

**PERSONAL HEALTH:**

**SAFETY**



T.E.K.S. 110.2 (K.1)

The student listens attentively and engages actively in a variety of oral language experiences.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
1. Student will state and/or identify his/her full name.	<p>Refer to Language Arts – Personal Identification</p> <ol style="list-style-type: none"><li>1. Tape record each student’s name and repeat it several times. Put headphone on the student’s ears.</li><li>2. Face the student and say, “(Name), what is your name?” Turn the tape recorder on and wait for the student to state his/her first name. Reward the student for a correct response. The student may be prompted once.</li><li>3. Continue the procedure with the student saying his/her first name independently until criterion is met.</li><li>4. Repeat step 1, adding student’s last name.</li><li>5. Continue procedure, gradually fading out the tape recorder.</li><li>6. Without the tape recorder, ask the student his/her name and, if necessary, prompt by whispering the first syllable. Decrease the prompt and continue asking the name until he/she states the full name.</li><li>7. Randomly throughout the day, the same person should ask the student his/her name. In addition, another adult should ask the student to say his/her name. Both should praise the student for a correct response or prompt with a whisper, if necessary, until criterion is met.</li><li>8. Sing the song, “What Is Your Name?”, by Hap Palmer</li><li>9. Sing the song, “Getting Acquainted”. (See attached.)</li><li>10. Make a puzzle with each student’s first and last name. When the puzzle is completed, ask the student to say his/her name.</li></ol>



Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

11. Teach the student the importance of saying his/her full name to a policeman or adult, if he/she should become lost.
12. Refer to attached activity.

Adaptation:

If a student cannot or does not speak well, he/she should be able to locate his/her name on an identification card or on a communication board.

Variation:

- a. Use a name as a transition activity:  
"If your first name is (Name), you may go to P.E."
- b. Use the rhyme: "Hickety-tickety bumble bee, will you (point to student) say your name for me?" The student should say his/her name and get in line, etc.

RESOURCES/MATERIALS

Palmer, Hap. "What Is Your Name?",  
Learning Basic Skills Through Music, Vol. 1.  
"Getting Acquainted",  
Singing With Children,  
Wadsworth Pub. Co.  
"Self-Concept",  
Macmillan Early Skills Program.  
Tape recorder with headphones



T.E.K.S. 110.2 (K.1)

The student listens attentively and engages actively in a variety of oral language experiences.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
2. Student will state and/or locate his/her telephone number.	<ol style="list-style-type: none"><li data-bbox="813 472 1382 646">1. Show students their telephone numbers in a telephone book and tell them that people use the numbers to call their homes. Make a small class telephone book and ask each student to find his/her number.</li><li data-bbox="813 653 1382 804">2. Use a Language Master. Record each student's telephone number on a card. Have students take turns by putting their cards through the machine and listening to their respective numbers.</li><li data-bbox="813 810 1382 1045">3. Write each student's number in large print and ask him/her to repeat the number while pointing to each one. Cover the first number, ask the student to state the whole telephone number (if the student can read) or just the first number (if he/she cannot read the numbers). When the student recalls the first number, proceed to step 4.</li><li data-bbox="813 1052 1382 1167">4. Cover the first two numbers and ask the student to say them, or to say the whole telephone number. Praise for correct response until student meets criterion.</li><li data-bbox="813 1173 1382 1325">5. Repeat step 4, uncovering one or more numbers each time until the student can say the whole telephone number without visual or verbal cues within one minute of request.</li><li data-bbox="813 1331 1382 1446">6. Have each student select his/her own telephone number from several presented. Instruct them to arrange numerals in order to form their own number.</li><li data-bbox="813 1453 1382 1747">7. The teacher and one other adult should ask students their telephone numbers on random occasions, two or three times each, praising correct answers, until the students meet final criterion. Ask the students to recite their telephone numbers to the class, their parents, etc. Tell the students the importance of knowing their telephone number in the event they become lost. Stress when and to whom they should state their telephone numbers.</li></ol>



Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

8. Refer to attached activities.

Adaptations:

If students cannot or do not speak well, they should be able to locate their telephone number on an identification card and/or communication board.

Variation:

Use telephone numbers to move from one activity to another. (Ex.: "If your telephone number is (telephone number), you may pass out materials.")

RESOURCES/MATERIALS

Telephone book  
Language Master  
"Self-Concept",

Macmillan Early Skills Program.

"Music, Songs and Poems",

Macmillan Early Skills Program.

Kent-Udolf, Louise & Sherman Eileen R., 1983

Shop Talk. Champaign, IL: Research Press  
Safety, Gayle Perry,

Creative Teaching Press

Dinosaurs Beware!, Marc Brown



T.E.K.S. 110.2 (K.3)

The student speaks appropriately to different audiences for different purposes and occasions.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
3. Student will state and/or locate his/her home address.	<ol style="list-style-type: none"><li data-bbox="810 472 1365 772">1. Instruct the students on the importance of knowing their addresses and associating them with their home. Show the students numbers printed on other houses, different street names, addresses and telephone books for other people they know. Show pieces of mail to the students, preferably addressed to their houses, and explain that mail is not delivered without an address.</li><li data-bbox="810 779 1365 894">2. Show each student his own address printed in large letters. Ask the student to repeat each number, street, and city as they are pointed to.</li><li data-bbox="810 900 1365 1108">3. Cover the city name with a piece of paper, cue the student with, “(Name), what is your address?”, and point to the remaining uncovered letters. Prompt the student with hints to state his own address. When the student remembers city name without prompting, proceed to step 4.</li><li data-bbox="810 1115 1365 1199">4. Repeat step 3, with street and city name covered, until the student responds correctly.</li><li data-bbox="810 1205 1365 1381">5. Repeat the procedure, gradually covering numbers in the address. Uncover each letter and name as the student recites them. Reward the student for reciting his/her address within one minute of request. Continue until criterion is met.</li><li data-bbox="810 1388 1365 1535">6. Randomly, throughout the day, the teacher and one other adult should ask students to give their addresses. Praise correct responses until each student meets final performance criterion.</li><li data-bbox="810 1541 1365 1596">7. Stress when and to whom students should give their addresses.</li></ol>



Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

8. Using a city map, stick pins and yarn, locate the school and each of the student's homes. Mark each home with a stick pin and run yarn along the streets to the school. Designate each home on the map with a written address card.
9. Refer to attached activities.

RESOURCES/MATERIALS

“Self Concept”,  
Macmillan Early Skills Program.  
“Music, Songs & Poems”,  
Macmillan Early Skills Program.  
Telephone book  
City map

Adaptation:

If students cannot or do not speak well, they should be able to locate their address on an identification card or communication board.

Variation:

Use addresses as a transition from one activity to the next. (Ex.: “If your address is (address), you may go to the table for snacks.”)



T.E.K.S. 113.2 (K.13)

The student understands ways technology is used in the home and school.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
4. Student will dial own telephone number.	<ol style="list-style-type: none"><li>1. Write each student's number on a card.</li><li>2. Have the students match their numbers to a model.</li><li>3. Provide a telephone. Assist the student to touch or dial their numbers in the appropriate order.</li><li>4. Allow students to practice independently, providing assistance or prompting when necessary.</li><li>5. Ask student to practice with an adult calling out the numbers.</li><li>6. Ask students to practice while stating numbers to themselves.</li><li>7. Use a real phone and have each student call home.<ol style="list-style-type: none"><li>a. Remind them that the receiver must be off the hook.</li><li>b. Remind them that they must listen for a dial tone before dialing.</li></ol></li></ol>
----- RESOURCES/MATERIALS -----	
Telephone book Telephone	



T.E.K.S. 110.2 (K.3)

The student speaks appropriately to different audiences for different purposes and occasions.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
5. Student will identify the procedure to follow if lost.	1. Make a chart of the procedures to follow if lost. Attach picture cues depicting each procedure and make a list of appropriate people to talk to in different situations. a. Find an appropriate adult and tell him/her that they are lost. b. Tell the adult their name, address, and telephone number. c. Tell the adult where they think their parents are. 2. Review the procedures until the students become familiar with them. 3. Have students practice a situation where one student is lost. a. Have one student be the “parent” and another student the “policeman”. b. When the “student” becomes lost, have him approach the “policeman” and try to tell him all the necessary information. c. Other students may assist if necessary.
RESOURCES/MATERIALS	4. Continue practicing until the students appear to master the skills.
Policeman	5. Invite a local policeman to participate with the students. 6. Take the students into various community settings and “lose” them in order to practice appropriate procedures.



T.E.K.S. 112.2 (K.3)

The student knows that information and critical thinking are used in making decisions.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
6. Student will identify common dangers.	1. Students are shown what constitutes a household hazard or danger. a. Have the class maintain a scrapbook of pictures of household hazards. b. Have them develop bulletin boards with examples of household hazards. 2. Review reasons each object is dangerous. 3. Remove or cover pictures and ask students to recall one. Praise for correct response. 4. Remove pictures and review dangers two times daily. Continue review until criterion is met. 5. Simulate safety hazards in the classroom and have students experience, as much as possible, what could happen (i.e., if they leave toys on the floor and the lights go out, they could fall over the toys and hurt themselves.
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RESOURCES/MATERIALS	
<u>Early Childhood Safety Series,</u> T. S. Denison & Co., Inc. <u>What Would You Do?,</u> The Learning Works, Inc. <u>Discovering Ourselves,</u> Rosie Seaman	



T.E.K.S. 112.2 (K.3)

The student knows that information and critical thinking are used in making decisions.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
7. Student will stay away from common dangers.	<ol style="list-style-type: none"><li>1. Explain and/or demonstrate common dangers (i.e., hot stove, iron, sharp objects, etc.)</li><li>2. Review the concept about specific dangers several times per day. Ask students why a situation is dangerous, until the criterion is met.</li><li>3. Praise students for correct responses and for remembering to stay away from dangers.</li></ol>

RESOURCES/MATERIALS

“Health & Nutrition”,  
Macmillan Early Skills Program



T.E.K.S. 113.2 (K.8)

The student understands the purpose of rules.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
8. Student will follow the routine for a fire drill at school.	<ol style="list-style-type: none"><li>1. Show the class the fire drill rules posted in the classroom. Talk about why these rules are established and why fire drills are important.</li><li>2. Discuss the following questions:<ol style="list-style-type: none"><li>a. What does the signal for a fire drill sound like?</li><li>b. What is the most important thing to do when there is a fire drill? (Get out of the building.)</li><li>c. How can we get out of the building quickly? (Know the route to the closest exit and move in an orderly fashion.)</li><li>d. What needs to be done before we leave the room? (Close the windows and turn off the lights.)</li></ol></li><li>3. Practice a fire drill.</li><li>4. Take a walk around the school to locate exit signs. Make a list of the exits.</li><li>5. Invite the fire chief to visit the school. Have students describe or demonstrate the procedures they would follow in case of a fire.</li><li>6. Read "Marshmallow Autumn" in <u>Early Childhood Safety Series</u>.</li></ol>

RESOURCES/MATERIALS

Early Childhood Safety Series,  
T. S. Denison & Co., Inc.  
Fire Chief

Adaptation:

Community-based instruction experience. Visit the fire station.



T.E.K.S. 113.2 (K.8)

The student understands the purpose of rules.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
9. Student will follow the routine for a severe weather drill at school.	<ol style="list-style-type: none"><li>1. Introduce the students to the procedure posted in the classroom.</li><li>2. Students should be instructed to recognize the bell signal indicating a bad weather warning.</li><li>3. Demonstrate and practice the following procedures:<ol style="list-style-type: none"><li>a. Exit the classroom and proceed to the basement or to an interior wall that is <u>not</u> near windows and is on the ground floor.</li><li>b. Line up facing the interior wall.</li><li>c. Assume a protective posture crouched on elbows and knees with hands over the back of the head.</li></ol></li><li>4. If on a school bus, students should be escorted to a nearby ditch or ravine and instructed to lie face down with their hands over their heads.</li></ol>

RESOURCES/MATERIALS



Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
10. Student will identify the danger of putting foreign objects in the mouth.	<ol style="list-style-type: none"><li>1. Certain objects, such as electrical wiring, pencils, sticks, any liquid or substance resembling food but not known by the students to be food, should be pointed out. Actual dangers should be stressed.</li><li>2. Peers can be used as “teachers” to help point out those who put foreign objects in their mouth.</li><li>3. Games can be used to stress the danger points. Have one student name an object and another student respond with “yes” or “no” if the object can be put in the mouth safely.</li><li>4. Ask students repeatedly if they can put various objects in their mouths. Prompt them to say, “Yes, because it’s food.”, or “No, because it’s not food”, until they can independently answer correctly.</li></ol>
RESOURCES/MATERIALS	<ol style="list-style-type: none"><li>5. Make a sack puppet with a hole cut for the mouth. Collect several items that can be eaten and several that cannot. Randomly pick up items and ask individual students, “Is this something you can put in your mouth?” If it is and the answer is “yes”, allow the student to feed it to the puppet. If it is not, and the answer is “no”, put the item to the side.</li></ol>



T.E.K.S. 113.2 (K.8)

The student understands the purpose of rules.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
11. Student will describe safety precautions to follow on the playground.	1. Make a "Playground Safety" booklet. Have a page for each object on the playground on which the students play. Draw a picture and write a safety slogan. Example: a. Sit down to swing or slide. b. Wait at the top until the slide is clear. c. Hold the see-saw down until your partner is off. 2. Identify safe areas on the playground for playing ball. 3. Play "Safety Detectives" and see how many good safety practices students can observe during a recess period. 4. Instruct students to notify a teacher if someone gets hurt.

RESOURCES/MATERIALS

Safety, Creative Teaching Press  
Gayle Perry  
Discovering Ourselves,  
Rosie Seaman



T.E.K.S. 110.2 (K.5)

The student demonstrates knowledge of concepts of print.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
12. Student will recognize/practice basic pedestrian safety signs and procedures.	<ol style="list-style-type: none"><li>1. Introduce posters depicting a variety of pedestrian safety signs. Discuss the signs and meaning of each. Ask the students “What would a city be like without safety signs and rules to follow?”</li><li>2. During community based instruction, introduce safety procedures (i.e., “Look both ways before crossing.”) and provide the opportunity to observe a variety of signs (i.e., “Walk” – “Don’t Walk”).</li><li>3. Instruction should include actual practice.<ol style="list-style-type: none"><li>a. Have students cross the street following a model.</li><li>b. Cross with prompting (visual, verbal, physical, etc.).</li><li>c. Cross independently.</li><li>d. Generalize to other settings (i.e., parking lots, driveways, etc.).</li></ol></li><li>4. Teach red light – green light.</li><li>5. Photographs of the students observing various pedestrian rules should be taken for the bulletin board and reviewed regularly.</li></ol>
----- RESOURCES/MATERIALS -----	
DLM Functional Signs posters DLM Learning Functional Signs Kit “Community Awareness”, <u>Macmillan Early Skills Program</u> <u>Safety</u> , Gayle Perry, Creative Teaching Press	



Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
<p>13. Student will identify safety rules to follow in riding in a private motor vehicle and/or a school bus.</p>	<ol style="list-style-type: none"> <li>1. Explain to the students that following safety rules helps us to get from one place to another without accidents. Ask them to think of ways to increase their safety in an automobile. Encourage them to list the following rules:               <ol style="list-style-type: none"> <li>a. Fasten the seat belt.</li> <li>b. Lock the door.</li> <li>c. Keep hands inside the window.</li> <li>d. Keep hands away from the driver.</li> <li>e. Talk quietly.</li> </ol> </li> <li>2. Since many students ride a bus to school, encourage them to discuss and state rules for riding safely on a bus. Include the following rules:               <ol style="list-style-type: none"> <li>a. Enter the bus one at a time.</li> <li>b. Go immediately to a seat.</li> <li>c. Fasten seat belt (if available).</li> <li>d. Stay in the seat.</li> <li>e. Keep hands to self.</li> <li>f. Keep feet out of the aisle.</li> <li>g. No unnecessary talking to the driver.</li> </ol> </li> <li>3. Invite a school bus driver to your class to tell about a bus driver's responsibilities. Share your list of rules with the bus driver.</li> <li>4. Give a "Star of the Week" bus rider award every Friday to reward appropriate behaviors. Solicit assistance from the bus driver and aide in determining who should receive the award.</li> </ol>
<p>-----  <b>RESOURCES/MATERIALS</b>            -----            "Tigger Takes a Bus Ride",            Winnie The Pooh filmstrips  <u>Dusty Dills Buckle-Up Program.</u>            Mr. McGruff            School bus driver</p>	



T.E.K.S. 113.2 (K.8)

The student understands the purpose of rules.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
14. Student will demonstrate knowledge that he/she should not accept rides from or leave with a stranger or someone casually known.	1. Discuss with students the importance of refusing to enter a stranger's car. 2. Tell students that a stranger might harm them. Initiate a discussion revolving around the dangers of interacting with strangers. Students should practice the correct way to react to a situation in which they are followed, spoken to, or touched by someone they do not know (i.e., screaming, running away, blowing a whistle carried for the purpose of soliciting assistance, etc.). 3. If possible, take students to an area where there are strangers and cars. Discuss the possible dangers. 4. Practice situations with the students. For example, approach a student as a stranger and offer him a ride. Prompt the student as necessary until he/she say, "No, I can't ride in a stranger's car." Reverse roles and include other students. 5. Videotape a situation in which a stranger asks a child to get into a car and the child refuses. Show it to the class and discuss. (Enlist the help of a regular 5 <sup>th</sup> -6 <sup>th</sup> grade class to produce the video. Be sure the "stranger" is not a person that the students in the class know.)
----- RESOURCES/MATERIALS -----	
"Careful with Strangers", Winnie The Pooh filmstrips McGruff Police Department Library	



T.E.K.S. 112.2 (K.3)

The student knows that information and critical thinking are used in making decisions.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
15. Student will distinguish between actual friends and “friendly” strangers.	<ol style="list-style-type: none"><li>1. Explain that not everyone who knows their name is a friend.</li><li>2. Discuss the difference in appropriate “behaviors” exhibited by strangers and inappropriate “behaviors” exhibited by strangers.</li><li>3. Explain that if a stranger approaches the student in an aggressive manner, or attempts to touch or entice the student he/she should:<ol style="list-style-type: none"><li>a. Yell.</li><li>b. Tell an adult (parent, policeman, teacher, school staff, etc.</li><li>c. Run away.</li></ol></li></ol>

RESOURCES/MATERIALS

Circles: Intimacy and Relationships,

Leslie Walker-Hirschy and  
Marklyn Champagne  
James Stanfield and Co. (1981)



T.E.K.S. 112.2 (K.3)

The student knows that information and critical thinking are used in making decisions.

Area: Safety

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OBJECTIVE	TEACHING ACTIVITIES
16. Student will distinguish between appropriate and inappropriate touching.	1. Discuss private body parts. 2. Discuss who is an appropriate person to provide intimate care.

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RESOURCES/MATERIALS

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Circles: Intimacy and Relationships,  
Leslie Walker-Hirschy and  
Marklyn Champagne  
James Stanfield and Co. (1981)



T.E.K.S. 116.5 (2.5)

The student knows and applies safety practices associated with physical activities.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
17. Student will identify basic bicycle safety rules.	<ol style="list-style-type: none"><li>1. Discuss bike-riding habits or students. How many know how to ride a bicycle? Who regularly uses a bike?</li><li>2. Discuss some of the hazards a bike rider is likely to encounter. (These include automobile traffic, curbs, sewer grates, loose gravel, low hanging branches, and potholes.) How can a careful rider avoid these dangers?</li><li>3. Contact the local police department. Ask them to provide pamphlets that stress safety rules in bicycle travel and information on bike registration.</li><li>4. Arrange a bike rodeo. Students will need to decide which activities to arrange. (Perhaps they will design an obstacle course, teach proper turn signals, or sponsor a poster contest.)</li></ol>
<hr/> <b>RESOURCES/MATERIALS</b> <hr/> American Automobile Association Police Officer	<ol style="list-style-type: none"><li>5. Encourage the class to invite experts to the rodeo. A police officer would be able to check bikes for compliance with safety regulations.</li></ol>



T.E.K.S. 113.2 (K.13)

The student understands ways technology is used in the home and school.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
18. Student will use a key and a knob on a variety of doors.	<ol style="list-style-type: none"><li data-bbox="808 443 1317 527">1. Explain to students the importance of knowing how to lock and unlock doors.</li><li data-bbox="808 533 1317 653">2. Model the use of a lock (i.e., if a key is necessary, demonstrate its insertion, the direction to turn the key, and use of a doorknob).</li><li data-bbox="808 659 1317 863">3. Ask students to select the correct key from several others. After they have used the key to unlock the door, instruct them to turn the doorknob. Physically assist the students if necessary until they can manipulate the key and doorknob independently.</li><li data-bbox="808 869 1317 957">4. Repeat step 1 until the students demonstrate the ability to lock and unlock three types of doors.</li></ol>

RESOURCES/MATERIALS

Key and lock



T.E.K.S. 112.3 (1.3)

The student knows that information and critical thinking are used in making decisions.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
19. Student will recognize poison labels.	<ol style="list-style-type: none"><li>1. Show students the poison labels and discuss their meanings.<ol style="list-style-type: none"><li>a. Explain that the contents could hurt the students badly if they eat or even touch it.</li><li>b. Discuss the fact that students should tell someone immediately if they do touch or eat the poison and explain that they will have to go to the hospital.</li><li>c. Explain that poisoning can occur by drinking from unlabeled containers, (i.e., cups, jars, bottles, etc.)</li></ol></li><li>2. If possible, pour poison onto a substance that will cause a chemical reaction. Explain that the poison would create the same effect in the students' bodies and would harm them seriously.</li><li>3. Show students some new poison labels and ask that they point to the word "poison". Continue the process until every student can recognize and point to the word "poison".</li><li>4. Ask the students what particular labels mean. Prompt, if necessary, to elicit:<ol style="list-style-type: none"><li>a. "It will hurt you."</li><li>b. "Don't touch it."</li><li>c. "Don't eat it."</li><li>d. "It's poison."</li></ol></li><li>5. Read "Spring Cleaning", <u>Early Childhood Safety Series</u>.</li></ol>
RESOURCES/MATERIALS	

Mr. Yuk  
Early Childhood Safety Series,  
T.S. Denison and Co., Inc.  
Discovering Ourselves,  
Rosie Seaman



**PERSONAL HEALTH:**

**SAFETY**



T.E.K.S. 113.3 (1.10)

The student understands the purpose of rules and laws.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
1. Student will identify reasons for common traffic and safety rules and practices.	1. Have students compile a list of possible hazards to motorists and pedestrians. 2. Construct a model with streets, intersections, signs, etc., to simulate a community. State a safety rule and demonstrate the appropriate procedure(s). Then have students disregard the rule and demonstrate what would happen. 3. Discuss consequences for failure to regard rules while participating in community-based instruction. 4. Discuss accidents in which students have been involved and how they could have been prevented. 5. Have school officer come to class and lecture about school safety.
<hr/> <b>RESOURCES/MATERIALS</b> <hr/>	
“The Sound of Traffic Safety”, Texas Office of Traffic Safety	



T.E.K.S. 110.2 (K.5)

The student demonstrates knowledge of concepts of print.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
2. Student will recognize warning signs in the environment.	Refer to Language Arts – Survival Vocabulary. <ol style="list-style-type: none"><li>1. During community-based instruction, identify all warning signs for students, (e.g., “Keep Out”, “High Voltage”, “Dead End”, “No Exit”, etc.)</li><li>2. Explain the reasons each of these signs are posted and the consequences for failure to observe them.</li><li>3. As students become familiar with warning signs, begin to ask individuals to identify them in a variety of environments. Praise any students who identify the signs independently. Provide prompts as necessary.</li></ol>
<hr/> <b>RESOURCES/MATERIALS</b> <hr/> DLM Functional Signs Posters DLM Learning Functional Signs Kit Survival Sign Bingo: Outdoor, PCI Educational Publishing Survival Sign Bingo: Indoor, PCI Educational Publishing	<ol style="list-style-type: none"><li>4. Sign Bingo</li><li>5. Develop “Experience Books” about signs to keep in the classroom.</li><li>6. Have a Sign Scavenger Hunt.</li></ol>



T.E.K.S. 122.23 (C-5)

The student analyzes family health-care options.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
3. Student will identify resources for assistance with medical problems.	<ol style="list-style-type: none"><li>1. Visit a local hospital.</li><li>2. Develop a directory of medical facilities in the area.</li><li>3. Instruct students as to how to obtain emergency assistance (telephone).</li><li>4. Discuss various medical specialists.</li><li>5. Play a matching game in which a student identifies the appropriate doctor to use for a particular kind of problem.</li></ol>

RESOURCES/MATERIALS

How to Get Well When You're Sick or Hurt,  
Walch



T.E.K.S. 113.3 (1.11)

The student understands the role of authority figures and public officials.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
4. Student will identify persons responsible for safety in the community.	1. Discussion should include the following: police officer, safety patrol, telephone operator, nurse, parents, rescue squad, firefighter, and weather reporter. 2. Write the names of the safety personnel on a chart. Read the names and discuss the role each plays in keeping us safe. 3. Create a bulletin board displaying various safety helpers. Assign each student a particular safety helper and give him/her the responsibility of finding a picture, drawing an illustration, or writing a sentence strip about the helpers. 4. Discuss which safety personnel can be of assistance in specific situations: a. Parents are at a shopping mall when they realize their small child is missing. b. During a football game, one of the people in the stands becomes very ill. c. A child falls on the school playground and scratches a knee. d. As children are walking home from school, they see smoke coming from a window of an empty house. e. A family is ready to take a long automobile trip, but the weather is getting colder and snow is beginning to fall.
RESOURCES/MATERIALS	



T.E.K.S. 115.1 (K.2)

The student understands that behaviors result in healthy or unhealthy conditions throughout the life span.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
5. Student will identify services offered by major emergency agencies and demonstrate how to report an emergency.	<ol style="list-style-type: none"><li>1. Review the meaning of the term, "Emergency". Stress that these situations require immediate action. Ask the students to name as many emergencies as possible. List each different idea on a separate piece of 15 inch x 8 inch tag board. Next, challenge the students to tell who should be called for assistance in each situation. Record this information on the other side of the tag board strips. Divide the class into small groups and give each cluster one of the emergency situations. They should decide who to call for assistance. Use a stop watch to time this activity to reinforce the importance of working quickly.</li><li>2. During community-based instruction, have the students practice reporting specific emergencies by calling the school. Stress the importance of talking slowly and giving accurate information.</li><li>3. Duplicate an emergency telephone number sheet. Using telephone books, the students should fill in the correct numbers. These should be taken home for future reference. The emergency sheet may be modified by coding phone numbers with icons from Boardmaker.</li></ol>

RESOURCES/MATERIALS

Emergency telephone number sheet  
Boardmaker  
How to Get Well When You're Sick or Hurt,  
J.Weston Walsh

EMEMGENCY PHONE NUMBERS

Doctor  
Police  
Fire  
Ambulance  
Poison Control  
Neighbor  
Mother's Work  
Father's Work  
Gas Company  
Sheriff  
State Highway Patrol



T.E.K.S. 115.4 (2.5)

The student recognizes factors that influence the health of an individual.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
6. Student will identify potential hazards found in the homes.	<ol style="list-style-type: none"><li>1. Have the class collect empty containers of poisonous substance found around the home for a display.</li><li>2. Assist students in constructing posters or a bulletin board with magazine pictures of poisonous substances.</li><li>3. Discuss the dangers of swallowing or putting on your skin, toxic substances.</li><li>4. Ask the students how they can practice safety in their homes. Guide their thinking by giving specific locations in a house. Examples are:<ol style="list-style-type: none"><li>a. Stairs: Keep stairway clear of objects. Walk on the stairs.</li><li>b. Kitchen: Hold knives by the handle and use only with the permission of a parent or teacher. Keep fingers away from appliances that are turned on.</li></ol></li></ol>
----- RESOURCES/MATERIALS ----- Empty containers of poisonous substances Pictures of poisonous substances	<ol style="list-style-type: none"><li>5. Discuss why it is dangerous to store poisons in containers, such as soda pop bottles and discarded jelly jars.</li><li>6. Practice calling Poison Control and providing necessary information.</li></ol>



T.E.K.S. 115.32 (6.5)

The student engages in behaviors that reduce health risks throughout the life span.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
7. Student will list the proper first aid procedures for an animal bite and/or insect bite/sting.	<ol style="list-style-type: none"><li>1. Invite an Animal Control Officer (dog catcher) to visit the class. In addition to discussing the purpose and specific duties of this job, encourage the speaker to tell why it is dangerous to allow animals run loose and why we should not touch any animal we do not know. Explain how to safely handle our pet. Ask the speaker to explain rabies and the noticeable symptoms of the disease. Discuss which animals may contract rabies.</li><li>2. Review these general steps for caring for an animal bite:<ol style="list-style-type: none"><li>a. Tell an adult first.</li><li>b. Call the doctor.</li><li>c. Wash the bite the soap and water.</li><li>d. Put an antiseptic on the bite.</li><li>e. Call the police or Animal Control Officer.</li><li>f. Describe the animal.</li></ol>Write each step on a stiff piece of cardboard. Scramble the order and challenge the students to put them in the correct sequence.</li><li>3. Sharpen the students' observational skills. Display a picture of a dog for a short time. Remove the visual aid and challenge the students to give an accurate description of what they saw. List each idea on the chalkboard or a transparency, then show the picture again. What details can be added to the list? Repeat the activity several times with different pictures. Why is it important to be able to give a complete and accurate description of an animal that has bitten a person? Discuss how to avoid insect stings.</li></ol>



Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

4. Determine how many students have been stung by a bee. Ask what the results were. Put these steps on the chalkboard:
  - a. Leave it alone.
  - b. Remove the stinger.
  - c. Put on a paste of baking soda and water.
  - d. Scratch it.

Ask which two procedures should be followed and which are not wise. Provide baking soda and water. Have the students combine the materials to make a paste to put on their wrists. After the paste dries, ask the students to describe the sensation.

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RESOURCES/MATERIALS  
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Health Units for Non-readers,  
by Meyer Johnson  
How to Get Well When You're Sick or Hurt,  
by J. Weston Walch  
Animal Control Officer  
Baking soda and water  
Pictures of various types of dogs  
Local Vet  
Stuffed animals  
Pet Store  
Animal Shelter



T.E.K.S. 115.22 (6.5)

The student engages in behaviors that reduce health risks throughout the life span.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
8. Student will identify correct first aid procedures to administer in emergency situations.	<p>1. Define first aid as the immediate treatment given for an injury or accident before medical treatment can be arranged. Stress that some accidents and injuries are life-threatening (i.e., excessive bleeding, lack of breathing, and poisoning). Distribute situation cards to several volunteers. As each situation is enacted, the class should determine if there is a need for first aid.</p> <p><u>EXAMPLES:</u></p> <p>You are using a sharp knife. It slips and you get a deep cut.</p> <p>You have been watching television for hours. Now you have a headache.</p> <p>You are eating an apple. A piece gets caught in your throat and you are choking.</p> <p>You are cleaning out your desk and break a fingernail.</p> <p>You are walking up the stairs. Suddenly you trip and fall down the steps. When you try to stand up, your leg hurts badly.</p> <p>You are catching a cold. Your nose is running and you are sneezing.</p> <p>A fellow student has a seizure.</p> <p>2. Contact a local chapter of the Red Cross. This organization has a variety of useful publications. Make arrangements to borrow posters and booklets. The format is programmed instruction and well within the grasp of this age group.</p>



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

3. Invite the school nurse to speak to the class. Explain that the students want to learn how to deal with the emergencies mentioned previously and others, such as sunstroke, falls and frost bite. At the conclusion of this activity, the students should summarize the information on a chart that highlights proper first aid.
4. Discuss specific methods/procedures, i.e.:
  - a. Cuts
    1. Put on gloves
    2. Turn warm water on.
    3. Wash the cut with soap and water.
    4. Put the cut under running water, if possible.
    5. Put alcohol or hydrogen peroxide on a cotton swab or ball.
    6. Rub the cotton over the cut.
    7. Put salve or bacitracin on a cotton swab.
    8. Rub the cotton swab over the cut.
    9. Choose a band-aid size for the size of the cut.
    10. Open the band-aid.
    11. Put the band-aid over the cut.
    12. If the cut is too large, use a gauze bandage and tape.
  - b. Swallowed or inhaled poison.
    1. Call the local poison control center with information about how much and what the person swallowed.
    2. Listen to the poison control center information.
    3. Follow the information given.
    4. Save the poison container.
    5. Seek emergency help by calling 911.



Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

RESOURCES/MATERIALS

The American National Red Cross  
Basic First Aid Books, Doubleday.  
School Nurse  
Soap and water  
Cotton swabs or balls  
Alcohol or hydrogen peroxide  
Bacitracin  
Band-Aid or bandage  
How to Get Well When You're Sick or Hurt,  
J. Weston Walch  
Boardmaker  
Posters  
Charts  
Health Units for Non-Readers,  
by Mayer-Johnson

- c. Nose bleed.
  - 1. Put on gloves.
  - 2. Bend the head backward.
  - 3. Gently pinch the lower, soft part of the nose for about 5 minutes.
  - 4. Bleeding should stop. If it persists, see an adult or a nurse.

Adaptations:

Stress to lower-functioning students the importance of seeking adult assistance.



T.E.K.S. 115.2 (K.2)

The student understands that behaviors result in healthy or unhealthy conditions throughout the life span.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
9. Student will recognize emergency situations and follow appropriate procedures.	<p>Provide instruction in the following emergency situations:</p> <ol style="list-style-type: none"><li>1. Tornado warning at home:<ol style="list-style-type: none"><li>a. Listen for emergency sirens or emergency warnings on the radio/television.</li><li>b. When heard, quietly go get a pillow from the bed.</li><li>c. Find a closet or hall near the center of the home.</li><li>d. Go into the closet and close the door.</li><li>e. Sit on the closet floor.</li><li>f. Cover the head with a pillow.</li><li>g. When sirens go off, come out of the closet.</li></ol></li><li>2. Thunderstorm and lightening:<ol style="list-style-type: none"><li>a. When outside, try to get inside a house or car during the storm.</li><li>b. If in a field, <u>do not</u> go under a tree; lie down in the middle of the field, face down.</li><li>c. If in water (i.e., a pool or lake), get out immediately.</li></ol></li><li>3. In case of house fire:<ol style="list-style-type: none"><li>a. When smoke is detected, locate the region of the house from which it is coming.</li><li>b. If possible, go out an exit and call 911.</li><li>c. If not possible to go out an exit, crawl along the floor and find a window on the ground floor to climb out.</li><li>d. Demonstrate the ability to use a fire extinguisher.</li></ol></li></ol>



Area: Safety

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OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

4. In case a person's clothing is on fire:
  - a. If on fire, stop immediately, in place.
  - b. Drop down onto the floor.
  - c. Roll around the floor to smother the fire.
  
5. In case of a grease fire on the stove:
  - a. Identify the fire on the stove.
  - b. Get the baking soda.
  - c. Open the baking soda.
  - d. Pour the baking soda on the fire.
  - e. Turn the stove burner off when the fire is out.
  - f. Clean up the mess.

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RESOURCES/MATERIALS

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T.E.K.S. 115.23 (B-4)

The student knows how to research, access, analyze, and use health information.

Area: Safety

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OBJECTIVE	TEACHING ACTIVITIES
10. Student will maintain, carry, and appropriately display picture identification card.	1. Practice producing an identification card upon request in the school setting. 2. Show an identification card to get into movies, school events, or to access public transportation. 4. Use an identification card to show to proper authorities.

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RESOURCES/MATERIALS

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Tag board  
Laminating film  
Photos from school pictures  
Use Material Production Center  
or  
Creative Corner at Service Center  
(call for an appointment)  
Wallet kit S from S&H Craft Kit



**PERSONAL HEALTH:**

**SAFETY**



T.E.K.S. 110.2 (K.5)

The student demonstrates knowledge of concepts of print.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
1. Student will identify warning labels.	1. Purchase (or make) a set of signs and display them throughout the classroom. Ask individual students to explain a given sign or symbol before leaving the room for lunch, recess, or afternoon dismissal. 2. Ask the students to find as many safety words as possible on products used at home. Labels or empty containers should be brought to school and used to create a three-dimensional mural on a classroom wall. Encourage the students to explain the meaning of each word or symbol.

RESOURCES/MATERIALS

Signs



T.E.K.S. 115.23 (B.5)

The student engages in behaviors that reduce health risks throughout the life span.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
2. Student will demonstrate knowledge of emergency procedures.	<ol style="list-style-type: none"><li data-bbox="808 472 1317 625">1. Show students the first page of the phone book which explains that the phone number 911 is appropriate for fire, police, ambulance, and poison emergency.</li><li data-bbox="808 625 1252 682">2. Students should be familiar with legitimate reasons for calling 911.</li><li data-bbox="808 682 1305 835">3. Students should list, in priority order, the information to be relayed when reporting an emergency (i.e., name, location of emergency, type of emergency, etc.)</li><li data-bbox="808 835 1305 1045">4. Read a story of an accident, leaving off the ending. Have the students complete the story, telling how they would handle the situation. Discuss the story endings which were valid. What would have been better to do in those less valid?</li><li data-bbox="808 1045 1305 1110">5. Have the students simulate several examples of reporting an emergency.</li></ol>

RESOURCES/MATERIALS

Telephone book  
Worksheet of emergency situations



T.E.K.S. 110.3 (1.10)

The student reads widely for different purposes in varied sources.

Area: Safety

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OBJECTIVE	TEACHING ACTIVITIES
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3. Student will identify vehicle safety signs and procedures.

1. Obtain two copies of the State Digest of Motor Vehicle Laws from the driver's license bureau. Clip each illustrated sign and glue it to a sturdy 3 x 5 index card. On the back of each card, write the meaning of the symbols. Laminate the cards for durability. Challenge the students to identify and explain the signs. Discuss which ones apply only to cars, to bicycles, to motorcycles, to trucks, or to pedestrians.
2. Prepare for this activity prior to the next community-based instruction experience. Design a worksheet depicting a variety of pedestrian and motorized vehicle traffic signals and rules. Each student should be given a copy of the checklist. As they travel to their destination, the students should look for each symbol and put a check mark next to each one they see.
3. Ask the students to tell why it is important for all motorized vehicles to follow the same laws.
4. Ask the students to tell where they can go to get driver's training. Many will be familiar with private companies, in addition to the school. Have the students use a telephone directory to find the names and phone numbers of local establishments which offer this service.

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RESOURCES/MATERIALS

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- State Digest of Motor Vehicle Laws
- Index Cards
- Worksheet
- Edmark Functional Word Series
  - Signs Around You, I
  - Signs Around You, II
- Edmark Corp.
- Patti Austin
- Kristi Boeckman
- Survival Signs: Indoors
- Survival Signs: Outdoors
- P.C.I. Educational Publishing



T.E.K.S. 115.5 (3.2)

The student recognizes and performs behaviors that reduce health risks throughout the life span.

Area: Safety

OBJECTIVE	TEACHING ACTIVITIES
4. Student will demonstrate knowledge of automobile passenger safety.	<ol style="list-style-type: none"><li>1. Have a class discussion which emphasizes riding with students who drive.</li><li>2. Ensure that students understand that these rules must be followed.<ol style="list-style-type: none"><li>a. Seat belts should be fastened.</li><li>b. Students should display orderly conduct, (i.e., no loud music, screaming, etc.)</li><li>c. Students should keep all body parts inside the car.</li></ol></li><li>3. Caution students about the dangers of driving without a license or riding with an unlicensed driver.</li></ol>
RESOURCES/MATERIALS	

