

Grade 1

Health Objective 2.03

Identify safety hazards in the home and injury prevention strategies.

Math Objective 2.02

Develop and understanding of the concept of time.

Materials Needed:

Home Safety (Adventures in the Roo World - Young Roo Series No. 4) by Pati Myers Gross, Carol Marger, Tom Gibson (Illustrator)

Appendix 1: Safety At Home

Paper plates

Arrows for clock hands, Appendix 2

Brass Fasteners

Appendix 3: Safety Maze

Appendix 4: What Will Keep You Safe?

Focus:

Display Appendix 1: Safety At Home Transparency. Ask students to look at each of the items depicted by an arrow and try to guess why that particular item or situation might present a safety hazard in the home.

Teacher Input:

Ask students:

- What does it mean to be safe?
- What can you do to stay safe at home?
- What is a hazard?
- What does the word “prevent” mean?
- How do your parents and families help make your home safe?
- How does the school try to keep you safe?

Allow students to make their own clocks. Provide each student with a paper plate, two arrows for hands and a fastener. Students should color their clock hands and write the numbers 1-12 around the outside of the clock. Students will use the clock in the following activity.

Read *Home Safety* by Patti Myers Gross

As the characters in the story move through the rooms in the house

1. Discuss each of the safety hazards in the room
2. Ask students to display on their clocks a time that they are most likely to be spending time in that particular room.

Discuss how the time of day and the amount of time we spend in a room may also affect safety. For example a candle burning on the dining room table during dinner is not unsafe; however, a candle burning in the middle of the night in the dining room with nobody around may be very unsafe.

Practice & Assessment:

Option 1:

Distribute copies of Appendix 3 - Safety maze and ask students to navigate their way through a maze to unite Rover and Freddie. They should follow the images that are safe and avoid those that are unsafe. Once they are done, review each image in the maze with the students.

Classify each image as safe or unsafe. Then, ask students to explain why/how each image in the “safe” column can help prevent injuries and why each image in the “unsafe” column could be a hazard.

Safe Images

- Telephone with emergency number: Students should know their local emergency numbers.
- Medicine locked in cabinet: Medicine should only be taken when given by a trusted adult.
- Smoke alarm: Children should also have a plan to exit their home when a smoke alarm sounds.
- Staircase: Stairwells should be well lit, clear of clutter, and with railings to hold onto.

Unsafe Images

- Stove with pot handle facing out: This is a burn hazard.
- Matches: They could be a fire hazard.
- Backpack by steps: This is a tripping hazard.
- Fireplace with newspaper in front and no screen: This is a fire hazard.
- Open pool gate: This is a drowning hazard.

Option 2:

Ask students to evaluate pairs of pictures in the Appendix 3, What Will Keep You Safe? handout, to determine which image in the pair depicts a safe decision or action. Students should color or circle the correct images. Facilitate a class discussion by asking students to support their choices.

Safety At Home





GRADES K AND 1
Activity One

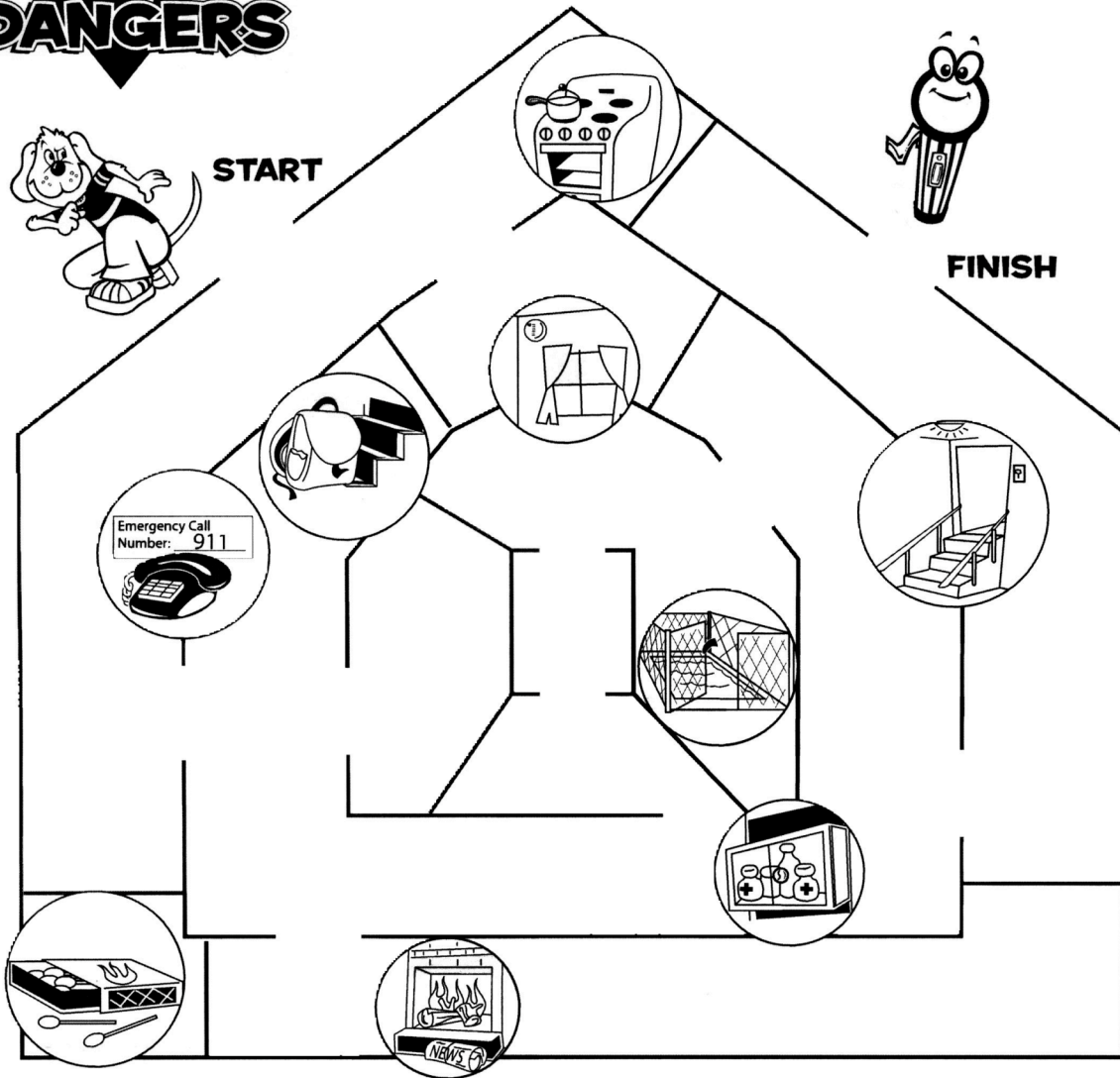
Name: _____

Date: _____



THE SAFE WAY

Rover is a Home Safety Hound. He can sniff out dangers in the home that might be unsafe. Freddie Flashlight helps Rover. Now it's your turn. Help Rover get to Freddie by completing the maze. Here's a hint: *Go to the pictures that are safe and stay away from anything that is unsafe.*



VISIT WWW.CODEREDROVER.ORG FOR MORE SAFETY GAMES AND ACTIVITIES.

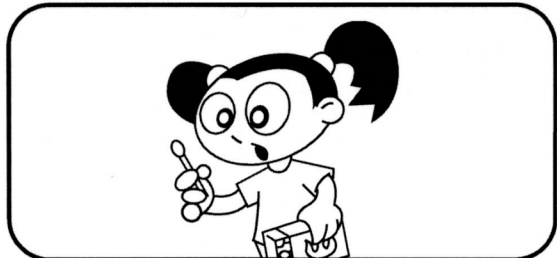
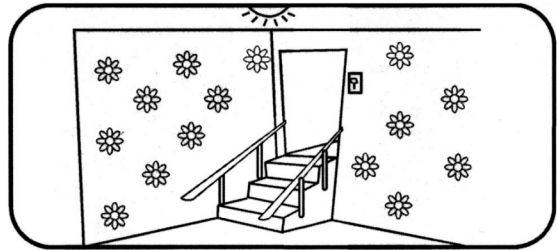
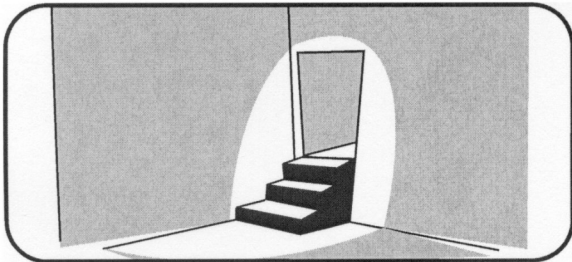
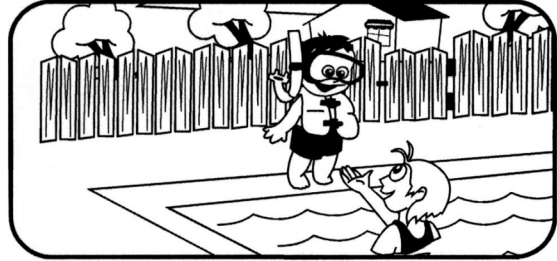
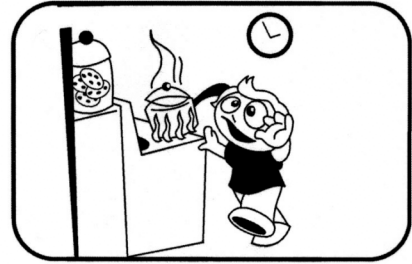
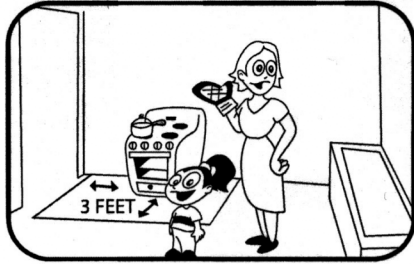


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WHAT WILL KEEP YOU SAFE?

Put your Safety Ranger knowledge to the test. Look at each pair of pictures. Color the picture that you think shows the safe thing to do.



REMEMBER...When you see something unsafe, call out **"CODE RED ROVER, GROWNUP COME OVER!"**



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