

2

grade

Safety

SAFETY means freedom from harm or danger.

LESSON 1

Read the meaning of **SAFETY**. Read: **This week we will focus on how important showing responsibility and good judgment can be in keeping us safe. For example, car safety tips include one major factor – buckling up. However, you have to take responsibility for actually buckling your seat belt. It is your responsibility. A teacher or mom can tell you, but you have to do it.** Play Simon Says Safety with students. Teacher says: **“Simon Says take two steps if you know Car Safety”**. Call on any student who took the two steps and have them tell how they must show responsibility in that area to stay safe (Car safety could be - “I must buckle up”, Bus safety could be – “I must stay seated”, etc.) You can try to trick students by calling out a safety area without saying “Simon Says.” Students moving would have to start over – just like in the real game. Safety areas can include the following: Car safety, Bike safety, Bus safety, Boat safety, Drug safety.

***School/Home Link** Tell students to share the different kinds of safety with a family member. Have them come up with and share examples of how they can be safe.*

LESSON 2

Review the meaning of **SAFETY**. Review the importance of safety in all areas. Inform students that more children die in motor vehicle crashes than from all childhood diseases combined. Emphasize that this fact reinforces the importance of wearing a seat belt. Explain that motor vehicle injuries are a leading cause of death for children after the first year of life. Have students draw a picture of a seat belt buckle and add some *life* to it – draw in eyes, a mouth, maybe even glasses or a hat. Remind students that this could save their *lives*. Encourage students to show creativity.

***School/Home Link** Ask students to share with a family member how important it is to wear a seat belt.*

LESSON 3

Review the definition of **SAFETY**. Personal safety tips can help you to stay safe from other people. Although most people we meet are good, we do have to be aware that there are some bad people around. Ask students if they ever heard the saying “Never talk to strangers!” Research tells us that many cases of kidnapping and abduction do NOT come from total strangers. Many abductions are carried out by people who are familiar to us. The bottom line is to never go anywhere with anyone alone without a parent's permission – even if you think you know the person. Read the following tips and discuss them with students.

- If any grown-up or stranger asks you for directions or help, get a **trusted** adult to help.

- Tell a **trusted** adult if you feel scared about anything.

- Know your telephone number and area code and the number of a **trusted** adult or family member in case of an emergency.

- Never give out personal information to strangers.

***School/Home Link** Have students share with a family member the concept of abductions. Ask them to talk about what to do in a situation where they feel they would need help.*

LESSON 4

Review the definition of **SAFETY**. Tell the class they will demonstrate their problem solving skills by role-playing different scenarios. Read each situation and ask for volunteers to act it out in a way that demonstrates safety.

1. Your friend Sam walks over to your house to play. A group of friends from the neighborhood come over on their bikes and they want you and Sam to go riding on the biking trails. Sam doesn't have a bike at your house so you decide to double up on your bike.

2. Today is Saturday and your family is going on a bicycle outing to the park. You enjoy biking with your parents. They always make you wear your helmet when you ride your bike but they do not own helmets of their own. You wonder why.

3. It is getting dark and your friend John comes over to your house and suggests that you go for a ride to the bike trails. John does not have a light on his bike.

4. You and your sister, Susan, are riding on a street with a lot of parked cars. She is riding in a zigzag pattern, in and out of the cars. You are riding behind Susan, and she asks you to play “follow-the-leader”.

Applaud students for their performances.

***School/Home Link** Tell students to ask a family member to think of situations that require “safety problem solving.”*

LESSON 5

Review the definition of **SAFETY**. Ask students if they know what the word “bully” means. Explain to students that a bully is a person who teases, hurts, or threatens smaller or weaker people. Bullying is wrong and must not be accepted. Explain to students that reporting bullying is NOT tattling. Unfortunately, we must know and understand what bullying is in order to protect us against bullies. (If available, read the Bernstein Bear's Book entitled *Trouble with the Bully*.) At recess, have students work in groups to watch out for bullying behaviors on the playground and report them.

***School/Home Link** Ask students to share with a family member what a bully is and why it is not good to be a bully.*

Louisiana Content Standards and Grade Level Expectations

ELA-1-E6, ELA-4-E2, ELA-4-E5, ELA-4-E7, ELA-3-E3, ELA-7-E1, ELA-7-E2, ELA-7-E4