

Kindergarten

Health Objective 2.07

Demonstrate appropriate responses to warning signs, sounds, and labels.

Math Objective 2.01

Sort and classify objects by one attribute.

Materials Needed:

Appendix 1 - Transparency of Stop Light (color transparency or use red, green, and yellow markers to color the lights on a black and white transparency)

Appendix 2 - Transparency of warning signs

Appendix 3 - Transparency of warning sounds

Appendix 4 - Transparency of warning labels or items that have warning labels such as household cleaning agents, a hairdryer with the warning label attached, medicine, paint thinner, gasoline

Appendix 5 - copies of the Warning Signs, Sounds, and Labels handout

Focus:

Display the Stop Light transparency (Appendix 1).

Ask the students what a driver should do when the light is red? (Stop)

Ask the students what a driver should do when the light is green? (Go)

Ask the students what a driver should do when the light is yellow? (Use caution and slow down)

Teacher Input:

Display the Warning Signs transparency (Appendix 2) and ask the students what these signs have in common and how are they different? They are all warning signs and many of them have bright colors such as red, orange, and yellow. Bright colors such as red, orange, or yellow are often used with warning signs to catch people's attention. Discuss how yellow often means caution or be extra careful and red and orange usually mean stop or not allowed. Each sign on the transparency has a different purpose and the pictures help people understand the warning. Discuss the purpose for each of the warning signs. Have the students describe or demonstrate how people should respond when they see a sign.

Display the Warning Sounds transparency (Appendix 3) and ask the students what these items have in common and how do they differ? The students will probably respond that the objects make very loud sounds. Discuss how the sounds are different and explain how each sound is meant to warn people of certain dangers. Common warning sounds at school might be the fire drill bell, the tornado drill bell, and the warning bell that school is beginning. Have the students describe or demonstrate how people should respond when they hear each warning sound or signal.

Display the Warning Labels transparency (Appendix 4) or bring examples of these items to class for display. Ask the students what these labels have in common and how they might be different? What pictures or words are used to warn people and how should they respond when they see each of these labels?

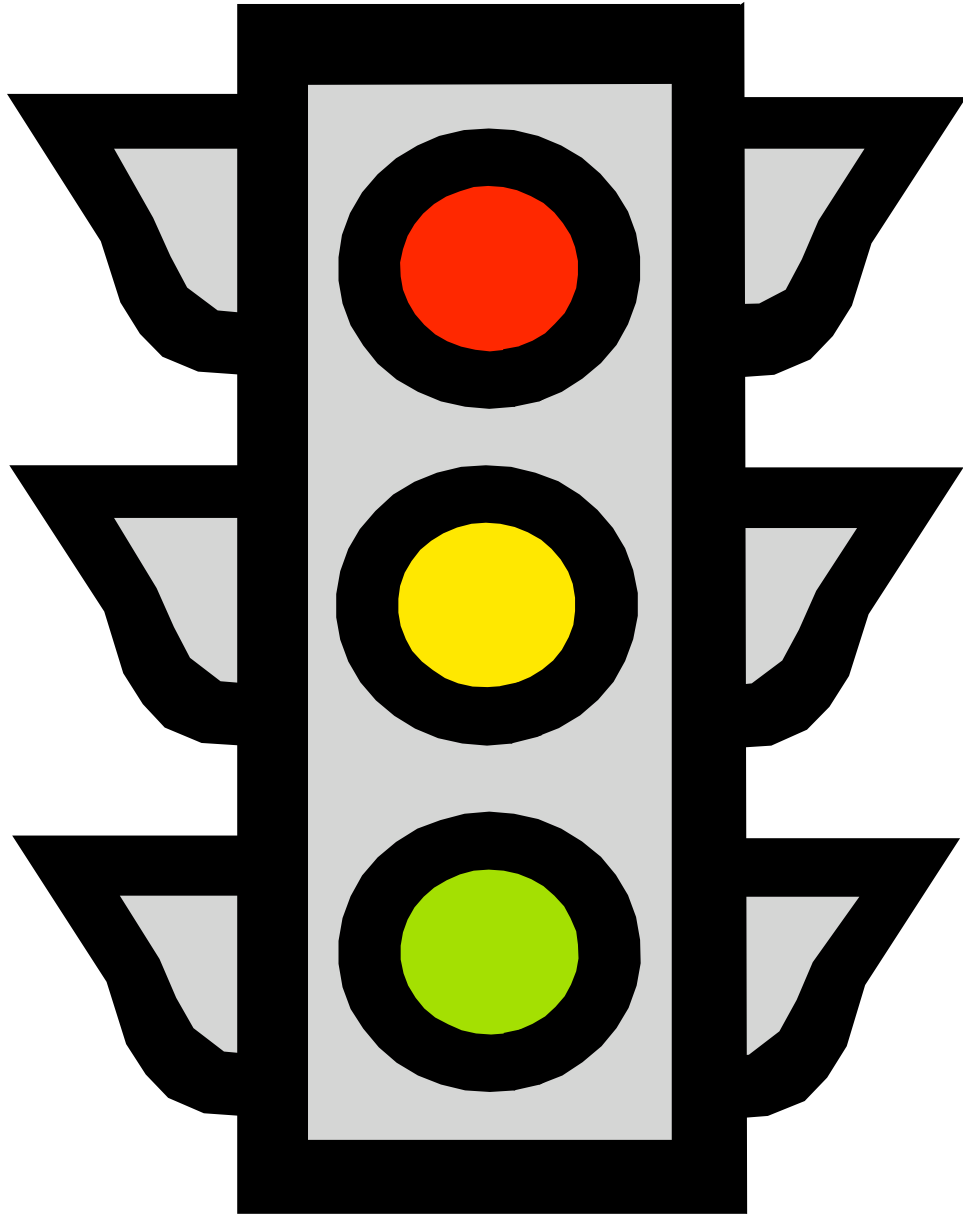
Practice & Assessment:

Distribute copies of the warning handout (Appendix 5). Read the following statements for each line of items on the handout.

1. Circle the color that means warning or stop. (red)
2. Circle the color that means caution or hazard. (yellow)
3. Draw an x through the symbol that means no. (no walk sign)
4. Circle the object that uses a warning sound. (fire truck)
5. Circle the object that contains a warning label. (medicine)

Additional Activity

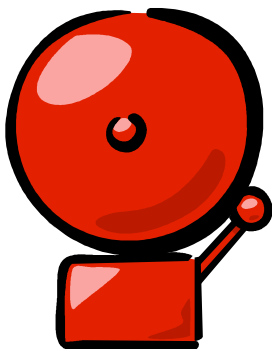
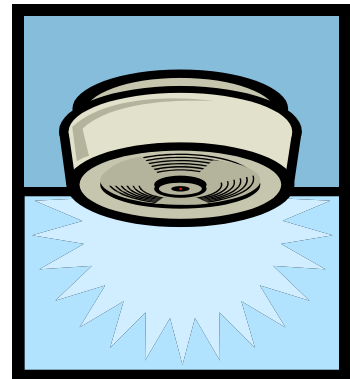
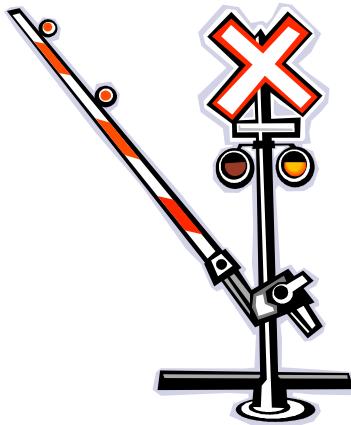
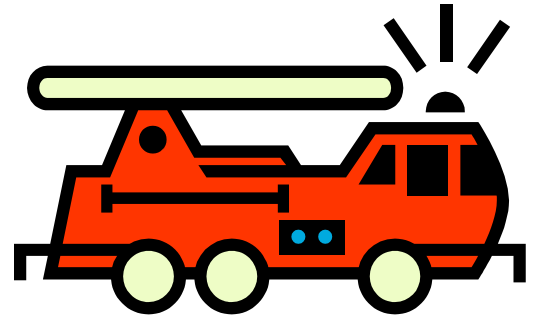
Have student write about a time when they witnessed a warning sign, sound, or label.



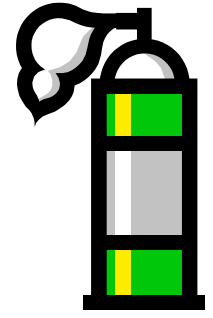
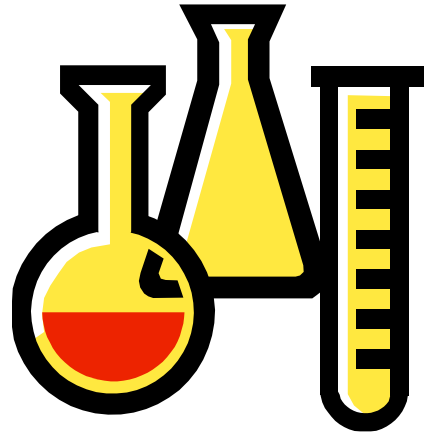
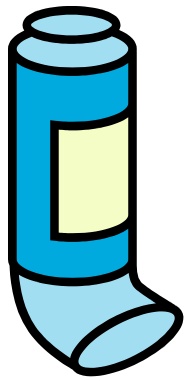
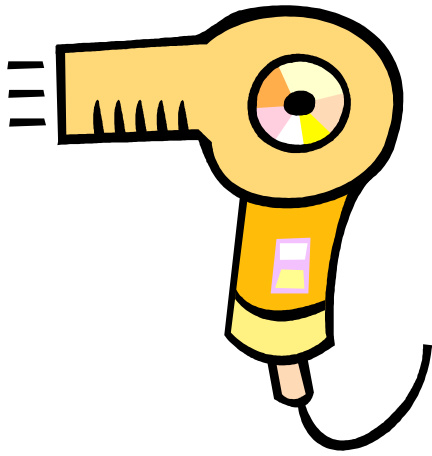
Warning Signs



Warning Sounds

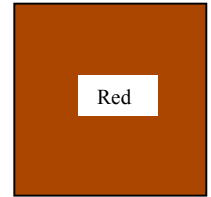
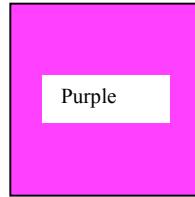
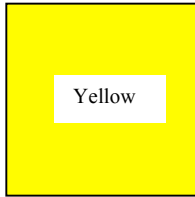


Warning Labels



1. RED BLUE GREEN

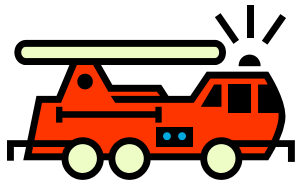
2.



3.



4.



5.

