

Safety Unit

Unit Goal: Learners will learn the importance of safety and practice important safe behaviors for use at home, at school and in their neighborhoods.



Lesson 1: Safety Rules

Objective: Learners will recognize that rules are meant to keep them safe and that it is important to follow safety rules.

Materials:

- Book: *Five Little Monkeys Jumping on the Bed* by Eileen Christelow
- Drawing paper
- Markers
- Crayons
- Toy phone
- Empty household product containers
- 2 large boxes



* Lesson 1: Circle Time Activity

(Large Group)

Materials: *Five Little Monkeys Jumping on the Bed* by Eileen Christelow

Activity:

1. Read the book *Five Little Monkeys Jumping on the Bed* to demonstrate the characters breaking rules and what happens when they do.
2. Explain to students that the monkeys in the story broke some rules. Ask students if they understand what a rule is. If they do not, explain that a rule is something they are told to do because it helps them to stay safe.
3. Ask students “What rule did the little monkeys not follow? What happened when they did not follow the rule? Why do you think it is important to follow rules?”
4. Ask students, “What are some rules you have at school?” Discuss with students the class rules and why they are important.

* Lesson 1: Cognitive Activity

(Small Group)

Materials: Drawing paper, markers and crayons

Activity:

1. Ask students, “What rules do you follow at home about using matches, electrical outlets, cords and medicine? What other safety rules are practiced in your home?”
2. As you discuss the safety rules students follow at home, direct the discussion to potentially dangerous items like electrical outlets and appliances, kitchen knives, stoves, fireplaces, medicine, poisons and all other issues the students may mention.
3. Have students choose a safety rule they practice at home and illustrate themselves following that rule. Transcribe students’ rules onto their drawings.



Lesson 1: Cognitive Activity

(Small Group)

Materials: Toy phone

Activity:

1. Review different types of situations at home that would be considered emergencies (bleeding, difficulty breathing, unconsciousness, fire, accidental poisoning, accidental fall, head injury).
2. Using a toy phone, help students practice calling 9-1-1 or other local emergency numbers to report an emergency.
3. Help students practice reciting: “My name is _____. I live at _____. I am calling for emergency help because _____.”
4. Stress that students need to stay on the line until the person on the other end says it is OK to hang up.

Lesson 1: Cognitive Activity

(Small Group)

Materials: Empty and clean household containers (medicine bottles, food packages, cleaning solvents, etc.) and 2 boxes (one labeled “Safe” and one labeled “Unsafe”)

Activity:

1. Explain to the students that an important safety rule they must follow is to always ask an adult before touching, smelling or tasting anything if they are unsure of what it is. Emphasize that they should never touch, smell or taste anything poisonous such as medicine, cleaning products, makeup, etc.
2. Provide students with a variety of empty product containers and the two boxes labeled “Safe” and “Unsafe.” You may want to pair the words “Safe” and “Unsafe” with related symbols.
3. Have students sort the empty product containers into “Safe” and “Unsafe” household items.