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Personal Safety [pre-kindergarten]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Personal Safety

Grade Level: Pre-Kindergarten

Subject/Topic Area(s): Science

Designed By: Anne Peppers

Time Frame: 10 days

School District: East Central Independent School District

School: East Central Development Center

School Address and Phone: 12271 Donop Rd.
San Antonio, TX 78223

(210) 633-3020

Brief Summary of Unit (Including curricular context and unit goals):

This unit addresses the Texas Pre-Kindergarten Guideline “Child practices good habits of personal safety.” At the conclusion of this unit, students will know that we should always try to make safe choices, safety is everyone’s responsibility, and rules help keep us safe. Students will be able to identify safe and unsafe choices at school; give examples of safe and choices at home, on the street, and in vehicles; and practice safe behaviors at school (with occasional reminders). Specific areas of safety addressed include school, street, fire, vehicle, and animal safety and safe people vs. strangers.

Unit: Personal Safety

Grade: Pre-K

Stage 1: Desired Results

Established Goals (Standards)

SCVID1 Child practices good habits of personal safety (from Texas Pre-Kindergarten Guidelines)

Understandings

Students will understand that...

- Safety should be a constant practice
- We should monitor our own and others' behaviors with safety in mind
- We are faced with many situations that require making choices about safety

Essential Questions

1. What does it mean to be safe?
2. How can I stay safe at school?
3. How can I help other people stay safe?
4. What should I do to stay safe every day?

Knowledge

Students will know...

- We should always try to make safe choices
- Safety is everyone's responsibility
- Rules help keep us safe

Skills

Students will be able to...

- Identify safe and unsafe choices at school
- Give examples of safe and unsafe choices at home, on the street, and in vehicles
- Practice safe behaviors at school (with occasional reminders)

Stage 2: Assessment Evidence

Performance Task:

Students will demonstrate meaning-making and transfer by...

When given a scenario in steps (verbally, acted out, or with pictures), students will respond with safe choices (by telling with words, acting out, or choosing pictures). After completing the scenario, the teacher will give one unsafe action and ask what could happen.

Scenarios (after each sentence, students will respond with their action):

1. You are playing in the classroom when the fire alarm goes off. Teacher feels the door and it is hot. There is smoke in the hallway. We reach the door leading outside. (Unsafe choice: talking while in line)
2. You need to use the restroom. You leave the room. There is someone playing in the restroom. There are people waiting to use the restroom. (Unsafe choice: skipping down the hallway)

Other evidence:

Classroom tour ideas (day 2)

School tour ideas (day 3)

Labeling areas of the classroom & explanation (day 3)

Identifying/explaining street safety situations (day 4)

“Stop, look, and listen” and “Make Me Cross” responses (day 4)

Stranger danger responses (whole-group and small-group dictation) (day 5)

Thumbs-up/thumbs-down (emergency vs. non-emergency) (day 6)

Fire safety scenario response (day 7)

Observation during role-play scenarios (day 8)

Class book contribution (day 9)

Stage 3: Learning Activities

1. Pre-assessment (whole-group): Pose a scenario to the students about a day at school. Start with entering the building and give two options of what a child could do (ie: walk on crosswalk or wander through parking lot); move on to eating breakfast, going to the classroom, and unpacking backpack. (End according to attention span/engagement of students.) Review the choices the class made and make a decision as a group about how safe the scenario was for the child. Introduce the idea of thinking about our actions in terms of safety. Introductory book: I Can Be Safe: A First Look at Safety (Pat Thomas) (can be substituted with any general safety book for kids).

2. Focus: safety at school (classroom)

Our class rules help us to make safe and friendly choices.

Looking eyes – we always look at the teacher or the speaker, but we are also careful to look around before doing anything to make sure no one will be hurt by our actions.

Listening ears and *quiet voices* – we listen to the teacher or the speaker and speak in quiet voices, and we also listen for any important announcements or alarms (like in a fire drill).

Walking feet – we always walk in school so that we are less likely to get hurt or hurt someone else.

Helping hands – if someone does get hurt or need help, we can (and do) try to help.

Introduce Yo Gabba Gabba safety songs “Danger, Danger, Danger” and “Dangerous, It’s So Dangerous” (<http://www.nickjr.com/printables/yo-gabba-gabba-safety-songs.jhtml>).

In small groups, take a mini-tour around the classroom, encouraging students to point out different places in the room and eliciting ideas of safe/unsafe behaviors in each place. Specific instances/areas to address:

- Scissors – we always walk in school, and this is especially important when we are carrying scissors. Sharp objects can hurt people, so we must be careful with them. (Same concept with sharpened pencils or anything else that’s sharp)
- Electrical outlets – electricity can hurt people, so we shouldn’t touch electrical outlets or plugs. Plugging/unplugging machines is an adult’s job.
- Doors/leaving the room - should only be done with teacher’s permission

- Drills – when a fire alarm goes off or another kind of drill is announced, students should stop speaking and playing and listen to the teacher’s directions. It’s always important to listen to teachers, but listening during drills is especially important because people could be seriously hurt during emergency situations.

Books: Back to School Safety (Rookie Read About) (Lisa M. Herrington), Staying Safe at School (Joanne Mattern), School Safety (Dana Meachen Rau)

3. Focus: safety around school.

Brainstorm list of other places around school as a group and elicit ideas of how and why we make safe choices in each place. (Lead students to recognize major locations in the school, including gym, playground, cafeteria, hallways, and restrooms.) Watch “Playground Safety” (Discovery Education) and refer to school playgrounds as appropriate.

In small groups (by gender), students will take a tour of the school, including outside (entry to school), office, cafeteria, hallways, another classroom, gym, playgrounds, and restrooms. At each location, we will discuss safe and unsafe choices (making sure to celebrate what we already know). We will also discuss what we can say to someone we see making an unsafe choice and what we should do about these situations (situations students can solve vs. need for teacher/adult involvement).

- Hallways: remind students of hallway rules (ie: hands folded, bubbles in our mouths, and walking feet) and practice as we tour the school.
- Outside: model and practice walking into school on sidewalk, discuss importance of staying in line (coming off bus) or staying with adult and on crosswalk/sidewalk (parent drop-off)
- Office: introduce office workers; these are safe people to ask for help around school
- Gym: Just like in the classroom, there is a teacher in the gym, and he has rules that help keep students safe. PE class is fun, and you can have exciting experiences and learn to play new games while following rules.
- Playground
 1. Reinforce playground rules – have students show safe choices and identify rules
 - a. Slide down slide on your bottom, one at a time
 - b. Crawl up tunnel
 - c. Feet and hands on jungle gyms
 - d. One at a time on monkey bars
 - e. Bottom and hands on swings, don’t walk near swings being used
 - f. Gravel and mulch stay on the ground
 - g. Closed-toe shoes
 2. Playground safety with Michael cartoon
(<http://www.chp.edu/CHP/Playground+Safety+Cartoons>) (computer center)
Books: Please Play Safe! Penguin's Guide To Playground Safety (Margery Cuyler), Play It Smart: Playground Safety (Urban Donahue)
- Cafeteria: stay in line and walk, sit down to eat, raise hand if you need a teacher. Model and have students practice entire cafeteria routine.
- Restrooms: take each group into the appropriate restroom and model routine & state rules.

* Possible modification: make small posters using visual cues of what students' behavior should look like in each location (ie: walking feet, quiet voices, and folded hands in the hallway) and use by posting in each location or as a classroom resource.

During later whole-group time: Students will use Yo Gabba Gabba safety signs (<http://www.nickjr.com/printables/yo-gabba-safety-zones-signs.jhtml>) to label areas of the classroom appropriately and explain their idea to the class.

4. Focus: Safety on the street

Read a street safety book (such as Staying Safe on the Street by Joanne Mattern or Street Smarts by Peggy Pancella) to the class and invite them to think about a time they were outside with an adult. Ask them whether they made safe choices (like those in the book) or not-so-safe choices and discuss why it is important to be safe near streets. Introduce Yo Gabba Gabba song "Look Both Ways" (and review "Dangerous, It's So Dangerous") (<http://www.nickjr.com/printables/yo-gabba-gabba-safety-songs.jhtml>)

In small groups, remind students of earlier question about a street experience and elicit answers regarding their actions to make a list on the board. When a list has been created, go back to each instance and decide together whether it was a safe or unsafe behavior (and why). If it was unsafe, ask students to brainstorm alternate choices. Briefly review rules:

- When crossing a street, always cross at a sidewalk
- Stop, look (both ways), and listen before stepping off the sidewalk/into the street
- Always cross with an adult (hold hands)

Play "Stop, look, and listen" safety game (<http://www.dft.gov.uk/think/education/early-years-and-primary/media/stop-look-listen/>).

Whole-group review of street safety (rules and game): Make Me Cross (<http://talesoftheroad.direct.gov.uk/stop-look-listen.php>)

* Street safety cartoon (<http://www.chp.edu/CHP/Street+Safety+Cartoons>) (computer center)

5. Focus: Strangers & 'safe' people

Ask students who the people are who keep them safe. Jobs include parents, teachers, police officers, firefighters, paramedics, doctors, bus drivers, etc. (We will go into detail about these jobs while studying community workers later in the quarter.) These are people who can help you if you are hurt, lost, or need help. Pose questions to students about people they might encounter (safe people and strangers) and help them decide if the person is safe and what to do in each situation. Stress the importance of staying with a parent/other known adult when out in public and explain that getting lost is scary for both children and adults, so we should make safe choices to avoid the problem.

In small groups, invite students to share experiences about adults they have encountered, whether safe adults or strangers. Using students' recollections of earlier discussion, compile a list of safe people in the community and ask each child to draw a picture about meeting one of these people. Take dictation about the situation drawn and bind all drawings for a class book.

Books: Once Upon a Dragon: Stranger Safety for Kids (and Dragons) (Jean E Pendziwol), Say No and Go (Urban Donahue)

6. Focus: fire safety (note: this topic will be taught with more detail during community workers unit – the focus here is safety only)

Show images (from books or Internet) to students of fires (houses on fire, people near fire, firefighters at a fire, etc.) and ask them what they notice about the pictures. Discuss the dangers of fire to children in particular and stress that fire is something that should always be dealt with by adults. However, what should you do if there is no adult available and there's fire?

Introduce "9-1-1" (song from Fisher-Price Little People Safety Songs CD) and have students sing along. Explain that 911 is a special phone number for emergencies only. Police officers, firefighters, and paramedics can be reached by calling 911, but it should only be used when someone is truly in an emergency. Explain that, after calling 911 and telling the operator about the problem, firefighters can come to help. Ask students about ways that firefighters help when there is a fire and make a list on the board. Remind students that firefighters are safe people & that their job is to help us, so do NOT hide from firefighters.

Explicitly state that fires can happen anywhere and remind students that, at school, we have fire drills to practice what to do in this situation. Students will participate in a mock fire drill (imagining the alarm) to practice getting quiet & lining up, walking quickly & quietly, and standing in line outside to wait for all-clear (and returning to the classroom in a quiet line).

In small groups, sing "9-1-1" again and then pose scenarios of emergencies and non-emergencies involving fire, asking students to respond with a thumbs-up (for 'call 911') or thumbs-down ('don't call 911'). (Note students who may need another small-group re-teach opportunity).

Book: Fire Safety (Dana Meachen Rau) (or any general fire safety book)

* Dramatic play: have firefighter gear, telephone, stop-drop-roll poster available for play; model if necessary.

* It may be beneficial to send home a fire safety handout as part of a newsletter or separately around this time. The U.S. Fire Administration (www.usfa.fema.gov) publishes a free handout entitled "This is Fire" that can be used.

7. Focus: fire safety (cont.)

Ask students if they have had any experiences being around a fire. If so, have them share with the group. State that it is important for everyone to know what to do if there is a fire, and practicing is necessary so we don't have to stop & think – we just know what to do. Model and practice feeling the door for fire/heat on the other side; stay low & go; and stop, drop, & roll (including covering face). Explain the basic purpose for each of these practices as they are introduced. Sing stop-drop-roll song to help remember when & why we would stop, drop, and roll, and explain the reason behind rolling to put out fire on our bodies. Discuss what a child can do if they see someone else in trouble (tell them to stop-drop-roll, get an adult, yell for help, call 911 if necessary).

In small groups, pose scenarios involving fire & fire safety practices to students and discuss ideas of how to deal with the situation. Invite students to draw a picture about their idea. Students will dictate a sentence using the format of "If (blank) happens, you should..." to the

teacher. These pictures will be compiled into a class book.

* If possible, a brief visit from a firefighter (with gear) would be ideal. This visit would be focused on reducing students' fear of firefighters in gear and reinforcing the types of situations that call for firefighters. It would also be an opportunity to have students practice fire safety routines (from small-group activities).

Books: Stop, Drop, and Roll (Margery Cuyler), Fireman's Safety Hints (Giovanni Caviezel)

* Assign & explain family homework (pp. 18 & 12 from "Let's Have Fun with Fire Safety: Marty & Jett's Activity Book" – U.S. Fire Administration): draw a map of your home and show your escape routes in case of a fire (draw parallel between fire drill escape routes and home escape routes) *and* find the smoke alarm in your home and check the batteries. Teacher should model drawing home with escape routes. (This will be checked for completion upon return, matted on red construction paper, and sent home to use as a safety guide for the household.)

8. Focus: vehicle safety

With 2 sets of chairs set up to resemble school bus seats, invite students to get on one of the 'buses.' Explain that one bus is very safe and students make good choices to stay safe, but on the other bus, students are rambunctious and don't care about their own or others' safety – assign a role to each bus. Ask each bus to meet as a group and decide where their bus is going and how they should act. Teacher should meet with both groups to guide their brainstorming and give ideas if necessary. (Make sure they include getting on and off the bus.) When each group has a plan, call students back to their seats. First, ask the rambunctious bus to tell where they're going and act out their bus ride. As they act, ask both groups clarifying questions about what the bus passengers are doing, what could happen, and what they could do instead. Next, ask the safe bus to tell where they're going and act out their bus ride. As they act, recognize choices you see and ask rambunctious group to respond with 'safe' or 'unsafe.' Finish by applauding all actors; return to carpet. Invite students to brainstorm list of bus rules and encourage them to explain reasons behind each rule.

In small groups, set up a car scenario. Explain that we are going to be actors again, but this time, we will show safe choices in a car. Guide students in acting out a car ride, including entering the vehicle, sitting in backseat, buckling seatbelt right away (discuss use and importance of booster seats/car seats), not distracting driver, staying seated & buckled, when & how to unbuckle, opening car door, getting out of the car. Stress that children should not ever stay in the car when an adult is not in the car with them.

Books: Staying Safe in the Car (Joanne Mattern), Staying Safe on the School Bus (Joanne Mattern), Safety on the School Bus (Lucia Raatma), Safety on the School Bus (Sarah Florence)

8. Focus: animal safety

Read Tails Are Not for Pulling (Elizabeth Verdick). Ask students about experiences with animals and/or pets. What do we know about meeting new animals? Invite students to find a partner and give each pair a stuffed dog or cat; one child will be the owner and the other will be him-/herself. All pairs will act out meeting a new animal along with the teacher (including staying a safe

distance, speaking quietly & calmly, asking the owner if the animal is friendly & if you can pet it, holding hands out flat and still for animal to smell, and slowly moving hand to gently pet animal), then switch roles and repeat. Students will be given an opportunity to ask questions.

In small groups, teacher will remind students that the earlier situation was about meeting a pet that is with its owner. Now, we will talk about what to do if you ever run into an animal that is not a pet or is not with its owner. Explain to students (using pictures) that we should never tease an animal, we should not approach or touch strange animals, we should move slowly if we need to move, we should not run away (stay still instead), and fold our arms or hands. If there wasn't an adult with you, tell an adult about what happened afterwards.

As a review, view Danger Rangers dog safety page
(http://www.dangerrangers.com/kids_safety_topic.php?id=44)

9. Focus: safety review

Ask students about any other situations they may have questions about. Lead students in a general review of safety at school. Look back at class rules and decide as a class if anything should be added to help people make safe choices at school.

In small groups, students will contribute a page to a class book about safety. Each group will tell what they know about safe choices (with teacher guidance) and each child will decide on a safety guideline to illustrate. The teacher will take dictation about the picture and record it on each child's paper. This book can serve as a reminder of safety throughout the year.

10. Focus: performance task (review-reteach any necessary areas)

Reinforce to students that they are now safety experts and can help one another and others make safe choices.

Call students individually to complete performance task. Differentiate format according to student needs.

Other resources

Books

Watch Out! At Home (Claire Llewellyn)

Policeman's Safety Hints (Giovanni Caviezel)

Watch Out! On the Road (Claire Llewellyn)

I Can Play It Safe (Alison Feigh)

Be Careful and Stay Safe (Cheri J. Meiners)

Watch Out for Banana Peels and Other Sesame Street Safety Tips (Sarah Albee)

Discovery Education videos

“Primary Health and Safety: I Can Be Safe!”

“Getting to School Safely Is Your Job”

“Getting to School Safely”

Online activities

Yo Gabba Gabba songs: <http://www.nickjr.com/printables/yo-gabba-gabba-safety-songs.jhtml>

Yo Gabba Gabba safety coloring pages: <http://www.nickjr.com/printables/yo-gabba-gabba-safety-pack.jhtml>

Danger Rangers safety/common sense song & video:

http://www.dangerrangers.com/music_common-sense.php

General safety Listen & Read book:

http://teacher.scholastic.com/commclub/school_safety_activity/

Home Hazards game: http://www.nfpa.org/riskwatch/games/game_hazards.html

Performance task grading guidelines

– Scenario 1 (examples of acceptable responses): You are playing in the classroom when the fire alarm goes off. (Stop playing, line up quietly) Teacher feels the door and it is hot. (Find another way out) There is smoke in the hallway. (Stay low and go) We reach the door leading outside. (Go outside, stay outside) Unsafe choice: talking while in line (don't hear instructions, distract others, get hurt)

- Scenario 2 (examples of acceptable responses): You need to use the restroom. (Ask teacher to go to the restroom) You leave the room. (Walk to the restroom quietly) There is someone playing in the restroom. (Tell them to stop, tell them they are not being safe, tell a teacher) There are people waiting to use the restroom. (Wait your turn) Unsafe choice: skipping down the hallway (fall, get hurt, bump into someone)

+	Student gives safe choice after each statement (4)* and correctly names 2+ consequences of an unsafe choice
√	Student gives safe choice after 2-3 statements * and correctly names a consequence of an unsafe choice
-	Student gives 0-1 safe choices* and does not correctly name a consequence of an unsafe choice

* Self-corrections count as safe choices