

COURSE: Health	GRADE(S): 1 st Grade
UNIT: Safety	TIMEFRAME: 3 Lessons

NATIONAL HEALTH EDUCATION STANDARDS:	
STANDARD 1:	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
STANDARD 2:	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
STANDARD 4:	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
STANDARD 7:	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

STATE STANDARDS:
10.3. Safety and Injury Prevention
10.3.3.A. Recognize safe/unsafe practices in the home, school and community.
10.3.3.C. Recognize conflict situations and identify strategies to avoid or resolve.
<i>Reading Assessment Anchors:</i>
R3.A.2 Understand nonfiction appropriate to grade level
R3.A.2.1 Identify and interpret the meaning of vocabulary in nonfiction.
R3.B.3 Identify and interpret concepts and organization of non-fictional text
R3.B.3.2 Distinguish between essential and nonessential information within text.

UNIT OBJECTIVES:	CONTENT:
Compile a list of trusted people and places to go for help in your family, school, and community.	<p>I. Trusted Adults: <i>Someone who makes you feel good, safe, and not scared.</i></p> <ul style="list-style-type: none"> - Family: <ul style="list-style-type: none"> o Parents o Older siblings o Relatives o Guardians - School: <ul style="list-style-type: none"> o Teachers o Principal o Nurse o Other school employees - Community: <ul style="list-style-type: none"> o Doctor/Nurse o Hospital o Church leader o 911 o Neighbor o Poison Control Center o School personnel o Older Sibling

<p>Acquire skills to become a safe and healthy child.</p>	<p>II. Relating to strangers:</p> <ul style="list-style-type: none"> - Stranger is someone you don't know - Don't get in a car with a stranger - Don't accept gifts from a stranger - Don't give personal information to strangers - Say no, run away, tell someone (no, go tell) - A stranger can be someone you know, even family and friends - Get permission before going to a friend's house - "Code Words" : <ul style="list-style-type: none"> o Develop personally with your family - Knowing when it's O.K. to go with a stranger - Don't go inside a stranger's house <p><i>Gut feeling:</i></p> <ul style="list-style-type: none"> o The feeling you have that something is not right <p><i>Physical Signs:</i></p> <ul style="list-style-type: none"> o Butterfly feeling, leg shaking, heart pounds, sweaty <p>III. Distinguish between good and bad touch.</p> <ul style="list-style-type: none"> - Good touch is comfortable <ul style="list-style-type: none"> o handshake o pat on the shoulder o hug o kiss good night - Bad touch is uncomfortable - hitting, touching private parts of the body (located under bathing suit). - Say no; run away, tell someone. <p>IV. Distinguish between good and bad secrets.</p> <ul style="list-style-type: none"> - Good secrets are presents, surprise parties - Bad secrets make you feel uncomfortable - Say no; run away, tell someone.
<p>ACTIVITIES:</p> <p>Brainstorm trusted adults and places.</p> <p>Role Play the decisions relating to stranger safety(Interpersonal communication)</p> <p>Activity Practice and Review the No, Go, and Tell (Interpersonal communication)</p>	<p>ASSESSMENTS:</p> <p>Students list two trusted adults.</p> <p>Verbalize as a class, proper responses to stranger related questions.</p> <p>Students will draw a picture of an appropriate response to a bad touch or secret.</p>

Scenario:

Marla is walking to the babysitter's house after school. A man comes up and asks her to help him find his little girl. He says he is worried that his little girl is lost because she didn't come home from school. What should Marla do in this situation?
(Say "No!" Walk away quickly. Find an adult she knows. Tell the adult what happened.)
(Interpersonal communication)

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

RESOURCES:

Safe Child Packets

Meeks, L. & Heit, P. (1995) *Violence Prevention*

Health Teacher: "Stay Safe and Tell" (1999-2006)
Retrieved on June 23, 2006 from:
www.healthteacher.com/lessons/lessonid/82/section/3

REMEDIATION:

Teacher individualized instruction.

Additional assistance by teacher as child completes the booklet.

Peers help with booklet.

ENRICHMENT:

Parent child development of code words.

Students create a book about being a safe child.

Let students use puppets to show and tell what they would do in the following situation. Ask them to explain why they would respond this way.

Suggested Reading:

"Never Talk to Strangers", by Irma Joyce
Golden Books

"Who is a Stranger and What Should I do?", by
Linda Walvoord Girard, Albert Whitman