

Potential Integration:
ELA

Health
2.MEH.1.2 Summarize behaviors that help to avoid risk

Materials:

- Appendix A: Safe or Risky Behaviors
- Book: No Dragons for Tea: Fire Safety for Kids by Jean E Pendziwol.

Focus:

Tell student that you would like them to think about what a risky behavior is. Have students stand up to be able to move around the room. If the students believe the statement the teacher reads from Appendix A is a safe behavior s/he will move to one corner of the room, if s/he thinks it is a risky behavior, s/he will move to the opposite corner of the room and if s/he is not sure, s/he will stand in the middle. After each statement is read, ask 1-2 students in each corner to explain why they believe the statement describes a safe/risky behavior.

Following the activity, ask students to use their own words to answer the question: What is risk? When we avoid risk, we lower our chances of getting injured.

Teacher Input:

Ask students why they think it is important to talk about risk. Explain that every year boys and girls their age get hurt and sometimes die from taking risks that could have been avoided and as classmates, teachers and school personnel it is everyone’s job to make sure that the students are safe.

Ask students if they know what the leading cause of death is among children their age (transportation-related including cars, bicycles, ATVs etc., followed by fires/burns and drowning).

Background: (<http://www.cdc.gov/safchild/images/CDC-childhoodinjury.pdf>)

Among children ages 5-9 years old in the United States the highest death rates are in transportation related injuries (3.6 per 100,000) (bicycles, ATVs, motorcycles, cars etc.), followed by fires or burns (0.8 per 100,000), drowning (0.8 per 100,000).

The highest nonfatal unintentional injuries among this age group are related to falls (3,406 per 100,000), being struck by or against an object (2,152 per 100,000)(e.g. sharp instrument, weapon, human, animal, or inanimate object other than a vehicle or machinery), bites/stings (723 per 100,000), or cuts (639 per 100,000).

Explain to students that learning how to be safe does not have to be scary, but it is important to know what they can do to keep their bodies safe. Read No Dragons for Tea: Fire Safety for Kids by Jean E Pendziwol.

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Discuss the risks and responses that the little girl takes in the story (walking with her mom, taking home a dragon she hasn't met before, knowing how to be safe when the dragon sets the table on fire).

Repeat "Dragon's Fire Safety Rhyme."

Assessment:

Option 1

Explain that fire safety is just one area of avoiding risk that students can take. In groups of 2-3 ask students to work as a team to brainstorm ways to be a Super Safe Kid. Assign each group with one area listed below. Ask students to participate in a collaborative conversation to come up with 3-5 key rules to be safe and avoid risks.

- Automobile Safety (e.g. wear a seatbelt, ride in the backseat, sit in a booster seat until the seatbelt fits snugly across the shoulder and chest, do not distract the driver, talk in a quiet voice)
- Bike Safety (e.g. wear a helmet, look both ways before going into the street, stay on the sidewalk when possible, obey road signs, use proper hand signals, ride bike as intended, look for sticks/bumps/rocks in the road).
- Poison Safety (e.g. only take prescribed medications an adult gives you, don't eat or drink anything that you are unsure of where it came from, wash your hands).
- Fire Safety (e.g. have a home safety plan, turn appliances off when you're not using them, know where the nearest exit is, stop/drop/roll, call 911, do not start fires using a lighter or matches without adult supervision).
- Home Safety (bathroom, kitchen, electrical, home alone) (e.g. avoid climbing on things you are not supposed to (roof, buildings, toilet), turn the stove and other appliances off when not in use, have a first aid kit, do not touch open electrical wires, do not stick objects in electrical outlets, do not open the door for someone you do not know, always tell an adult where you are going before you leave the house).
- Pedestrian Safety (e.g. walk with a friend or an adult, only cross at crosswalks, look both ways before crossing the street, stay on sidewalks when possible, walk in the opposite direction of oncoming traffic, observe street signs).
- Playground Safety (e.g. use equipment as intended, do not jump off of structures, be aware of your surroundings, know who is playing around you, if you notice something is broken tell an adult).
- Water / Pool Safety (e.g. know how deep the water is before jumping in, walk around pools, wear a floatation device when riding in a boat or canoe, do not play in/around creeks or rivers without an adult nearby)
- Computer Safety (e.g. do not tell your personal information to anyone online, do not talk to people you do not know online, ask a parent or guardian before buying anything online or from a phone, never meet a person you talked to online no matter how friendly they may seem).

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Other safety areas to consider: Cafeteria/Bathroom safety at school, ATVs, Skateboard/Scooters, Sports, Hiking, Camping etc. Choose a risky area applicable to your school population.

When students have drafted their rules, ask each team to share their rules with the class and ask other classmates to respond and share their thoughts of what they think should be included.

Option 2

Have students choose a topic area listed above or another area of interest to write an informative piece that introduces the topic, uses facts to develop points and provides a concluding statement about how to avoid risk in their selected area. Have students illustrate a “sign” (e.g. No Dragons for Tea) to accompany their piece of writing. The sign should reflect one key rule or piece of safety advice their writing describes.

Closing:

Have students post their signs and writing around the room for other students to read. Host a gallery walk for students to review each sign and informative piece of writing. Invite families, principal or other classes to read their work as well.

Appendix A

Safe or Risky Behavior

1. Wearing a seatbelt when riding in a car.
2. Diving into the shallow end of a pool head-first.
3. Riding a bicycle with a helmet.
4. Playing tackle football without a helmet.
5. Cooking at home without an adult.
6. Riding a bicycle off of a homemade jump/ramp.
7. Giving your name and address to a person you met online.
8. Taking medicines that are given to you by an adult.
9. Starting a fire using matches or a lighter without an adult nearby.
10. Getting into a vehicle with someone you do not know.

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SAFE

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RISKY

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NOT SURE