# **UNIT: Personal Safety Grade 2**

**ACTIVITY: Book: I Can Play It Safe Lesson 3**

Personal/Social Standards:

 C: Students will understand safety and survival skills.

Competencies:

 PS: C1 Acquire personal safety skills

Indicators:

 PS: C1.1 Demonstrate knowledge of personal information (i.e., telephone

 number, home address, emergency contact)

 PS: C1.6 Identify resource people in the school and community, and know how to seek their help

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

 choices

Materials

* I Can Play it Safe, by Alison Feigh
* Thought Bubble
* Important Phone Numbers sheet for each student

Vocabulary

* Sixth sense – a special ability to sense something that does not involve the other 5 senses

Gathering

“Everyone rub your fingers together. We use our fingers for our sense of \_\_\_\_\_ (touch).

Everyone pull on your earlobe. We use our ears for our sense of \_\_\_\_\_ (hearing).

Everyone touch the tip of your nose. We use our nose for our sense of \_\_\_\_\_ (smell).

Everyone close your eyes. We use our eyes for our sense of \_\_\_\_\_ (sight).

Everyone stick out your tongue. We use our tongue for our sense of \_\_\_\_\_ (taste).”

Review Agenda/Before the Lesson

“Who remembers the sixth sense – the one that helps us make good choices that keep us safe? (Instincts) For that sense, we use our special ability or feeling to sense something. Our story today will help us to understand instincts better. Afterwards, we will use role plays to help us think about making good decisions using our instincts.

As I read, listen for tips on using instincts to stay safe.”

During the Lesson

Read the book, I Can Play It Safe, straight through.

After the Lesson

“What were some of the safety tips that you remember from the story?”

(Prompt their recollection by recalling how different characters used their instincts: the super-hero, boat captain, detective, and snowflake.)

Checking Out What You Learned/Assessment

Students (3) will role play thinking out safe decisions using their instincts. Counselor will illustrate their thought process by using the Thought Bubble above the student’s head as the student ponders the questions listed with each scenario.

1. Your mom tells you that you are not allowed to go to a new construction area in the neighborhood because you might get hurt. Your friends want to see what’s going on so they plan to go together to the site. You friends are really pushing you to go too. What would you feel like doing? What would you be thinking when making your decision? What would you do?
	* To class: Thumbs up if you agree with the decision. Thumbs down if you don’t agree. Thumbs in the middle if you have another idea of what to do.
2. Your fun and friendly Uncle tickles you too long and too hard. You don’t like it! It makes you feel uncomfortable. What are you thinking? What do your instincts tell you to do? What do you do?
* To class: Thumbs up if you agree with the decision. Thumbs down if you don’t agree. Thumbs in the middle if you have another idea of what to do.
1. Your parents have told you to walk home from school. It’s raining hard outside. A car pulls up and the window opens. A lady you don’t know opens the car door and says “get in”. You think your friend is in the back seat, but you aren’t sure. What are you thinking? What do your instincts tell you? What do you do?
* To class: Thumbs up if you agree with the decision. Thumbs down if you don’t agree. Thumbs in the middle if you have another idea of what to do.

Closing

TTYP: Name all the senses…including the sixth sense. Raise your hand when you’re done.

When student pairs can name all six, give them the Important Phone Number sheet to take home.

Notes:

|  |
| --- |
| phone3**Important Phone Numbers** |
| **EMERGENCY NUMBER** |
| **MOM** |  |  |
|  Mom’s name**DAD** |  | Place mom works | Mom’s work phone |
|  Dad’s full name**NEIGHBOR** |  | Place dad works | Dad’s work phone |
|  Neighbor’s name**RELATIVE** |  | Neighbor’s phone at work | Neighbor’s home phone |
|  Relative’s name**DOCTOR** |  | Relative’s work phone | Relative’s home phone |
|  Doctor’s name**POISON CONTROL** | Doctor’s office phone | Doctor’s home phone |
| **FIRE DEPT.** | Phone number | **AMBULANCE** |  |
| **POLICE DEPT.** | Phone number |  | Phone number |
|  Phone number**YOUR HOME ADDRESS** |  |  |

#  Your home phone number

**Home Alone Safety Rules**

**Getting home safely:**

* **Go straight home.**
* **Learn the safe route home.**
* **Don’t accept rides or gifts from strangers.**

**At home:**

* **Keep the door locked. Don’t open it.**
* **Don’t tell the person at the door or on the phone you are home alone.**
* **Talk to your family about what you should do while you are alone.**

**Calling for help:**

* **Write important phone numbers on paper by the phone.**
* **Call 911 for emergencies: someone is seriously hurt or someone is trying to get in your house.**
* **Fire – get out of the house quickly. Go to the neighbor’s house and call 911.**

Note: Families have varied ages for children home alone after school. You may use this sheet as fits your family. Our focus is on safety for all our children. Younger children need lots of guidance and support in the absence of an adult.