful and have greater buy-in over preset classroom rules. Using the guidelines as a positive example will give students an opportunity to see and hear positive behavior that is expected of them throughout the school year. This behavior system is ever-changing and can be modified and updated even up to the last day of school.

\*During a Think-Pair-Share, students should be given 1 minute to quietly think about the question that is being asked. Next, they should pair up with a partner. Partners can be preset by the teacher or made spontaneously. Finally, students take turns within their partnership sharing ideas and listening to what the other person has to say. This should be a quick process, taking no more than 6-minutes total.

\*\*The Five Life Skills are taken from Sally Haughey at *Fairy Dust Teaching*. If you want to read more about her ideas for The Five Life Skills, you can visit this website: <https://fairydustteaching.com>

# Bunny



looks like



feels like



sounds like



smells like

Helpful Careful

Respectful

Responsible

Patient