

Rocket's

RULES FOR SAFETY

Presents:

Safety Breaks Activity Guide



Powered by



The Hero In You
foundation

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About Rocket Rules

This Safety & Emergency preparedness program engages, educates, and empowers youth to become leaders in their communities and heroes in their own lives. We work with cities, schools, and organizations to support their emergency services, teach basic skills, and keep children safe.

Geared for children from Pre-K through 2nd grade, our comprehensive implementation strategy works best when used in conjunction with the Rocket Rules animated videos, bilingual books, and school assemblies about our 5 Rules of Safety that include other topics like Earthquake, Fire, Flood, and Dangerous Intruder Safety.

About Safety Breaks

In this turn-key activity guide, we provide classroom teachers, out-of-school time educators, and youth leaders with lesson plans that reinforce life-saving skills through the proven modalities of Physical Activity, Visual and Performing Arts, and Social Emotional Learning.

Educationally, we believe that learning involves teaching holistically, addressing the cognitive, emotional, and physical abilities of each child. Only when children learn content by thinking about it, feeling its importance, and knowing how to use it, can knowledge turn into practice.

From a public safety perspective, for children to stay safe during an emergency, it requires that they have ample opportunity to **physically** practice Rocket's Rules, ensuring that they can make the right choice when it matters most.

The goal is to teach, reinforce, and practice these safety skills so that they become "second-nature" and in the event of an actual emergency, children will respond in a way that will promote safety for themselves and others.

Special care has been taken to add Fundamental Motors Skills throughout the curriculum. Our activities are designed to help children:

- Learn to move safely from one place to another (Locomotor)
- Interact with objects and others (Manipulative)
- Keep themselves in balance and control (Non-manipulative)

Emergency preparedness planning doesn't just happen at school. Each of Rocket's Rules for Safety includes a simple "Home Help" activity, involving parents, caregivers and families to join in the conversation and the safety solution.

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Implementation Made Easy

There are three lessons and one homework assignment for each of the Five Rules of Safety, designated by an icon and a color:

Each hands-on activity is designated by an icon:



HELP FROM HOME ACTIVITY



PHYSICAL ACTIVITY



VISUAL & PERFORMING ARTS ACTIVITY



SOCIAL EMOTIONAL ACTIVITY

Adaptable for classrooms, out-of-school time, summer camps, and community based programs, these activities can also function during PE and Health classes, transitions, recess, safety drills, and extracurricular enrichment.

Carefully designed with budgets in mind, all activities can be accomplished under 30 minutes and require minimal materials and preparation time.

For school day and out-of-school time programs, we suggest a 5-week implementation plan, tackling a new Safety Rule each week.

For summer camps, or when working with youth for a longer period of time each day, the entire program can be accelerated to one week's time, completing one Safety Rule per day.

To begin each Safety Rule, simply:

- 1) Prepare the students by watching the corresponding video and listening to the songs from the Rocket Rules library.
- 2) Send the students home with their Help From Home Activity to complete and bring back to class. Please note that family involvement is an essential component of this program.
- 3) Follow the lesson plan directions and lead the activity.
- 4) Ask the Reflection Questions, found on the first page of each new Safety Rule.

Pre & Post Assessment

We've included a Pre & Post Assessment for you to fill out to track your students' knowledge, skills, and practice of the 5 Rules of Safety. We'd also love to hear your feedback so we can improve our delivery and integration of important safety messages.

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SAFETY BREAKS Scope and Sequence

Rocket's Rule	Home Help	Physical Activity	Arts	Social Emotional Learning	Objectives
1. Be Prepared	Emergency Safety Kit	Stay or Go?	This Kit Belongs To	What's Happening?	Help students and families gather emergency supplies, formulate a plan, practice the plan, and follow through to safety.
2. Stay Calm	A Few of My Favorite Things	Freak Out or Focus	Calming Collage	Breathe In, Breathe Out	Give students tools that help them remain calm in an emergency situation.
3. Follow the Plan	My House	The Amazing Plan	Keep Your Marbles	Follow Me to Safety	Help students make a solid emergency plan and help them to execute it.
4. Find Your Safe Zone	Where Do I Go?	All Here in the Safe Zone	Safe Zone Sign	I Feel Safe When...	Introduce students to the concept of finding their Safe Zone and locate safe zones at home and in their community.
5. Call for Help	Emergency Contact Form	Speed Dial	Helpful People	911 - What's Your Emergency	Assist students with remembering their emergency contacts' phone numbers, gives them skills with how to call 9-1-1, prepares them to answer questions from first responders, and reinforces concepts of who to trust in an emergency.

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RULE ONE: BE PREPARED



Rocket says, "Being prepared means that you're ready for any emergency at any time. Don't wait until it's too late!"

These activities help students and families gather emergency supplies, formulate a plan, practice the plan, and follow through to safety.

Start by watching the Rocket Rules video, "Be Prepared" and listen to the "5 Rules of Safety" song.



REFLECTION QUESTIONS

- What is an Emergency Safety Kit?
- Why is it important to have an Emergency Safety Kit?
- Where should you keep your Safety Kit?
- What kinds of items are good to put in your Safety Kit?
- How will you know what your Emergency Safety Kit looks like?
- How can your five senses help you decide what to do in an emergency?



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RULE ONE: BE PREPARED



HELP FROM HOME!

Emergency Safety Kit

For this week's activities about being prepared, we need help from home.

Send students home with the Emergency Safety Kit Supply List handout. Encourage families to make their own Safety Kit by gathering the items on the list!



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FEMA APPROVED FAMILY EMERGENCY

72-Hour Kit Supply List

This list of recommended items is not necessarily comprehensive or required. Use it as a guideline to create your own kit. You might add items you feel important and / or delete items to meet your needs.

Sample Picture	Product Name	Sample Picture	Product Name	Sample Picture	Product Name
	Poncho with Hood for rain		Pliers - for turning off utilities		Complete or basic - First Aid Kit with medicine
	Emergency Survival Sleeping Bag		Duct Tape - to "shelter-in-place"		Shovel - to dig sanitation holes
	Body Warmers to keep you warm		Plastic Sheet - "shelter-in-place"		Flashlight and extra batteries
	Tube Tent and regular blanket or sleeping bag		Dust Mask (N95)		Waterproof Matches
	Swiss style Army Knife (with can opener)		Leather Palm working Gloves		Lighter
	FM Radio w/ AAA Batteries		Roll of Toilet Paper in Ziploc Bag		30 Hour Emergency Candle
	Pen & Pad of Paper for notes		Hygiene Kit - Tooth Brush & Paste, Wet Wipes & famine items		24 Hour Light Stick
	60 Foot Nylon Rope		Mini Hand Sanitizer		Food Bars - High in calories and don't need to be cooked.
	Survival Whistle to signal for help.		Garbage Bags and ties for sanitation.		Water Boxes - great for travel and on the go.
See Children, Pets & Car Kits on Back!		More information on www.Ready.gov			Backpack to store your supplies. Don't make it too heavy!

Additional Things I need in my 72 Hour Kit

Food & Water (rotate every 6 months) A 3 day supply of food & water, per person, when no refrigeration/cooking is available.

- Snacks for munching
- MRE Food Pouches - for tasty meals, are lighter in weight than cans.
- Juice / Protein Shakes (can or pouch like Slimfast but less sugar. Full of protein, vitamins and minerals.)

Bedding & Clothing

- Change of Clothing (short and long sleeved shirts, pants, jackets, socks, underwear, etc.)
- Sleeping Pad (insulation from cold ground)
- Cold Weather Gear



(Coat, gloves, blanket...)

Personal Supplies & Medication

- Feminine Hygiene, folding brush, Hair Ties.
- Immunizations Up-to Date
- Medication (besides Non-aspirin tablets & Ibuprofen.)
- Prescription Medication (for 3 days)
- Glasses/Contacts

Light & Fuel

- Flares
- Extra set of AAA Batteries for Radio
- Gasoline for your car.

Personal Documents & Money


- Contact information & Pictures of family & friends.



- Copies of Legal Docs: Birth/Marriage Certificates, Wills, Vaccination Papers, Passports, Contracts, Insurance Policies, Bank Info, Genealogy, Pet, etc...
- Cash: \$50-\$100 in small bills and \$10 in quarters.
- Credit Card to your Bank
- Maps
- Pre-Paid Phone Cards
- Extra Car & House Keys

Games & Entertainment

Keep just a few to keep yourself & kids entertained.

- Books: Scriptures, Reading, Coloring... 
- Crayons, Pencils & Paper
- 1-2 Board Games & Puzzles, Stuffed Animals.



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RULE ONE: BE PREPARED



STAY OR GO?

Goal

To familiarize students with what supplies should be included in an Emergency Safety Kit.

Duration: 15 minutes

Materials

- Emergency Safety Kit Supply List homework handout (for pre-lesson review)
- Backpacks or bags (one for each team)
- Handout: Emergency Supply Flash Cards (one entire set for each team)

Preparation

Print the handout and cut the items on the perforated line.

* TIP: For re-use, laminating the flash cards is recommended.

Teaching Cue

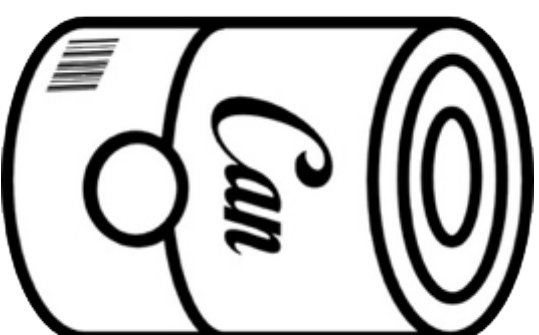
Being prepared with an Emergency Safety Kit is the first step in making sure we stay safe and have what we need so we can be comfortable even when disaster strikes. An Emergency Safety Kit has all the supplies we need, like water, food, first aid, a flashlight, and extra clothes just in case we need to leave our home or it's dark out. Some things are really important to put in our Safety Kit and other things are silly. Can you tell what item should STAY OR GO?

Directions

1. Using the Emergency Safety Kit Supply List homework handout, review the important items that should be in an Emergency Safety Kit.
2. Put the stack of flash cards in a Supply Pile. Each team should have an entire set of the cards.
3. Divide the class up into 2 teams (or more, depending on class size. Just make sure that each team has an entire set of flash cards and one backpack or closable bag.
4. One at a time, students will take the back pack out to the Supply Pile, sifting through the items, deciding what should go into the Safety Kit.
5. Once decided, the student places the flash card into the backpack or bag, closes it up so the items don't fall out, and heads back to the starting point.
6. The student hands the backpack or bag to the next player, and so on.
7. Once the teams are done, take inventory of each backpack.
8. For each correct card, add one point. For each incorrect card, subtract a point.
9. The team with the most points wins!
10. Ask the Reflection Questions.



Fire Extinguisher



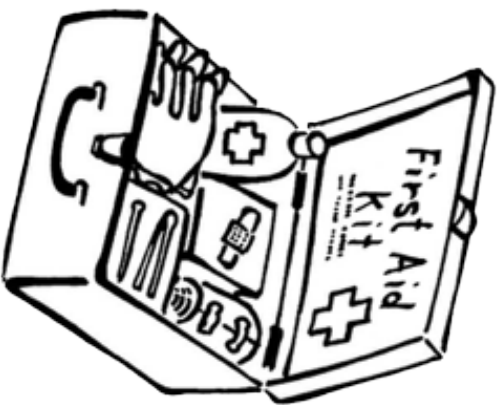
Can of Food



Bottle of Water



Soap



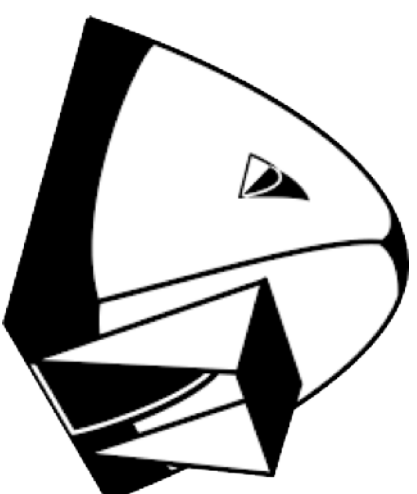
First Aid Kit



Flashlight



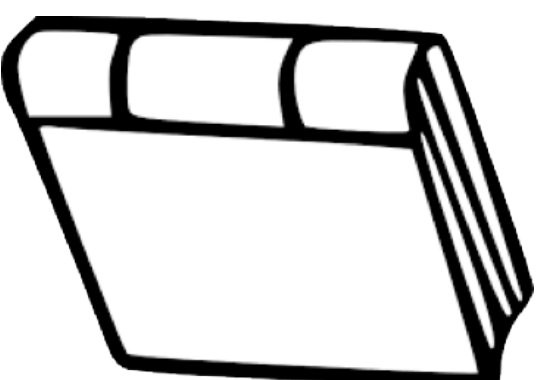
Soccer Ball



Tent



Pet Food



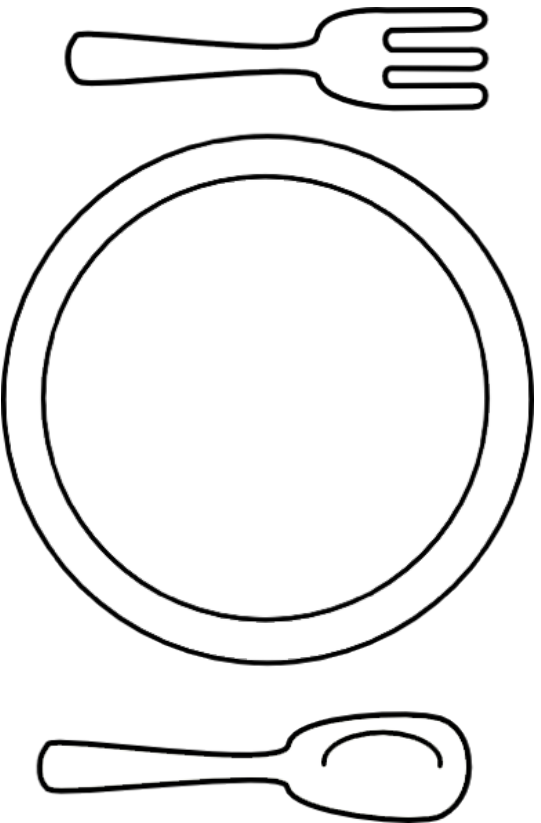
Book



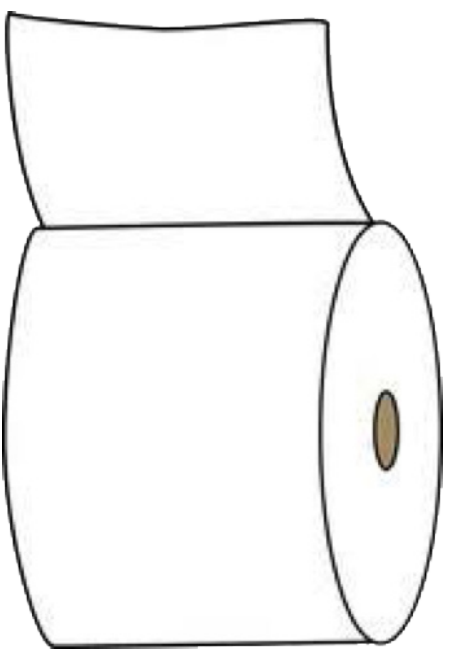
Sleeping Bag



Whistle



Eating Utensils



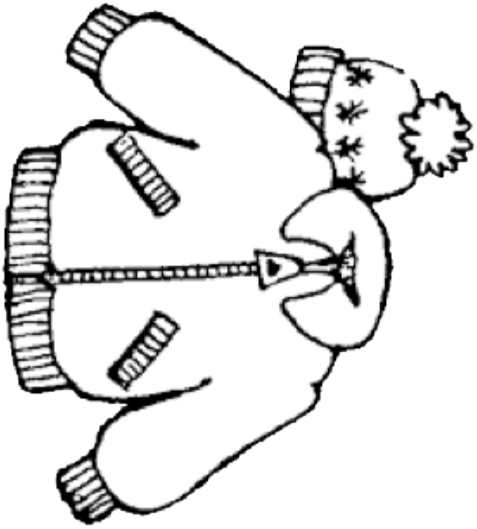
Toilet Paper



Batteries



Safety Gloves



Coat & Hat



Scissors



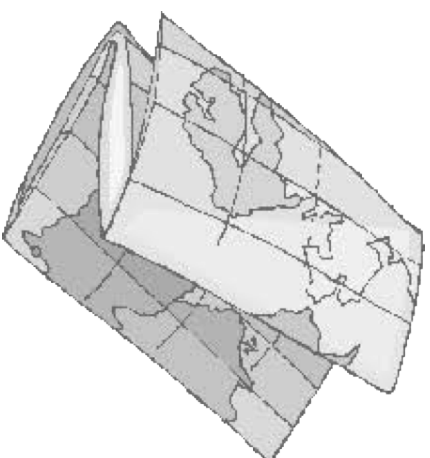
Phone



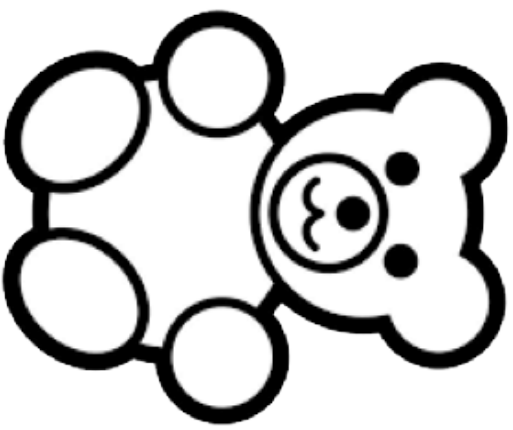
Medicine



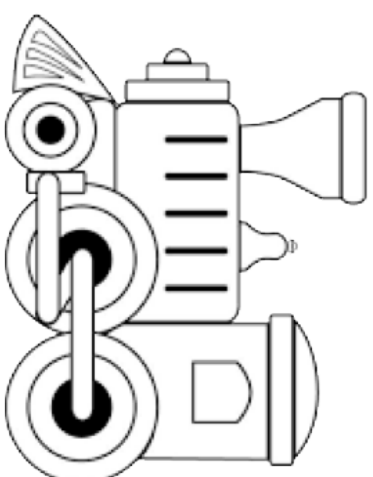
Pen & Paper



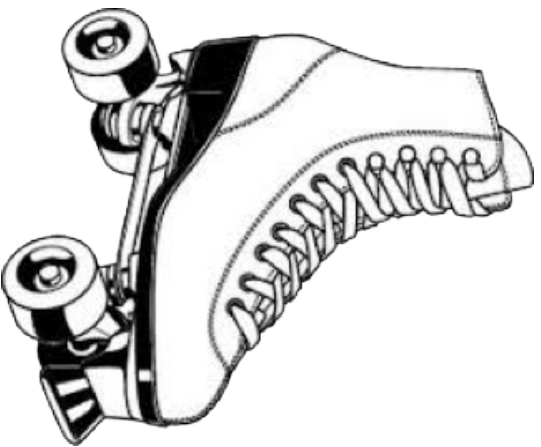
Map



Teddy Bear



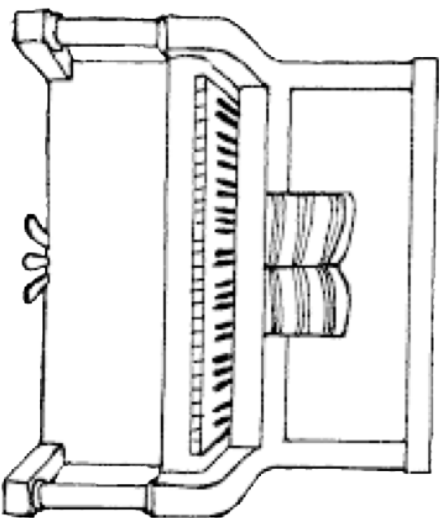
Train Set



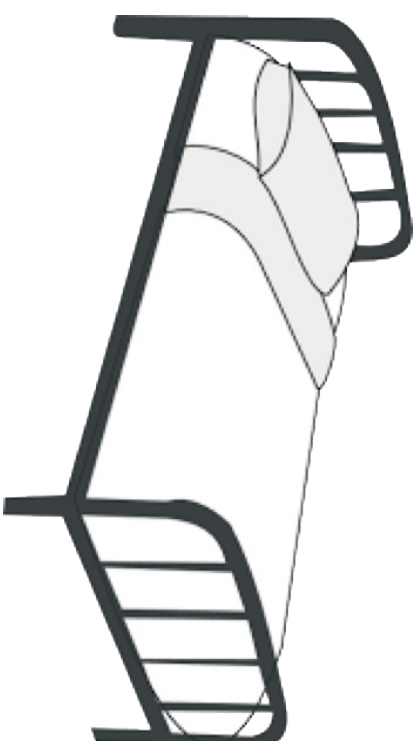
Roller Skates



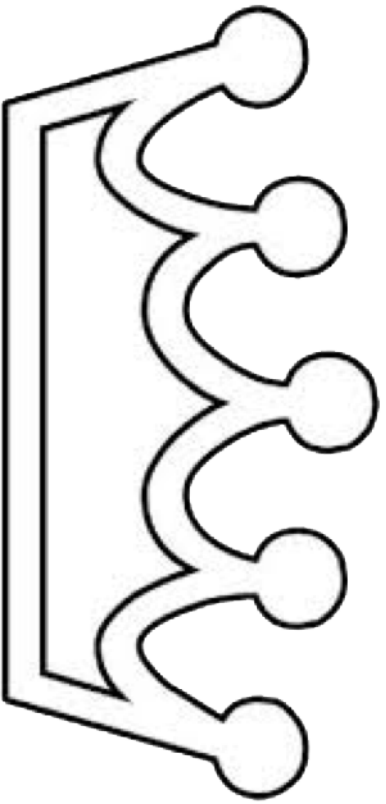
Bicycle



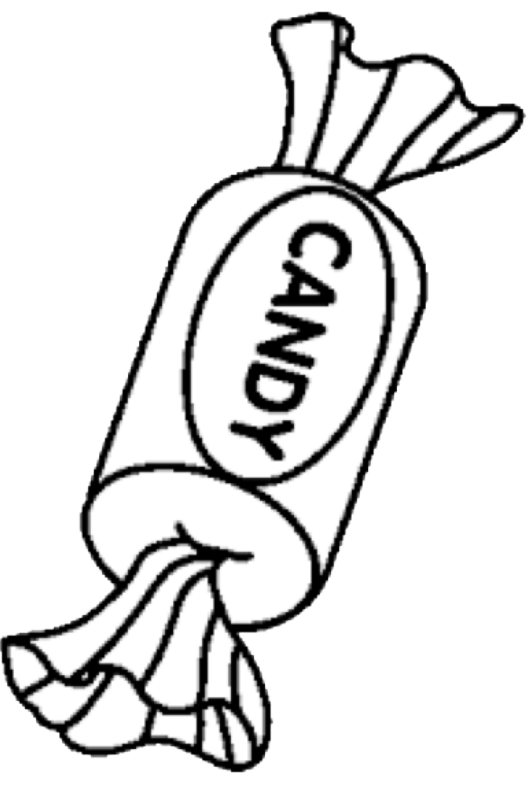
Piano



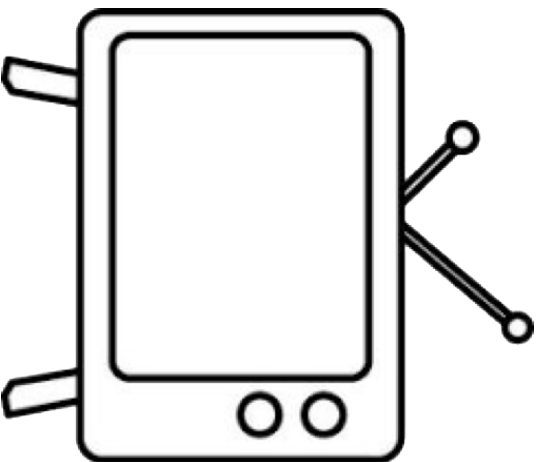
Bed



Crown



Candy



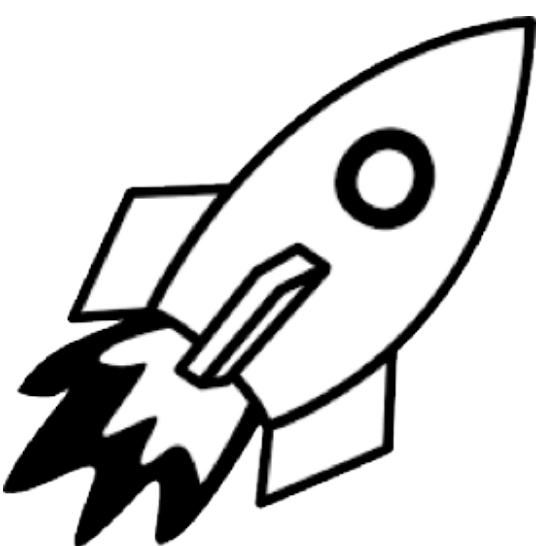
Television



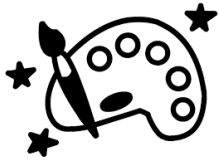
Rubber Ducky



Horse

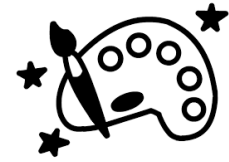


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RULE ONE: BE PREPARED



THIS SAFETY KIT BELONGS TO:

Goal

To create a label that will identify the Emergency Safety Kit that students will help create with their families at home.

Duration: 10 minutes

Materials

- Drawing materials (markers, crayons)
- Scratch paper
- Large labels
- Handout: Emergency Safety Kit Label

Teaching Cue

Students will create a label in class that will be taken home and adhered to their personal Emergency Safety Kit.

Directions

1. Discuss why having an Emergency Safety Kit at home is important. Tell the students that they will be creating a label that will help to identify that kit.
2. Have an example of the things the label needs to have, (i.e.: the words “Emergency Safety Kit” and a symbol of safety like a red cross or Rocket’s 5 Rules of Safety icons.)
3. Give each student scratch paper and drawing materials.
4. Using the scratch paper, invite students to practice what they want to put on their label.
5. Give students the label material and have them copy what they have drawn onto the label.
6. Ask discussion questions.

Variation

Pre-print the words EMERGENCY SAFETY KIT on the label and have students color the label.

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EMERGENCY SAFETY KIT LABEL EXAMPLES

EMERGENCY GO KIT

This kit belongs to
**ROCKET THE
SAFETY DOG!**





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RULE ONE: BE PREPARED



WHAT'S HAPPENING?

Goal

To help students be more aware of their surroundings, using their five senses in order to help them make better choices in an emergency.

Duration: 15 – 20 minutes

Materials

- Handout: Emergency Scenario Cards

Teaching Cue

What are our five senses? Seeing, hearing, touching, smelling, and tasting. When we pay attention to our five senses, they can tell us a lot of information – especially in an emergency. Let's put our five senses to the test.

Directions

1. Review the five senses.
2. Explain to the students the importance of using their senses to assess an emergency situation and how our five senses can help us make good choices to keep us safe.
3. Call a student up to the front of the class to hold up each Emergency Scenario Card.
4. Ask the students the questions that are on each Emergency Scenario Card. Prompt them with answers if necessary.

Variations

- For advanced students, take the discussion a step farther by asking about what they would or would not do if they experienced the Emergency Scenario? For instance, if they felt heat coming from a closed door, they should not open it. If they smelled smoke, they should get low and go. If they saw water coming in their house, they should seek higher ground. If they heard the rumble of an earthquake, they should drop, cover, and hold on.
- To make the experience more sensory, bring in props for tactile exploration, use sound effects, or show videos of fires, floods, storms, and earthquakes.

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EMERGENCY SCENARIO CARDS

Fire



- What might you see, hear, smell, or feel if there was a fire?
- If you see or smell smoke, what should you do?
- If you touch a door and the knob is hot, what should you do?

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EMERGENCY SCENARIO CARDS

Hurricane



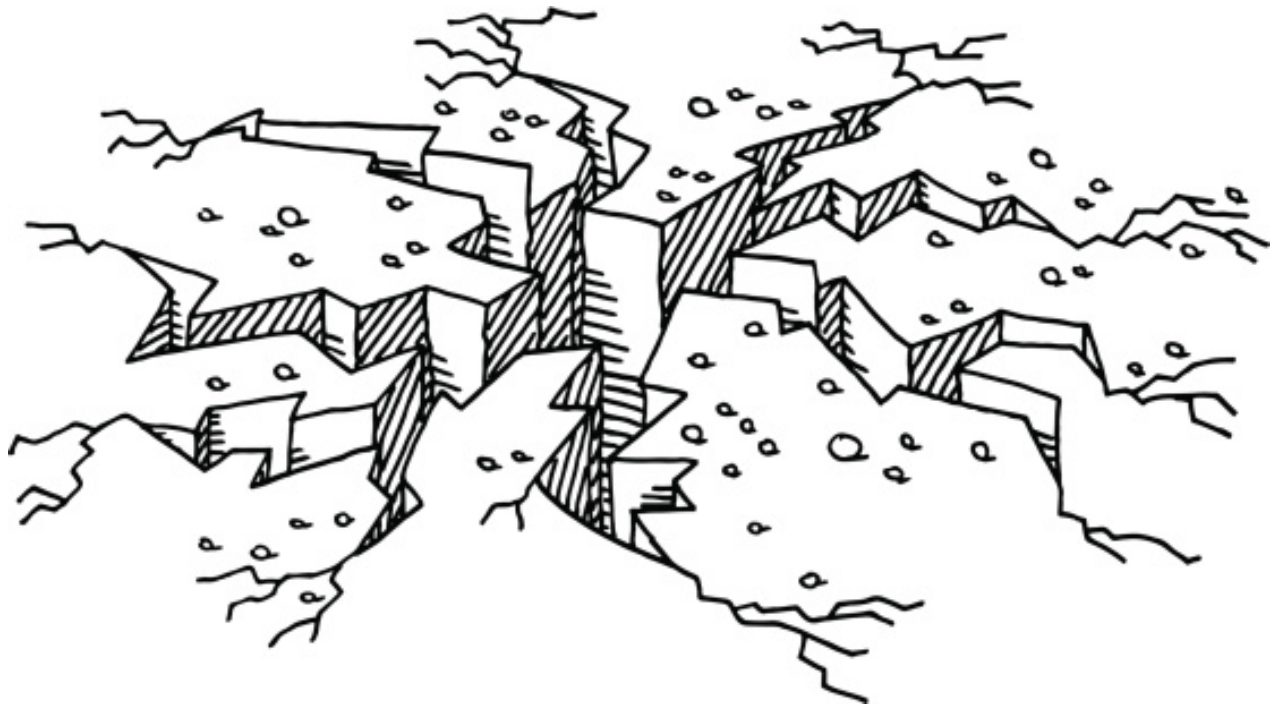
- What is a hurricane?
- What might you see, hear, smell, or feel if there was a hurricane?
- If you hear thunder or see lightening, what should you do?

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EMERGENCY SCENARIO CARDS

Earthquake



- What is an earthquake?
- What might you see, hear, smell, or feel if there was an earthquake?
- If you notice the ground shaking, what should you do?

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EMERGENCY SCENARIO CARDS

Flood



- What is a flood?
- What might you see, hear, smell, or feel if there was a flood?
- Where should you go if you see water rising around you?

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EMERGENCY SCENARIO CARDS

Tornado



- What is a tornado?
- What might you see, hear, smell, or feel if there was a tornado?
- If there is a tornado, what should you do?

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ROCKET RULE 2: STAY CALM



Rocket says, “Emergencies can be scary, because everything seems to happen at once. It’s okay to be scared, but it’s very important to stay calm during an emergency. Practice taking deep breaths, focusing on the plan and even singing your favorite song.”

These activities give students tools that they can take anywhere, use anytime, and apply for the rest of their lives in any situation.

Start by watching the Rocket Rules video, “Stay Calm” and listen to the “5 Rules of Safety” song.



REFLECTION QUESTIONS

- What does “staying calm” mean?
- Why is important to stay calm during an emergency?
- What does “panic” mean?
- What can happen if you panic?
- What kinds of things make you feel safe and calm?
- If you’re feeling scared, what are some things you can do to stay calm?
- Why does breathing help you stay calm?
- How can you remember to breathe deeply during an emergency?



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ROCKET RULE 2: STAY CALM



HELP FROM HOME!

A Few of My Favorite Things

For this week's activities about being prepared, we need help from home.

Bring to class magazines, family photos, postcards of beautiful nature images and other visual materials that represent peace and evoke a soothing, calming reaction.



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ROCKET RULE 2: STAY CALM



FREAK OUT OR FOCUS

Goal

To help students understand and integrate the difference between chaos and calmness in this fun, physical freeze-dance activity.

Duration: 5 minutes

Materials

- Wide open space for dancing
- Speakers / Boom Box with a Play / Pause button
- Song: "Freak Out" performed by Le Chic

Teaching Cue

Being calm is the key to handling emergencies in a safe way. Most people act one of three ways in an emergency. Even if you're scared, panicking will only make things more dangerous. The best thing to do is take a deep breath, stay aware, and focus.

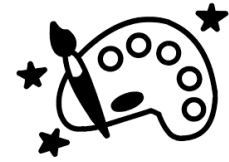
Directions

1. Explain the dancing game to the students:
 - When the music is paused, students "focus" by sitting cross legged on the ground with their eyes closed, taking a deep breath while noticing the calming, grounding effect of breathing.
 - When the music is paused, students "focus" by sitting cross legged on the ground with their eyes closed, taking 3 deep breaths while noticing the calming, grounding effect of breathing.
2. Ask the Reflection Questions.



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ROCKET RULE 2: STAY CALM



CALMING COLLAGE

Goal

To create a library of calming images for students to visually connect with during a moment of crisis or chaos.

Duration: 20 – 30 minutes

Materials

- Poster board
- Magazines from home
- Photos of family and favorite places
- Safe scissors
- Glue sticks

Preparation

Set up the tables and desks with poster board, magazines, photos, scissors, and glue. If necessary, pre-cut some images.

Teaching Cue

Sometimes when we're feeling frightened or anxious, if we imagine a person, a pet, or a place that makes us feel happy and safe, we can calm down easily. Let's make a collage that's filled with images that help us smile.

Directions

1. Either as an individual or group project, instruct the students to glue pictures on the poster board into a collage.
2. As the students are assembling their collages, evoke inspiration by asking the Reflection Questions. Or prompt students by asking them to remember people, pets, places, and experiences that make them feel happy or relaxed.
3. Once finished, invite the students to share about some of the images they included.
4. If it's a group project, hang the finished collages on the classroom wall. If done as an individual project, allow students to take their collage home to showcase for the family.
5. Ask the Reflection Questions.



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ROCKET RULE 2: STAY CALM



BREATHE IN, BREATHE OUT

Goal

To introduce students to the scientifically proven anxiety-reducing practice of meditation through stillness, guided imagery, and breath awareness.

Duration: 5 minutes

Materials

- Calming music or sounds from nature like a babbling brook, ocean waves, or chirping birds

Teaching Cue

When your thoughts and feelings start to race, it's really helpful to calm your mind and your body by sitting still, breathing in and out slowly, and imagining things that make you feel peaceful and happy. This is something you can do wherever you are, whenever you're feeling scared or anxious. Let's try it!

Directions

1. Turn your classroom into a calming atmosphere. Play the music or soundscape quietly. Perhaps even draw the blinds to darken the room.
2. Instruct students to sit quietly in their seats or cross-legged on the floor. If they feel comfortable, they can close their eyes.
3. Invite the students to breathe together as a class, inhaling through their noses and exhaling through their mouths.
4. Repeat the mantra, asking students to silently repeat it with you: "Breathe in, breathe out. Staying calm is what it's all about"
5. After a few minutes, gently ask the students to open up their eyes and stretch.
6. Ask the Reflection Questions.

Variations

- While meditating, ask reflective questions about images from their collages, imagining they were visiting their favorite places with their favorite people.
- Lead the students on a guided meditation journey or play one from an age appropriate mediation series.
- Allow students to bring in a piece of music that makes them feel peaceful and share it with the class during meditation.

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ROCKET RULE 3: FOLLOW THE PLAN



Rocket says, “In the event of an emergency, having a plan, remembering the plan, and following the plan helps you get to safety.”

These activities help students make a solid plan and execute it in the event of a real emergency.

Start by watching the Rocket Rules video, “Follow the Plan” and listen to the “5 Rules of Safety” song.



REFLECTION QUESTIONS

- Why is having an emergency plan important?
- Why could it be dangerous to not have a plan?
- What could happen if you don't follow the plan?
- How can practicing your emergency plan help you and your family?
- What skills do you need to work together with others when trying to follow a plan?
- What happens if a First Responder asks you to do a different plan? Should you listen? Should you follow directions?



Rocket's

RULES FOR SAFETY



ROCKET RULE 3: FOLLOW THE PLAN



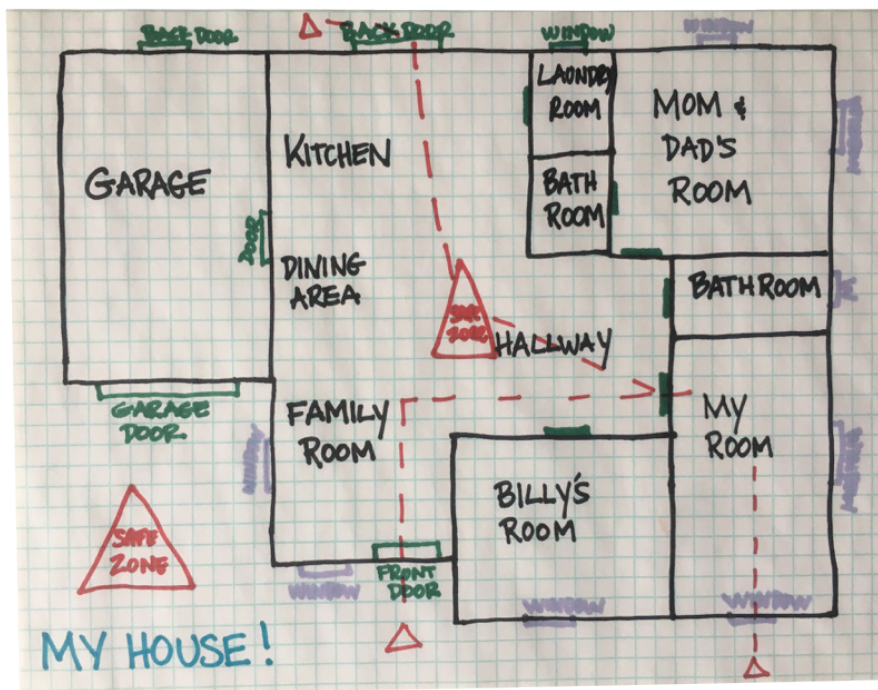
HELP FROM HOME!

My House

For this week's activities about being prepared, we need help from home.

Using the graph paper, draw a map of your house, just like in the example. In each room, be sure to include windows, doors, fire escapes, and other ways to safely exit your home in the event of an emergency. Then map out safe pathways to exit. Also make a back-up plan in case there's a dangerous hazard that may block you.

Practice emergency exit drills with your family. Time yourself. The goal is to be outside to a safe place in 3 minutes or less. Don't forget to try out your back up plans too!



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RULES FOR SAFETY

OUR HOME EMERGENCY PLAN



Rocket's

RULES FOR SAFETY



ROCKET RULE 3: FOLLOW THE PLAN



THE AMAZING PLAN

Goal

To help students follow physical directions in a variety of ways through a circuit activity station and team building relay race.

Duration: 15 minutes

Materials

- Cones (3 for each team)
- Direction Cards (one card for each cone)
- Gymnastic mats (if necessary)

Preparation

To set up the course, place three cones in a row for each team. One Direction Card should rest on or near each cone.

Teaching Cue

An emergency plan helps you get to safety. Knowing your plan is important. Following your plan is even more important. Having a back-up plan can also help if one of your exits is blocked. How good are you at following directions? Let's find out by playing The Amazing Plan Relay Race!

Directions

1. Divide the class into teams.
2. Hand a Direction Card to the first student in each team.
3. At "Go!" teams begin the race with the student heading to the first cone while mimicking the animal's action on the Direction Card.
 - Note: Each of the animals' movements mirror locomotor skills required for emergencies.
4. Once at the first cone, the student will place the completed Direction Card at the cone and pick up a new one, headed to the second cone where they discard the current Direction Card and pick up a new one, heading to the third cone.
5. At the third cone, they turn the corner and repeat this process back to second cone, the first cone, and the starting line.



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RULES FOR SAFETY



ROCKET RULE 3: FOLLOW THE PLAN



Directions *(continued)*

6. When the student is back to the starting line, the next student takes the first card, follows the directions, and starts along the course.
7. The first team to complete the course and land at the final cone is safe and wins the race!
8. Ask the Reflection Questions.

Variation

1. Instead of large teams, divide the class into teams of two where one student is the Leader and the other student is blindfolded, the Listener.
2. The leader also has the responsibility of making sure the blindfolded student stays safe. And the Listener needs to be able to follow directions.
3. Through clear communication, the Leader holds the Listener's hand and instructs the Listener on each action.
4. At the third cone, students switch roles so the leader is now blindfolded as they head back to the cone closest to the starting line.



Leap like a Giselle



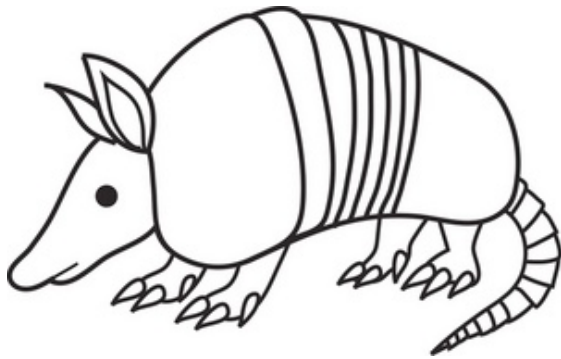
Hop like a Frog



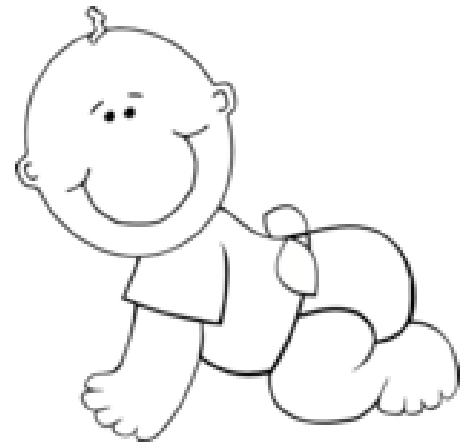
Jump like a Kangaroo



Slither like a Snake



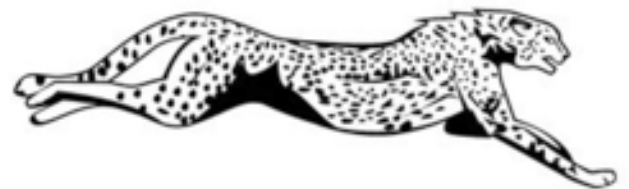
Roll like an Armadillo



Crawl like a Baby



Scout like a Crab



Run like a Cheetah



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RULES FOR SAFETY



ROCKET RULE 3: FOLLOW THE PLAN



KEEP YOUR MARBLES

Goal

To help students understand the importance of following a plan during an emergency through a do-it-yourself maze game.

Duration: Allow 30 min to create the maze board game and longer for the glue to dry. The game itself is 5-10 minutes.

Materials

- Maze Handout
- Cardboard
- Markers
- Popsicle sticks cut or broken to proper length.
- Glue
- Small marbles for each pair of students.

Preparation

Make photocopies of the Maze Handout. There should be one for each team. For younger children, pre-cut the popsicle sticks for length to fit in the maze.

Teaching Cue

Making an emergency plan is kind of like following a maze. Once you know the way out to the Safe Zone, you can follow that path whenever you need! Listening, following directions, and working together as a team are really helpful tools when you're finding your safe zone. Let's make a maze and see what happens!

Directions

1. Divide students into pairs.
2. Pass out Maze Handout, cardboard, popsicle sticks, and glue.
3. Have students glue Maze Handout onto cardboard.
4. Have students glue popsicle sticks of proper length on their edges to create 3-D maze for marble to pass through.
5. After the glue is dry, instruct each pair to take a side of the cardboard, placing place the marble in the starting position on the maze.



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RULES FOR SAFETY



ROCKET RULE 3: FOLLOW THE PLAN



Directions *(continued)*

6. Working together, students try to get the marble to roll through the maze to the Safe Zone Area without the marble dropping.
 - Safety Note: Remind students to keep the marbles out of their mouths!
7. Ask the Reflection Questions.

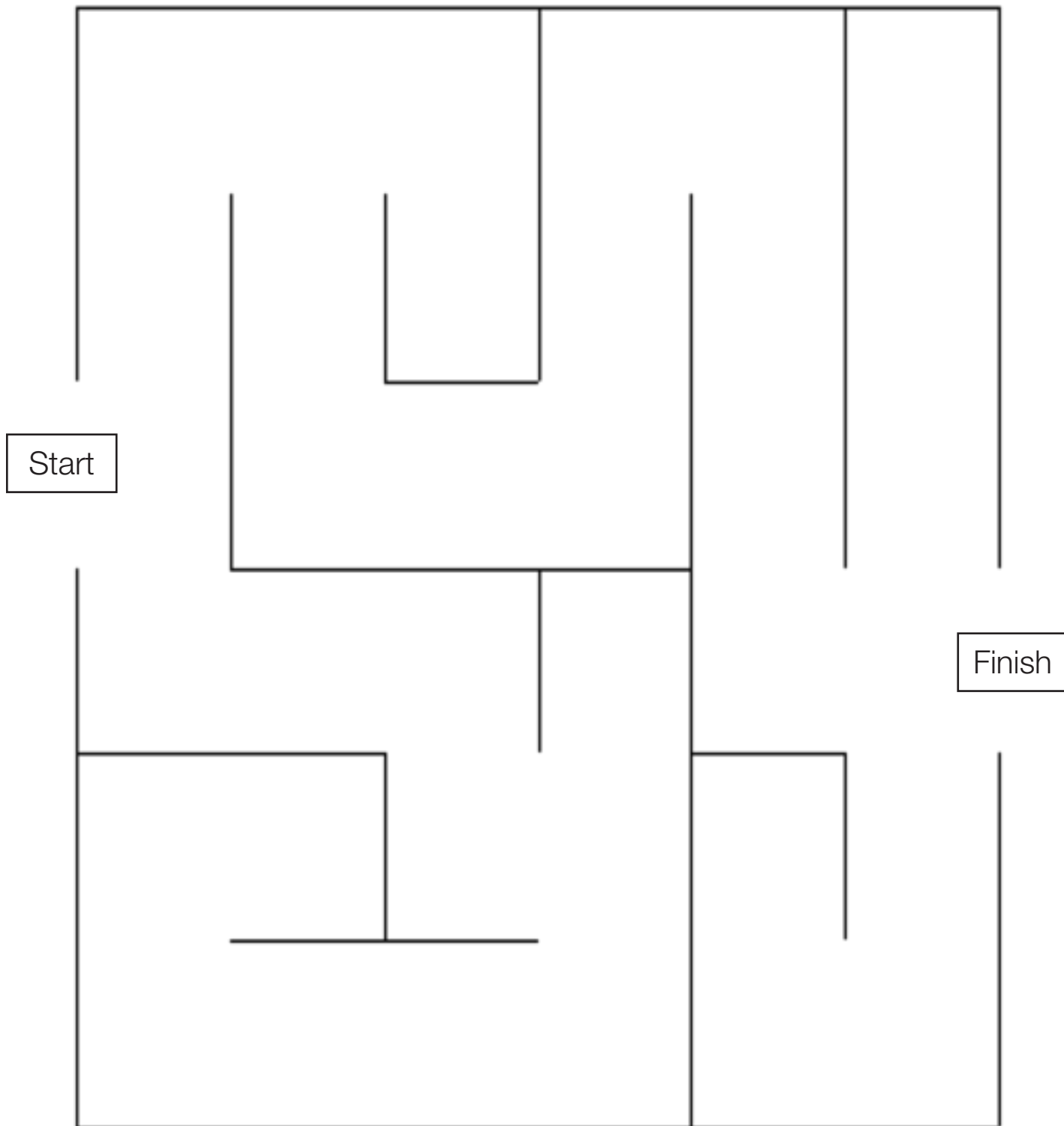
Variations

- Instead of glue, use large building blocks along the floor to create a maze that students can roll a ball through, from Start to Safe Zone.
- Instead of rolling a ball through the block maze, students can walk, crawl, or tiptoe through, from Start to Safe Zone. Be careful not to tip a block over!

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RULES FOR SAFETY

SAMPLE MAZE





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RULES FOR SAFETY



ROCKET RULE 3: FOLLOW THE PLAN



FOLLOW ME TO SAFETY

Goal

To promote self-esteem while incorporating concepts of leadership, flexibility, following directions, accountability, and cooperation in this “follow the leader” inspired activity.

Duration: 10 – 15 minutes

Materials

- Wide open playing space
- Sound system
- Upbeat, age appropriate songs. We recommend “The Five Rules of Safety” song available on our website.

Teaching Cue

In case of an emergency, a first responder will come and guide you to safety. It's super important to listen closely and follow directions from the adult in charge. Let's take turns guiding our classmates to safety! Who's going to be the first First Responder?

Directions

1. Gather all the students together in a group on one side of the playing space.
2. Designate one student to be the First Responder.
3. The First Responder creates a repetitive motion across the floor. This should be something safe where everyone can easily follow, (ie: skipping, raising hands in the air, kicking.)
4. As a unified group, the rest of the students mimic the movement behind the First Responder.
5. Once everyone has reached the other side of the room, choose a new student to be the First Responder. Everyone should have a turn.
6. Ask the Reflection Questions.

Rocket's

RULES FOR SAFETY

ROCKET RULE 4: STAY IN YOUR SAFE ZONE



Rocket says, “In any emergency, your main goal is to get to your Safe Zone, and stay there until help arrives. It’s important to have a Safe Zone because wandering off during an emergency can be more dangerous than the emergency itself.”

These activities introduce students to the concept of finding their Safe Zone.

Start by watching the Rocket Rules video, “Stay in Your Safe Zone” and listen to the “5 Rules of Safety” song.



REFLECTION QUESTIONS

- What is a Safe Zone?
- Why is it important to have a Safe Zone?
- Do you know where your Safe Zone is?
- Where is a Safe Zone inside your home?
- Where is a Safe Zone outside of your home?
- Where are Safe Zones in your community?
- What do you do once you’re in your Safe Zone?
- What kind of things make you feel safe?
- What can you do to help others feel safe?
- Why is it helpful to know what makes you and others afraid?



Rocket's

RULES FOR SAFETY



ROCKET RULE 4: STAY IN YOUR SAFE ZONE



HELP FROM HOME!

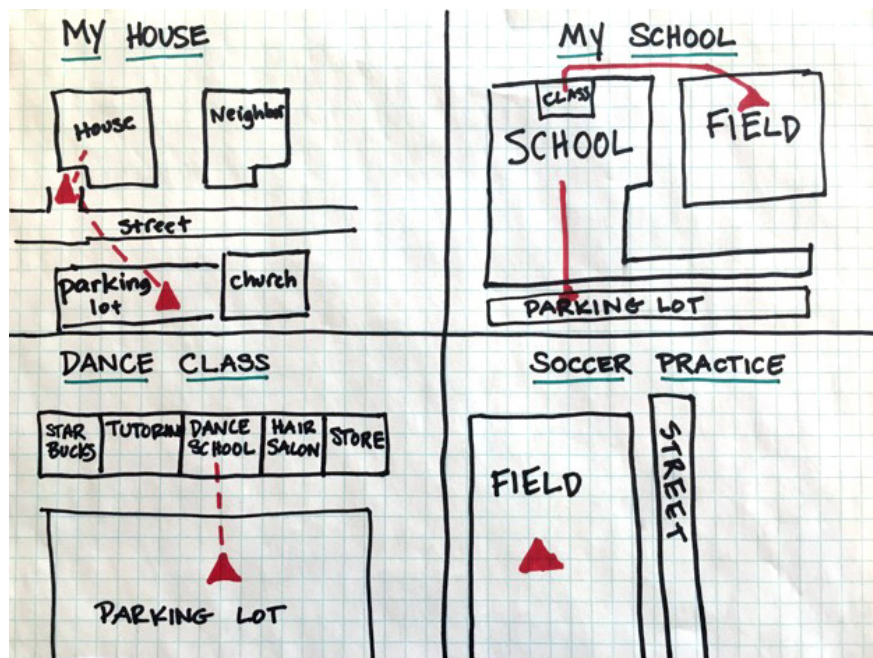
Where Do I Go?

For this week's activities about being prepared, we need help from home.

As a family, discuss all the different places you go throughout the week. It could be your house, school, dance class, sports practice, friend's house, doctor's, or place of worship.

Where is a Safe Zone inside each one of these places? Where is a Safe Zone outside each one?

Using the graph paper, draw a map of the three places you most frequently visit. Designate your Safe Zone inside and outside each of these locations. This is where your meeting place will be until a First Responder or a Trusted Adult finds you.



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RULES FOR SAFETY

SAFE ZONE MAP



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RULES FOR SAFETY



ROCKET RULE 4: STAY IN YOUR SAFE ZONE



ALL HERE IN THE SAFE ZONE

Goal

This emergency obstacle course helps students practice disaster drills while following the emergency plan, finding the designated Safe Zone, and waiting for everyone to arrive safely.

Duration: 20 minutes

Materials

- Playground / PE materials for obstacle course. There are 3 legs / stations for each course. Each team should have the same exact materials. Here are some suggestions:
 - Hula hoops (for a Safe Zone place marker)
 - Hoop holders or tube tunnels (to crawl through)
 - Spot markers
 - Hurdles
 - Sturdy low step stools
 - Cones
 - Limbo sticks
 - Jump rope
 - Masking tape

Preparation

Set up the obstacle course in an open playing space. Make sure there is plenty of room between obstacles. Each team should have the same materials in their obstacle course. There are three “legs” for this course. Each “leg” should focus on a specific action, like crawling or rolling under objects, jumping or climbing over objects, or zig zagging around objects. At the end of each “leg” is a hula hoop representing the Safe Zone. Be creative (but safe!)

Teaching Cue

Now that you’ve followed your Emergency Plan, where do you go? You go to your SAFE ZONE! What’s a Safe Zone? It’s a safe place where you can wait for your parents, your teacher, a trusted adult, or a First Responder to find you during or after an emergency. It’s important to follow the plan and stay put in your Safe Zone until help arrives. Let’s head to safety!



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RULES FOR SAFETY



ROCKET RULE 4: STAY IN YOUR SAFE ZONE

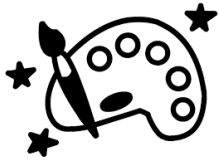


Directions

1. After the obstacle course is set up, divide the class into teams of 4 or 6 players.
2. Assign a number 1-4 (or 1-6) to each student. Ask students to “count off” saying their number out loud. Since accounting for each person in the Safe Zone is an important component, repeat this step if necessary.
3. One at a time, students will go through the first “leg” of the course, ending up in the hula hoop Safe Zone.
4. Once in the Safe Zone, each player will wait until all members of the team are in the safe zone.
5. When everyone is in the Safe Zone, students count off their number. When all are accounted for, together they say, “All Here!” as they hi-5 one another.
6. Then the team moves forward to the next “leg” of the obstacle course, again waiting in the Safe Zone until the rest of the team enter the Safe Zone. Then they count off and repeat the phrase, “All Here!” as they hi-5 each other. The team can head through the next “leg” of the course.
7. The first team that finishes, wins!
8. Ask the Reflection Questions.

Variations

For younger children, the teacher may need to individually guide and help each student while going through the obstacles.



Rocket's

RULES FOR SAFETY



ROCKET RULE 4: STAY IN YOUR SAFE ZONE



SAFE ZONE SIGN

Goal

To know where safe places and designated meeting spots are at home, school, and in the neighborhood or community.

Duration: 20 - 30 minutes

Materials

- Markers, colored pencils, and crayons
- Sponges cut in shapes and / or letters
- Paint
- Cardstock

Teaching Cue

Having a sign to remind you where your Safe Zone is can be very helpful in case of an emergency. Just like on a treasure map, X marks the spot!

Directions

1. Pass out cardstock, markers, paint and sponges.
2. Using the sponge shapes and paint, students create Safe Zone Signs that can be placed at home and at school.
3. Ask the Reflection Questions.





Rocket's

RULES FOR SAFETY



ROCKET RULE 4: STAY IN YOUR SAFE ZONE



I FEEL SAFE WHEN...

Goal

To create a safe space by connecting students with their inner feelings about safety and fear while learning that others share the same values.

Duration: 5 – 10 minutes

Materials

- Open playing space
- Gaffers tape or chalk (depending on floor surface)

Preparation

Prepare the playing space by putting a straight line down the middle of the floor (either with tape or chalk), dividing the playing space into two sides.

Teaching Cue

Do you know what makes you feel safe? Do you know what makes you feel afraid? I wonder who else feels the same way as you. Let's find out!

Directions

1. Divide the class into two groups, facing each other on opposite ends of the room, equally distanced from the center dividing line.
2. Instruct the students to take one step forward, towards the center dividing line ONLY if they agree with your safety statement.
3. Share safety statements like:
 - a. I feel safe when I'm cuddled up with my family in bed.
 - b. I feel safe when I'm wearing my seatbelt.
 - c. I feel safe when I'm in my classroom at school.
 - d. I feel afraid when I'm lost.
 - e. I feel afraid when I hear loud noises.
 - f. I feel afraid when it's dark.
4. Once students reach the center dividing line, they hold hands with their fellows.
5. When everyone joins the line, they say, "I feel safe when I'm with my friends."
6. Ask the Reflection Questions.

Variations

- Allow students to take turns prompting the class with their own safety statements.

Rocket's

RULES FOR SAFETY

ROCKET RULE 5: CALL FOR HELP



Rocket says, "Once you're in your Safe Zone, knowing who to trust for help and how to call them is important. Use your voice!"

These activities assist students with remembering their emergency contacts' phone numbers, gives them skills with how to call 9-1-1, prepares them to answer questions from First Responders, and reinforces concepts of who to trust in an emergency.

Start by watching the Rocket Rules video, "Call for Help" and listen to the "5 Rules of Safety" song.



REFLECTION QUESTIONS

- Who are the people on your Emergency Contact list?
- Do you know how to use a phone?
- Why is 9-1-1 an important number to remember?
- Who answers the phone when you call 9-1-1?
- What does "trust" mean?
- Can you name the adult you can trust?
- Who are some adults we shouldn't trust?
- Who answers the phone when we call 9-1-1?
Why can we call them a friend?
- Why is it important to know the answers to the questions a First Responder asks you when you call 9-1-1?



Rocket's

RULES FOR SAFETY



ROCKET RULE 5: CALL FOR HELP



HELP FROM HOME!

Emergency Contacts

For this week's activities about being prepared, we need help from home.

Please fill out this Emergency Contact Form and feel free to make photocopies before turning it into the teacher.

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RULES FOR SAFETY

ROCKET RULE 5: CALL FOR HELP



EMERGENCY CONTACT LIST

MY INFORMATION

Name: _____

Birth Date: _____

My Address: _____

My Phone #: _____

Conditions: _____

Allergies: _____

Medications: _____

EMERGENCY NUMBERS

Parent: _____

Parent: _____

Relative #1: _____

Relative #2: _____

Neighbor _____



Rocket's

RULES FOR SAFETY



ROCKET RULE 5: CALL FOR HELP



SPEED DIAL

Goal

To help children memorize their important Emergency Contacts.

Duration: 10-15 minutes

Materials

- Blacktop or sidewalk in a safe playing space away from cars or hazards
- Chalk
- Emergency Contact Handout (for Level 2 & 3)

Preparation

With the chalk, draw a large telephone keypad on the blacktop (see example). Each number should be approximately 1 square foot in size.



Teaching Cue

Do you know what an Emergency Contact is? It's a grown up you trust and someone who is part of your Safety Plan. It could be your mom, dad, foster parent, nanny, grandparents, aunt, uncle, brother, sister, or even your neighbor. Many times, in a real emergency, or if you can't remember an Emergency Contact's phone number, the best number to call is 9-1-1, where a helpful First Responder will always answer.

Do you know who to call? Can you remember your important emergency contacts' phone numbers? Let's find out! Time to Speed Dial!



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RULES FOR SAFETY



ROCKET RULE 5: CALL FOR HELP



Level 1 Directions

Calling 9-1-1

1. Students stand in a circle around the keypad chalk diagram.
2. Explain that 9-1-1 is the best number to call in the event of a real emergency or if you can't remember your Emergency Contact's phone number. The good thing about 9-1-1 is that you can call it from any phone and a helpful friend will answer!
3. Lead the students in a chant repeating, "9-1-1."
4. Similar to a game of hop-scotch, demonstrate the game by jumping on the numbers 9, 1, 1. Celebrate when you did it correctly.
 - Note: sometimes it's fun to get the numbers wrong and let the students correct you.
5. One at time, choose a student to be the "Caller" to enter the hop scotch keypad and dial 9-1-1 by jumping on the numbers.
6. Choose a new Caller until everyone has had a turn.
7. Celebrate and Hi-5 after each successful attempt!
8. Ask the Reflection Questions.

Level 2 Directions

Important Phone Numbers

1. Make copies of the Emergency Contact Handout.
2. Students stand in a circle around the keypad chalk diagram.
3. Choose a student to be the "Caller."
4. Using the Emergency Card Handout, the Caller will refer to someone on their Emergency Contact form. Out loud, they announce the name of their contact and say each number while jumping on the corresponding keypad digit.
5. Choose a new Caller until everyone has had a turn.
6. Celebrate and Hi-5 after each successful attempt!
7. Ask the Reflection Questions.



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RULES FOR SAFETY



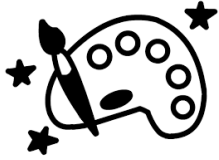
ROCKET RULE 5: CALL FOR HELP



Level 3 Directions

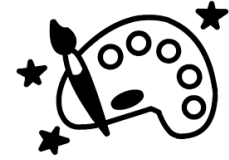
Remembering Important Phone Numbers

1. Students stand in a circle around the keypad chalk diagram.
2. Choose a student to be the “Caller.”
3. From memory, the Caller will refer to someone on their Emergency Contact form. Out loud, they announce the name of their contact and say each number while jumping on the corresponding keypad digit.
 - Note: Check the Caller's accuracy to make sure the phone number is correct.
4. Choose a new Caller until everyone has had a turn.
5. Celebrate and Hi-5 after each successful attempt.
6. Ask the Reflection Questions.



Rocket's

RULES FOR SAFETY



ROCKET RULE 5: CALL FOR HELP



HELPFUL PEOPLE

Goal

To teach students about types of First Responders and trusted adults in order to understand how these people can help in an emergency.

Duration: 15-30 minutes

Materials

- Finger Puppet Handout
- Safe scissors
- Scotch tape, glue stick, or paper clip
- Various materials to make finger puppets (paper, cloth, yarn, buttons, googly eyes, felt, markers, crayons, pipe cleaners, etc.)

Teaching Cue

When you call 9-1-1, a First Responder, like a fire fighter, a police officer, or a doctor comes to help you. A trusted adult is someone you know who cares about your safety. This could be your mom, dad, family member, neighbor, teacher, or babysitter. Do you know who you can trust?

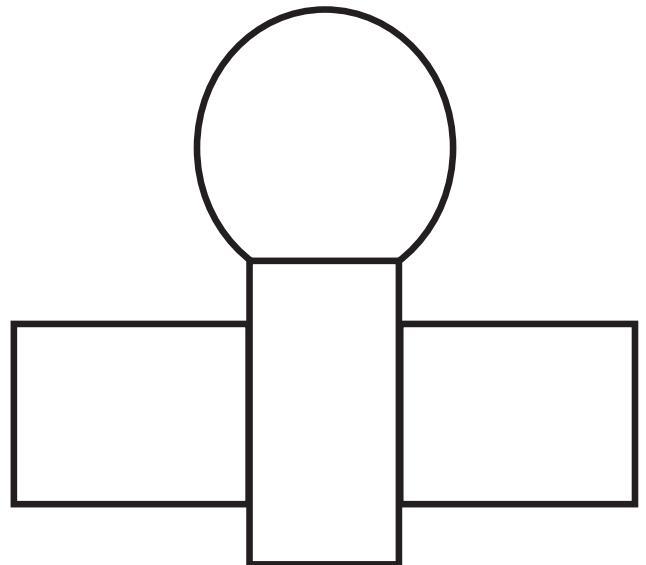
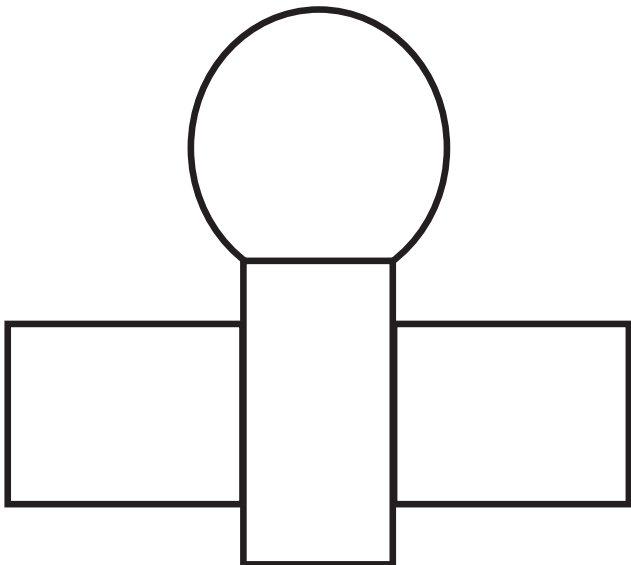
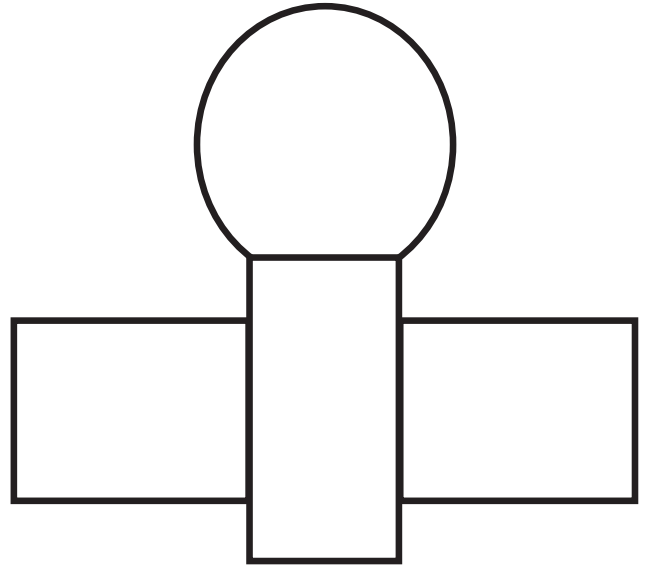
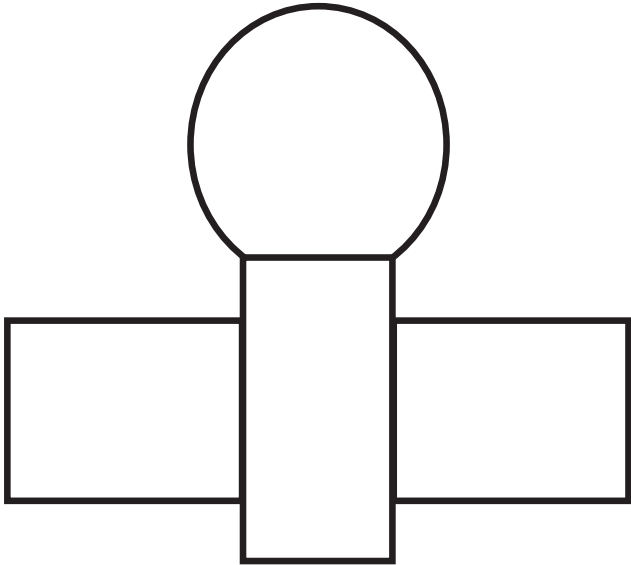
Directions

1. As a class, discuss the different types of First Responders and Trusted Adults
2. Using the Finger Puppet Handout, distribute the template to the students. Depending on age and skill level, finger puppets may need to be pre-cut for the students.
3. Using various materials, students create their First Responder / Trusted Adult puppets. They can choose their own or the teacher can assign. Just make sure that there is at least one puppet for each type of First Responder / Trusted Adult.
4. To create:
 - Make a head or face, add hair, eyes, ears, etc.
 - Decorate a body, clothing, belts, etc.
 - Add arms, legs, & accessories
5. Tape, glue, or clip "ends" together to fit around a finger.
6. Celebrate a job well done!
7. Ask the Reflection Questions.

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RULES FOR SAFETY

FINGER PUPPET TEMPLATE





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RULES FOR SAFETY



ROCKET RULE 5: CALL FOR HELP



9-1-1 WHAT'S YOUR EMERGENCY?

Goal

To prepare children for the questions that will be asked of them on a 9-1-1 call through performing a role-playing puppet show.

Duration: 20 minutes

Materials

- First Responder / Trusted Adult Finger Puppets
- “What’s Your Emergency?” Script Handout
- Puppet Theatre Variation: cardboard box, scissors, fabric

Teaching Cue

When you call 9-1-1, a friendly adult on the other end of the phone always answers. But they also need your help in order to keep you safe and come to your rescue. When they ask questions, we need to answer them. And remember to stay on the phone until a First Responder comes. Let’s see if we can!

Directions

1. Using the First Responder / Trusted Adult Finger Puppets, choose each student to play a role and distribute the finger puppets. If there are more students than puppets, you can take turns.
2. Following the scripts provided, students act out their parts.
3. Variation: Students can write their own scripts and even improvise.
4. Ask the Reflection Questions.

Puppet Theatre Variation

For Puppet Theatre: Design and construct a puppet show stage to use in performances.

1. Using a cardboard box, cut off its lid.
2. Cut a rectangle in the bottom, leaving enough of the bottom of the box to hide your hands.
3. Place the box on its side, so you can reach in from the back.
4. Add curtains and start the show!

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RULES FOR SAFETY

9-1-1 CALL SCRIPT

Operator:

9-1-1, state your emergency.

Caller:

I smell smoke.

Operator:

Where are you?

Caller:

In my bedroom. In my house.

Operator:

What is your address?

Caller:

352 Main Street, Apartment B, Los Angeles, CA

Operator:

What is your name?

Caller:

Rocket

Operator:

How old are you Rocket?

Caller:

I'm 12.

Operator:

Rocket, you did a great job by calling 9-1-1. But you need to go to safety. I want you to stay on the phone with me but at the same time, grab your Emergency Safety Kit, get down on your knees, and crawl out of your house. Find your Safe Zone and stay there waiting for us. We'll be right there.

Caller:

Thanks! See you soon!

Rocket's

RULES FOR SAFETY

Pre & Post Evaluation

Please assess your students' understanding and ability of responding to emergencies BEFORE using the SAFETY BREAKS Activity Guide using the scale on the left and then again AFTER teaching the lessons using the scale on the right.

(1 = none; 3 = some understanding/ability; 5= high level of understanding/ability)

PRIOR TO TEACHING						FOLLOWING THE TEACHING				
1	2	3	4	5	My students know how to prepare for an emergency.	1	2	3	4	5
1	2	3	4	5	My students know how to calm themselves in an emergency.	1	2	3	4	5
1	2	3	4	5	My students know how to create and follow a plan in an emergency.	1	2	3	4	5
1	2	3	4	5	My students know what a safe zone is and where to find one.	1	2	3	4	5
1	2	3	4	5	My students know who and how to call for help in an emergency.	1	2	3	4	5

What my students liked best:

What my students had difficulty with:

What I would add, change, or do differently:

School Name _____ School Address _____

Teacher Name (Optional) _____ Grade Level _____ Date _____

Bunni and Rick Benaron, Founders

The Hero In You Foundation was founded in 2013 by Bunni and Rick Benaron. After building and growing a business for over forty years, they put their motto, “learn, earn, and return” into action with a desire to give back to the community. Bunni, being a former elementary school teacher, grew up inspired by her mother who was a nurse.

In honor of the heroic lives of first responders, The Hero In You Foundation began dedicating six foot tall Dalmatian puppy sculptures to fire stations, children’s museums and libraries. With over 30 sculptures placed throughout the United States, El Salvador, and Israel, Bunni and Rick wanted to do even more. As the need for emergency preparedness in schools grew, so did their vision and the Rocket Rules for Safety was born.

With a mission to engage, educate, and empower children to become leaders in their communities and heroes in their own lives, the Rocket Rules content library will continue to expand. Partnered with Save the Children, the Great Shakeout, and the Los Angeles, Pasadena and Milwaukee Fire Departments, The Hero In You Foundation received a 2017 Shiny Apple Award from Palm Springs Unified School District.

Bunni and Rick are thrilled to have assembled a team of experts to build this important program and reach as many children, families, and schools as possible.

Kellee McQuinn, Program Director

For over 16 years, Kellee has created award winning edutainment programs. Most recently she produced *Mack & Moxy*, an animated preschool series airing on PBS and Netflix. In 2002, Kellee founded *KidTribe*, an obesity prevention program and has activated children and educators all over the world. She won a Parent’s Choice Award for the exercise series, *Hoopersize* in partnership with Michelle Obama’s *Let’s Move!* initiative and performed at the White House Easter Egg Roll from 2009 – 2016 as well as the Nickelodeon Worldwide Day of Play since 2006. She partnered with NASA to develop *Space School Musical*, the Telly Award winning STEAM education program. In 2012, Kellee received a Community Leadership Award from President Obama’s Council on Fitness, Sports & Nutrition. Kellee was also honored with a 2017 Broken Glass Award by the Palm Springs Women in Film and Television for her contributions to children’s programming.

Gale Gorke, Ed.D., Education Consultant

With over 40 years’ experience as an educator, Dr. Gale is an expert at brain based learning. She is an education consultant and inclusion specialist for governmental agencies, national and international youth centered organizations, Departments of Disabilities, statewide Departments of Education, and a multitude of school districts and afterschool programs. She wrote interdisciplinary curricula for PBS, NASA, Let’s Move!, and other renowned organizations, along with authoring the California Physical Activity and Inclusion Guidelines for Afterschool. With a passion for teaching teachers how to teach, she is a featured presenter for state, national, and international education conferences, including China, South Africa, Dominican Republic, India, Peru, and Canada.

Wonder Grove Media, Animation Producers

Founded by children’s entertainment veteran Terry Thoren, who was the CEO of the production company responsible for Nickelodeon shows like *Rugrats*, *Wild Thornberries*, and *Rocket Power*, Wonder Grove Media specializes in producing high quality 3D animation and social emotional kids’ content that matters.

Partners

