

COURSE: Health	GRADE(S): 2 nd Grade
UNIT: Safety	TIMEFRAME: 2 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 3:	Students will demonstrate the ability to access valid information and products and services to enhance health.
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.B. Recognize emergency situations and explain appropriate responses.	
<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:
Identify the safety and security measures of their environment.	<ul style="list-style-type: none"> I. Unsafe Conditions <ul style="list-style-type: none"> - Objects on driveways and walkways - Unlocked sheds and storage areas - Open windows - Broken windows - Open doors II. Examples of unsafe conditions at their homes III. Procedures for being home alone <ul style="list-style-type: none"> - Recognize Emergency Situations - Answering the telephone <ul style="list-style-type: none"> o Never say that your parents are not home o Do not give out any personal information over the phone o Let the machine pick up the call - Answering the door <ul style="list-style-type: none"> o Look to see who is at the door

	<ul style="list-style-type: none"> o Don't let strangers in o Don't answer the door for a stranger o Don't tell strangers that your parents are not home - Use of the internet <ul style="list-style-type: none"> o Don't give out any personal information on the internet. o If you get a funny feeling while using the internet, log-off immediately. o Parents should monitor your use. - Contact people <ul style="list-style-type: none"> o Know your neighbors/relatives names and numbers. o Know where your parents are and how to reach them. - Know how and when to activate emergency numbers. <ul style="list-style-type: none"> o Family Doctor o 911 o Poison Control Center - 1-800-521-6110 - Making an emergency telephone call <ul style="list-style-type: none"> o What is the emergency? o Your name o Your telephone number o Your location (street names and the address) o Nearest crossroads to your house grid number.
<p>ACTIVITIES:</p> <p>Have students compile a home safety check sheet and evaluate their own home for safety.</p> <p><i>Role play: " answering a telephone and/or answering the door"</i> (Interpersonal communication/self management)</p> <p><i>Role play: " making an emergency telephone call"</i> (Interpersonal communication/self management)</p> <p>Compile a list of contact people (Self management)</p> <p><i>Teacher directed differentiated instructional projects and activities are ongoing and based on student need.</i></p>	<p>ASSESSMENTS:</p> <p>Students will identify unsafe situations at their house and suggest improvements.</p> <p>Students will demonstrate the proper 911 emergency call procedures.</p> <p>Students will develop a list with three emergency contacts.</p> <p>REMEDIATION:</p> <p>Teacher individualized instruction.</p> <p>Teacher assistance with worksheets.</p>

RESOURCES:

Health Teacher: *"Staying Safe" (1999-2006)*
Retrieved on June 22, 2006 from:
<http://www.healthteacher.com/lessons/lessonid/95>.

ENRICHMENT:

Have students survey and evaluate the school's safety.

Take an emergency, such as, tornado; write steps they would take to make their home safe.

"Stop, Drop and Roll", by Margery Cuyler
Scholastic