# **UNIT: PERSONAL SAFETY Grade Level 2**

**ACTIVITY: Book: A Terrible Thing Happened Lesson 1**

Personal/Social Standards:

 A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand

 and respect self and others.

 C: Students will understand safety and survival skills.

Competencies:

 PS: A1 Acquire self knowledge

 PS: C1 Acquire personal safety skills

Indicators:

 PS: A1.5 Identify and express feelings

 PS: C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy

 choices

Materials

* Book: A Terrible Thing Happened, by Margaret Holmes
* A bag with a stuffed animal, cotton balls, or similar soft item
* A candle, soap, toothpaste, or similar sweet-smelling item
* A whistle, bell, buzzer, or similar sound maker

Vocabulary

* Five senses – our body’s ability to taste, smell, hear, see, and feel
* Instinct – an act or sense that is automatic, not taught; often a behavior based on a sixth sense

Gathering

* Choose a volunteer to come and close their eyes. Hold up the sweet-smelling item.

“What do you think you smell? What does it make you think of? What part of your face are you using to smell? Do you know what sense you are using? (Sense of smell) Yes, your sense of smell helped you decide what I was holding.”

* Choose another volunteer to put hand in bag and feel item.

“What do you think you are feeling? Can you describe how big it is? What does it make you think of as you touch it? What body part are you using to feel it? Do you know what sense you are using? (Sense of touch) Yes, your sense of touch helped you guess what was in the bag.”

* Have all students close their eyes. Make a sound with the sound maker, then put it away and have students open their eyes. “”What do you think you heard? What does that sound make you think of? What part of your head did you use to hear? What is that sense called? (Sense of hearing) Yes, your sense of hearing helped you decide what made the sound.”
* “Also, your tongue helps you to (*taste*) and your eyes help you to (*see*).”

Review Agenda/Before the Lesson

“Our body’s senses help us understand what’s going on around us. Most of us are born with five senses – smell, touch, hearing, sight and taste. There is one more sense that people have and can use. It’s sometimes called our sixth sense – or instinct. An instinct is a warning or an idea that there may be trouble. Your instincts try to tell you something is wrong.

In this story, listen to how the character feels when his instinct is trying to tell him something.”

During the Lesson

Read A Terrible Thing Happened, straight-through.

After the Lesson

“His instinct told him something was wrong. How was he feeling? (Gather all ideas)

Sometimes your instinct will tell you that something is wrong or that you need help. I am going to describe some situations to you. You talk it over, and then tell me what your senses say and what you would do.”

Checking Out What You Learned/Assessment

Have students sit in threes facing each other. Read each scenario and give them 30 seconds to talk about it. Then call on one trio to respond aloud.

* Your nose tells you there is smoke in the house. What does your instinct tell you?
* Your ears tell you the dog you want to pet is growling. What does your instinct tell you?
* While watching TV your ears tell you there was a car accident outside. What does your instinct tell you?
* Your eyes tell you your sister is bleeding badly. What does your instinct tell you?
* Your nose and eyes tell you the soup is boiling over on the stove. What does your instinct tell you?
* Your ears tell you a car is screeching down the block toward where you stand. What does your instinct tell you?
* Your eyes and ears tell you that the stranger is offering you some great candy. What does your instinct tell you?

Closing

“Everyone say together, what is the name of the sixth sense that helps keep us safe?”

(Choral response: ***instinct!)***

Notes: