

Staying Safe

A Closer look at Personal Safety

Young children are curious about the world around them. Their natural curiosity and wonder should be encouraged to allow them to learn and grow. It is important, however, that children learn personal safety skills to keep them out of harms way. The *Staying Safe* series empowers young readers to make safe and healthy choices. By using this guide, you have an opportunity to engage readers as they learn how to stay safe at home, school, and while playing at a playground. Readers will also learn water safety rules that will serve them well throughout their lives.

Participation in these lessons will help students make good decisions and avoid dangerous situations. Students will become aware of some everyday situations that could jeopardize their personal safety. They will acquire the skills to meet challenges, solve problems, and make good choices.

The lesson plans in this guide are tailored for grades 1–3 and cover health and physical education standards and language arts standards. Each lesson plan is designed to stand alone. As such, they do not need to be presented in sequential order. Helpful reproducible worksheets appear at the end of this guide. The book titles referenced in this guide include:

Safety at Home

Safety at the Playground

Safety at School

Safety around Water

As students investigate the topics addressed in the guide and become more knowledgeable about personal safety, they will sharpen their critical thinking skills. We invite you to jump in and ask questions with your class as you have fun learning about personal safety skills.

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National Standards Correlation

Correlation to National Standards

Language Arts

N.1 Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. (NCTE)

N.2 Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. (NCTE)

N.3 Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). (NCTE)

N.10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum. (NCTE)

N.12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). (NCTE)

Correlation to National Standards

Health and Physical Education

N.1. Health Education: Students will comprehend concepts related to health promotion and disease prevention. (AAHP)

Grade Two

STANDARD/BENCHMARK 1.1. Students will describe relationships between personal health behaviors and individual well being.

STANDARD/BENCHMARK 1.8. Students will explain how childhood injuries and illnesses can be prevented or treated.

N.3. Health Education: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (AAHP)

STANDARD/BENCHMARK 3.3. Students will compare behaviors that are safe to those that are risky or harmful.

STANDARD/BENCHMARK 3.4. Students will demonstrate strategies to improve or maintain personal health.

STANDARD/BENCHMARK 3.5. Students will develop injury prevention and management strategies for personal health.

STANDARD/BENCHMARK 3.6. Students will demonstrate ways to avoid and reduce threatening situations.

Safety At School

Identifying school safety problems and finding solutions

Content

Students will identify specific rules to follow when at school.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Health and Physical Education

1.8 Students will explain how childhood injuries and illnesses can be prevented or treated.

3.3 Students will compare behaviors that are safe to those that are risky or harmful.

3.6 Students will demonstrate ways to avoid and reduce threatening situations.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Interpersonal



Linguistic

Prerequisites

As a class, read through *Safety at School*. Determine a pace that is appropriate for your students. Read through each scenario. Be sure to discuss each possible outcome and reflect on both negative and positive consequences for each situation.

Materials

- *Safety at School* books
- whiteboard and markers
- student copies of the *Safety Problems and Solutions* reproducible
- pencils

Instructional Procedure

Anticipatory Set

Ask: *Why is it important that we all learn and follow school safety rules?* Solicit responses from students and write them on the board.

Class Discussion

Invite students to recall safety tips learned throughout the book (some students may need to flip through the book to activate prior learning) Teacher may wish to go through book as a class to highlight safety tips. List safety tips on the board.

Ask students if they can make text-to-self connections with any of the tips listed.

Ask: *Has anyone ever forgotten to follow one of the school safety rules? If so, what happened?*

Objectives

The student will be able to...

- identify and explain the importance of school safety rules
- use problem-solving skills to determine possible safety solutions

Activity

Draw a three-column chart on the board with the headings “Safety Problem”, “Why is it Unsafe?”, and “Possible Safety Solutions.”

Read the following “Safety Problem” to the class:

After gym class, students line up to take a drink from the water fountain. The line is long and some kids get tired of waiting. They begin to fool around by pushing and shoving each other.

Discuss the safety problem with students.

Ask: *Why is this a safety problem? (student drinking from the fountain gets hit and chips tooth on fountain; student falls and gets hurt, etc.)*

Record response on board under “Why is it Unsafe?” heading.

Ask students to think of possible safety solutions. Discuss responses as a class and determine the best solution(s) for this scenario. Write solutions in the “Possible Safety Solutions” column. Completing one example as a class allows you to model the thinking and writing process for students.

Explain to students that they are going to read safety problems and fill in a chart just like the chart on the board. Remind students to take time to think of the best possible safety solutions for each scenario.

Hand out one copy of *Safety Problems and Solutions* reproducible to each student.

Accommodations and Extensions

Place students in mixed-ability groups.

Scribe answers for students who struggle with writing tasks.

As an extension, have students come up with other safety problems and discuss possible solutions with classmates.

Have students write a paragraph explaining how teachers and students benefit when everyone follows school safety rules.

Closure

Ask students to share possible safety solutions for each scenario. Discuss as class.

Assessment

Check reproducible for completion and accuracy.

Playground Safety

Using Observation Skills to Reinforce Playground Safety

Content

Through participation in this activity, students will practice their writing and composition skills while reinforcing playground safety rules.

National Standards

The following standards will be addressed in the lesson:

Language Arts

- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Health and Physical Education

1.8 Students will explain how childhood injuries and illnesses can be prevented or treated.

3.3 Students will compare behaviors that are safe to those that are risky or harmful.

3.6 Students will demonstrate ways to avoid and reduce threatening situations.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-kinesthetic



Verbal-Linguistic

Prerequisites

Students should read the *Safety at the Playground* book and be familiar with playground safety rules.

Materials

Pencils

Paper

Instructional Procedure

Anticipatory Set

Ask: Has anyone here every been hurt or see another child get hurt on the playground?

Encourage students to share their stories with a partner. Ask students to brainstorm which playground safety rules could have been followed to prevent this incident.

Class Discussion

Invite students to share their stories and playground safety rules. Write rules on board. Tell students that they will work as a class to develop a Playground Safety Checklist. The checklist will include playground safety rules.

Objective

The student will be able to...

- learn playground safety rules and understand the importance of following these rules
- use observation skills to reinforce playground safety rules

Activity

Work as a class to create a Playground Safety Checklist using the ideas on the board. Students will take checklist outside during recess. Students will observe playground activities and determine if any playground safety rules were broken. This is also an opportunity to discover new playground safety rules to add to the checklist. Come together as a class and invite students to share what they observed and determine an appropriate safety rule that could have prevented the incident.

*Teacher may also divide students into small groups and have each group act out scenarios in which playground rules are broken. Students can observe each skit and discuss solutions.

Accommodations and Extensions

Student may work with a partner or orally describe observations.

Extension: As a reward for learning rules, teacher may take children outside to put their playground safety rules in action!

Closure

Explain to students that everyone can safely enjoy the playground only when safety rules are followed.

Assessment

During anticipatory set, teacher can observe and make anecdotal comments to assess how well students work in pairs and how well they communicate ideas to other students.

Water Safety Jeopardy

Students play this popular game to review water safety rules.

Content

Through participation in this activity, students will practice question-writing skills while reviewing safety rules.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Health and Physical Education

1.8 Students will explain how childhood injuries and illnesses can be prevented or treated.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Interpersonal



Verbal-Linguistic

Prerequisites

Students should read *Safety around Water* book and discuss water safety rules. Students may also research on the internet or in other books to find additional water safety rules.

Materials

Safety around Water books
jeopardy cards (created by teacher)
bell or buzzer (optional)

Instructional Procedure

Anticipatory Set

Ask: *Who has seen or heard of a TV program called Jeopardy?*
Invite student to share what they know about the game. Explain how the answers are given and students must come up with the question. If this is too challenging, you can have students simply provide the answers to the questions. Explain to students that they will be contestants on the show. The game will test their water safety knowledge.

*You can use this activity to focus on water safety rules and/or revise questions/answers to include information from all four titles in the *Staying Safe* series)

Class Discussion

Tell class that they will work independently to create questions for the game. Write the category headings on the board (Water Safety, Playground Safety, Home Safety, School Safety) If focussing on water safety, possible categories include: Pool Rules, Safety at the beach, Safety around ponds/lakes, etc. As a class, work together to create a sample question for each category so students understand the process.

Objectives

The student will be able to...

- develop water safety questions and answers as preparation for game
- review content from all four titles in the *Staying Safe* series

Activity

Provide paper for students to brainstorm possible questions and corresponding answers. Tell students they must each come up with at least three questions/answers for each heading. Challenge students to write creative and challenging questions based on the safety rules found in the books.

Have students hand-in their questions/answers. Teacher can assess learning by reviewing the questions/answer sheets. By marking the sheets, the teacher can also determine if any safety rules need to be re-visited to ensure understanding.

Choose a variety of questions for each category. Write questions/answers on small paper cards. Write point amount on the front of the card based on the difficulty of the question. Organize questions under appropriate headings to create jeopardy board. Before playing, teacher may review expectations to students (fair play, rules of the game, etc.) Students can play in teams or independently. Teacher can be “host” while students pick questions and provide answers. Student/team with the most points at the end of the game wins.

Accommodations and Extensions

Provide a scribe for children with writing difficulties. Allow students to use books from the *Staying Safe* series to help them create questions.

Invite student to be scorekeeper (this way the student reviews safety rules by listening to answers given by classmates)

Extension: Have students write out a “How to Play” and “Rules” instruction sheet. Lend the game to another class and see if the class can understand how to play using only student-created instructions.

Closure

Ask students if they thought jeopardy was an effective way to review safety rules. Responses can help teacher learn what methods work best for students.

Assessment

Use student-created questions to assess student comprehension and question-writing skills.

Home Safety

A lesson to encourage students to practice safety at home

Content

Through participation in this activity, students will practice their writing and composition skills while learning about home safety rules.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Health and Physical Education

1.8 Students will explain how childhood injuries and illnesses can be prevented or treated.

3.6 Students will demonstrate ways to avoid and reduce threatening situations.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Interpersonal



Verbal-Linguistic

Prerequisites

Students should read the *Safety at Home* book. Review home safety rules with students before proceeding with the lesson.

Materials

Safety at Home books
paper
pencil
student journal (optional)

Instructional Procedure

Anticipatory Set

Write the word “HOME” on the board. Ask students to tell you words they associate with home (example: warm, love, safe, fun, etc.)

Explain to students that everyone should have a safe home. Following home safety rules will help keep everyone in your home safe.

Class Discussion

Invite students to list hazards in the home (from *Safety at Home* book, personal experiences, etc.) Answers may include:

- leaving toys on the stairs
- touching sharp kitchen tools
- leaving electrical cords hanging

Discuss possible solutions to solve these safety problems.

As a class, create a Home Safety Checklist using the most common household safety problems (as determined during class discussion). Once the checklist is completed, students will take the checklist home and use it to determine if all home safety rules are followed. Students may also observe additional safety issues in the home. Students can write these issues down to share with class.

Objectives

The student will be able to...

- identify safety issues in the home
- write a reflection on their home and personal safety

Activity

During the next lesson, invite students to share the results of their home safety checklists.

Ask students to reflect on their home safety exercise as well as their own personal safety. Ask students to consider the following:

Which safety rule(s) do they always follow?

Which safety rules do they need to work on?

How can they improve? (an action plan)

Have students write a reflection to address the questions above. Students may write a rough copy and self-edit or peer-edit the work before completing a good copy.

Collect final copies for assessment.

Accommodations and Extensions

Student may use a tape recorder to present piece orally.

Student may use scribe or computer to write his/her reflection.

Closure

Point out to the students that reflection is an important tool that allows us to see what we do well, what we need to improve, and create a plan to improve. Remind students that they must always be aware of their personal safety and what goes on around them.

Assessment

Use reflection writing to assess student writing skills (composition, grammar, etc.)

General Safety Activities

A list of general safety activities you may wish to try

- Arrange for community workers to come to your classroom and discuss safety issues (police officer, firefighter, crossing guard, etc.)
- Post safety-specific vocabulary found in Staying Safe series on word wall in classroom. Vocabulary may include: *consequence*, *hazard*, *stranger*, *equipment*, *choice*, *dangerous*, etc.
- Review various types of street signs that students need to know (stop sign, yield, one-way street, children at play, etc.)
- Have students create an Emergency Contact phone list.
- Arrange water safety lessons at local community pool or recreation center
- Review the meaning of the different traffic lights (red-stop, yellow-slow down, etc.) Play “Red Light, Green Light” game in gym or outside.
- Visit the “Learning More” section found on page 32 of each book in the *Staying Safe* series. This page has useful resources to help you explore various safety topics.

Safety Problems and Solutions

Safety Problem	Why is it Unsafe?	Possible Safety Solutions
<p>You are excited to play outside during recess. The recess bell rings. You and your friends run through the halls to get outside to play.</p>		
<p>Your friend asks you to borrow your scissors. You are busy working on your artwork. To save time, you gently toss the scissors to your friend who is standing nearby.</p>		
<p>While walking to school, you find a lighter on the ground. You pick it up and put it in your backpack. At recess, you take it out to show the lighter to your friends.</p>		
<p>It is lunch time and you are hungry! You can't wait to eat your lunch. You run up the stairs to the lunchroom so you can start enjoying your lunch as soon as possible.</p>		
<p>Two of your friends get into a fist fight. You do not want either of them to get hurt or in trouble, You step in between them to break up the fight.</p>		

School Safety Poster

Planning and creating a school safety poster

Content

Through participation in this activity, students will practice their writing skills while using their visual art skills to create a poster.

National Standards

The following standards will be addressed in the lesson:

Language Arts

- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Health and Physical Education

STANDARD/BENCHMARK 1.8. Students will explain how childhood injuries and illnesses can be prevented or treated.

Visual Arts

VA 1.3. Students use different media, techniques, and processes to communicate ideas, experiences, and stories. (ARTSEGE)

VA 3.2. Students select and use subject matter, symbols, and ideas to communicate meaning.(ARTSEGE)

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Visual-Spatial



Linguistic

Prerequisites

Students should read the *Safety at School* book. Review school safety rules with students before proceeding with the lesson.

Materials

My Safety Poster Plan reproducible

Poster Paper

Pencils

Crayons, pencil crayons, markers

Instructional Procedure

Anticipatory Set

Ask: Other than reading the *Safety at School* book, how else do you learn safety rules?

Write student responses on board.

Tell students they will be creating a school safety poster to help educate their peers. The posters will be displayed around the school to help others learn about safety.

Class Discussion

Brainstorm some school safety problems and solutions. The answers may be from the book or from their own experiences. Write responses on the board. Explain to students that they will need to use both pictures and words to communicate a safety rule on their poster. Students will begin by completing the My Safety Poster Plan sheet.

You can model how to complete this sheet so your expectations are clear. Explain to students that their safety tip should be clear and easy for people to understand. Remind students that their posters will be displayed around the school so time and care should be taken to complete their work.

Objective

The student will be able to...

- use words and images to create a school safety poster
- present their poster to the class and clearly explain their work

Activity

Have students work independently to complete the My Safety Poster Plan sheet. Once completed, review sheets and make corrections as needed.

Provide students with poster paper and give class time to complete their poster design.

Once completed, each student can present their poster to the class. Teacher can create a rubric to assess posters at this time. To guide assessment, teacher can ask the following questions:

What is the safety problem you chose for your poster?

What is the safety solution to solve your safety problem?

Why do you think it is important for people to know about this safety problem and solution?

Invite student to add any additional comments about their work.

After each presentation, other students can offer the presenter positive feedback and ask questions about the poster.

Posters can be displayed around the school or on a school-safety themed bulletin board.

Accommodations and Extensions

Divide students into multi-ability groups.

Allow students to use a computer or cut and paste images to convey their message.

Student may present poster to teacher rather than presenting in front of the class.

As an extension, students may present their posters to younger students in the school.

Closure

Point out to the students that they have learned a lot about school safety. Praise students for creating posters to spread their knowledge and make the school environment safer for everyone.

Assessment

Use teacher-created rubric to evaluate student work and check for accuracy and understanding.

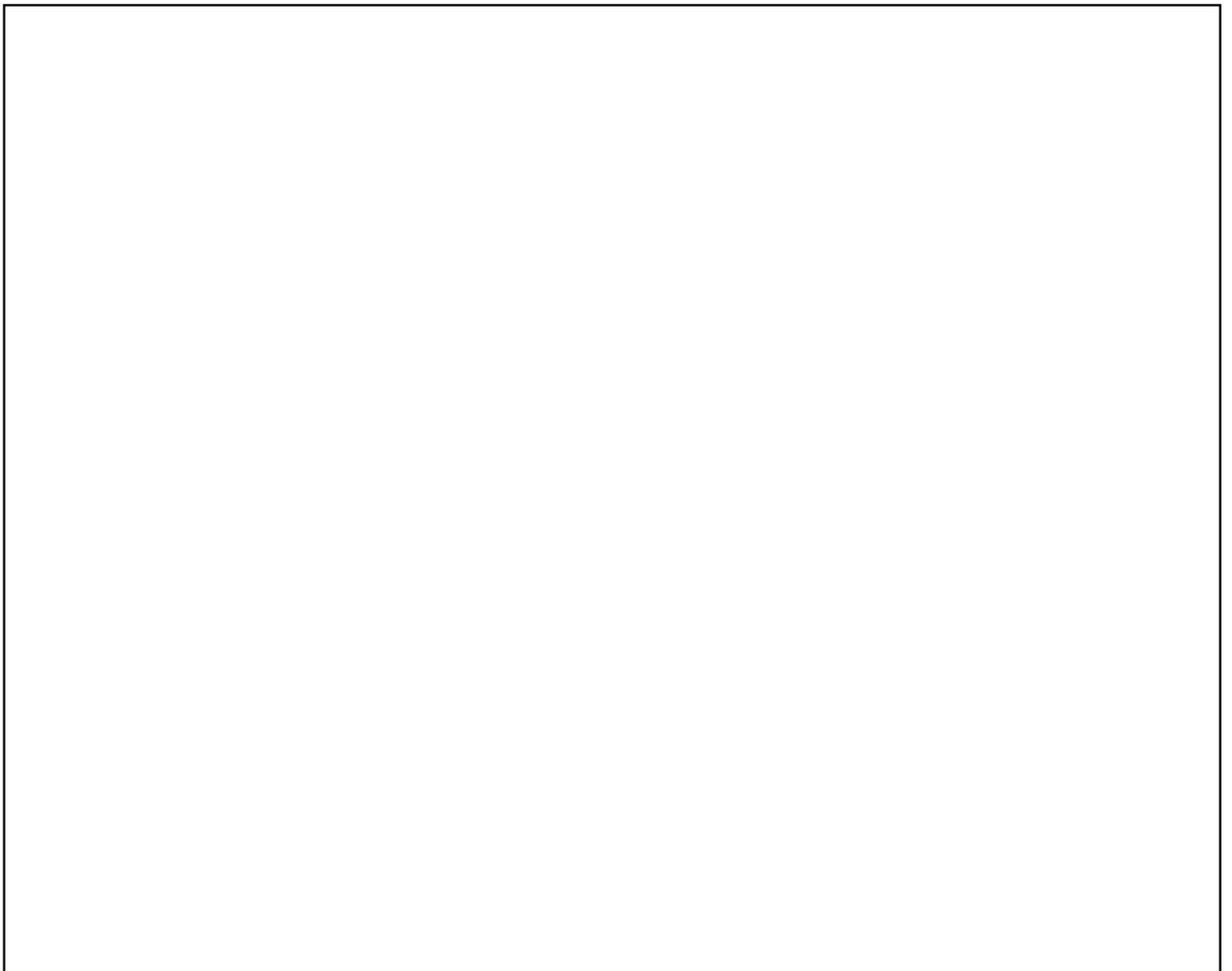
Modify the rubric for upper-level and students with learning difficulties.

*Teacher may create the rubric with the students to make expectations clear.

MY SCHOOL SAFETY POSTER PLAN

Choose a school safety tip. Write your tip on the lines below.

Plan your design. Sketch your design in the box below.



This poster plan has been reviewed and approved by: _____
(teacher's initials)