



# Rocket's SENSE OF SAFETY ACTIVITY BOOK

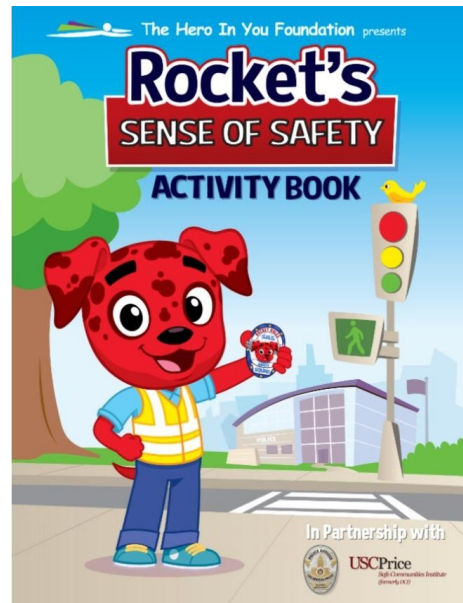
## LAUSD Teacher Companion Guide

July2020-G



### TOPICS:

1. Stay With Your Buddy
2. Know Your Road Signs
3. Look for Landmarks
4. Find Safe People and Places
5. Locate Your Exits
6. Use Your Voice
7. Help is On the Way
8. Get Away From Danger
9. Dial 9-1-1



- This guide provides helpful discussion information while teaching the Sense of Safety Activity Book to children PreK to 3rd grade.
- Information which helps children make smart split-second decisions in the event of an emergency or dangerous situation.
- Teaches children to be aware of their SENSES (example: sight, hearing, smell, and our 6th sense: intuition) and how this will help them stay safe.

**“Providing the students of the Los Angeles Unified School District with the essential tools to recognize potential dangers is vital to the safety of our school community. The Los Angeles School Police Department is proud to partner with The Hero in You Foundation to present Rocket Rules Sense of Safety throughout the schools that we protect. Our mission from day one is to protect with compassion, courage, and professionalism. In doing so, we can continue to build the positive rapport between students and law enforcement that will carry on for years to come.”**



-- Los Angeles School Police Chief Todd Chamberlain

# Use Your Senses

## To gain a Sense of Safety



# Your 6th Sense

A feeling that tells you something is wrong. You may sense this in different parts of your body.



## **ABOUT THE “SENSE OF SAFETY” ACTIVITY BOOK:**

This interactive workbook has been adapted by the LASPD and Rocket Rules to introduce children to the basics of situational awareness skills and action tools that can be applied in a variety of real-life public safety scenarios. The goal is to promote knowledge that leads to informed split-second decisions in a variety of surroundings. We aim to provide children with a sense of safety, no matter where they are.

## **ABOUT THIS GUIDE:**

Following each activity, we have included reflection questions to deepen the learning experience for children.

In this guide we have included the following:

- Recommended script to help guide you with your classroom presentation.
- Rocket Rules “Use Your Senses” and “Your 6<sup>th</sup> Sense” illustrations

## **HOW TO BEGIN:**

Please read this entire Companion Guide before you lead children in these activities. Feel free to adapt and expand upon any of the instructions below.

Each activity should take a total of 10-15 minutes, with only writing and coloring utensils needed.

## **SENSE OF SAFETY PRESENTATION**

## Pre-K to 3rd GRADE (Ages 4-8)

**MATERIALS NEEDED:** Sense of Safety Activity Book (for all students if possible)  
Sense of Safety Companion Guide

**THE GUIDE:** Use your guide to help with your lesson. Download additional copies of this guide at [ROCKETRULES.ORG](http://ROCKETRULES.ORG) (under TEACHER tab, home page). It is not necessary to complete all lessons included in this guide in one session. Reviewing these lessons occasionally with students will help reinforce their safety awareness knowledge.

**Before we begin our Safety Lessons, let's review our Senses and how they keep us safe.**

**WHAT ARE YOUR SENSES?** Eyes and seeing is one sense. To warm up: Everyone blink your eyes 3 times.

***Can anyone else tell me another sense?*** That's right, your ears for (hearing), and nose (smell), and even your feelings when something is not quite right. That's your 6<sup>th</sup> sense. All these things keep you Safe. (Let's point to our senses: your ears...eyes....nose.....even tummy for that 6<sup>th</sup> sense that something is not right

"It is very important to use your senses wherever you are: at school, home and all-around town, the mall or walking home. Your senses help keep you SAFE.

### **1. STAY WITH YOUR BUDDY (Pages 2-3)**

**Background:** Through drawing a picture of themselves and their Buddy, children are introduced to understanding the importance of having a buddy; physical descriptions of themselves and their buddy. These skills help them to be more aware of what people look like, what they're wearing in the event of being separated or lost, or a crime report.

**Key Sense:** Eyes

**Suggested Script:** "Today we're going to learn about how important it is to have a buddy to help us stay safe. A buddy is someone in your class, like a friend. Together you WATCH OUT for each other. You can have different buddies walking to and from

school, in class or on the playground. At all times, you are watching out for each other, keeping each other safe.

Knowing what your buddy looks like is very important. Now we're going to use our eyes to help us. Everyone "blink" your eyes three times.... Ok.

You USE YOUR EYES to see what your buddy looks like. Your buddy could look very different from you. Look at their hair and eye color, and what they are wearing.

Look for a buddy in the room. It COULD be the person next to you. USE YOUR EYES to help you draw a picture of you and your buddy.

REMEMBER, be sure to color what you see -- their hair, eyes, clothing, shoes – and don't forget to draw yourself"

### **Reflection Questions to Ask:**

After the children have drawn their picture, ask these reflection questions below to help emphasize what they have learned:

- Why is it important to always have a buddy? (safety, watching out for each other)
- Who are some of your buddies?
- Can you describe them? What color hair, eyes, clothing? How tall? How old are they? Any other things that you see?
- Which sense did we learn about today?

## **2 KNOW YOUR ROAD SIGNS** (Page 4-5)

**Background:** Pedestrian accidents involving children to and from school continue to be of great concern. The need to teach and reinforce traffic safety rules should be a top priority. On these pages, children are asked to draw themselves in the scene with Rocket, following the correct traffic rules illustrating:

- Wearing a helmet when riding a bike
- Correct side of the street when riding a bike
- Using the crosswalk and following the crossing guard's instructions
- Stopping and walking at an intersection, according to the traffic signals

### **Key Senses: Eyes and Ears**

**Suggested Script:** "Pretend you and Rocket are buddies traveling around town riding your bike or walking to school. Both of you are watching out for each other. You need to remember important traffic safety rules, especially on busy streets.

Let's start with riding your bike: you must always wear a safety helmet. Just like football players always wear a helmet to protect their head when they are playing a game. Do any of you have a bicycle helmet? (raise your hands). On page 4, you can see Rocket wearing his bicycle helmet.

Now, let's talk about you and Rocket walking to school. When you are near school, there will be someone helping you cross the street safely. This person is a "Crossing Guard". (picture at top of page 5). They will make sure that cars have stopped, before you start to cross the street in the "Crosswalk".

If there is no "Crossing Guard" at a street corner, make sure that the traffic light is green, and it says "walk" or shows a "walk sign". (Panel 2 and 3 on page 5).

Before you cross the street: It is important to look to your left, then to your right, and again to your left to make sure you are safe and no cars are coming. Let's all practice Left-Right-Left.

Make sure that you only cross the street at the "Cross Walk". Never cross the street between parked cars. It is very dangerous.

**Using your Eyes and Ears:** Using your eyes and your ears will help you stay safe when riding your bike and crossing the street. (add blink and ear wiggle). Your eyes will help you see the cars coming from both directions. Your ears will help you hear the traffic around you.

Be Rocket's buddy and draw yourself, with a helmet, on the back of Rocket's bike on page 4. Then, draw yourself with Rocket on page 5, walking safely in the cross walk in the 3 pictures.

### **Reflection Questions to Ask:**

After the children have drawn their picture, ask these reflection questions below to help emphasize what they have learned:

- What should you always wear when you're riding a bike? Which side of the street do you stay on? Should cars be coming towards you or heading in the same direction as you?
- What does a crossing guard do? Why should you always listen to him or her?
- What does a "Don't Walk" signal look like at a traffic light? What does a "Walk" signal look like?
- What should you always do before crossing any street? Even with a traffic light?

### 3. **LOOK FOR LANDMARKS** (Pages 6-7)

**Background:** Landmarks are useful tools to help children navigate their way through their neighborhood or community. Noticing Landmarks such as schools, hospitals, police or fire stations, parks, restaurants, markets will assist students in building a “mental map” of their location. It is important for them to learn to notice Landmarks, and to distinguish the differences between similar structures and objects.

- Notice landmarks and their distinguishable features
- Find their way home or to safety
- Get their location bearings if they’re lost, “turned around”
- Describe details, differences and similarities about landmarks

#### **Key Sense: Eyes**

**Suggested Script:** “As Rocket and his buddy enjoy their day about town, they remember the importance of looking for Landmarks, so they’ll always know where they are and how to get to where they’re headed. Wherever you go, notice the buildings and places around you. Landmarks can be buildings such as schools, hospitals, police or fire stations, restaurants or markets. These are buildings you may see to and from school.

Now we are going to use our eyes to help us. Everyone “blink” your eyes three times...OK.

You USE YOUR EYES to see and notice buildings and places around you so that you know where you are. This will allow you to remember the order of Landmarks that you pass along your way.

**Let’s play a game....**everyone close your eyes and think about what buildings or places you saw on your way to school today. Think about the buildings and interesting Landmarks that you saw....You left your house, now think about the first building you saw. Then, what building did you see next?

Now open your eyes. Who wants to tell us the Landmarks (buildings) they saw on the way to school? (Raise your hands.). Whether you are going to school or walking around the neighborhood, remember, you need to pay attention to the Landmarks and their order as you pass them. This will help you find your way back to where you started.

**Turn to page 6.** Everyone go to page 6. Here you see many different Landmarks in a city. Find and circle the Landmarks in the city.

Remember, all Landmarks are not the same. Some buildings have flags, some are very tall, some have very large signs, some have lights on them. Not all Landmarks are buildings! A park or a fountain or a bridge are also Landmarks.

**Now go to page 7.** Now use your eyes to look at the two Landmarks at the top of page 7. Compare the two Landmarks. What is different? Look at the building on the left, then look at



the building on the right. Circle the 3 differences on the right building (party hat, cupcake or number of trees, coffee cup).

Now look at the bottom two pictures of an airport. What is different? Look at the airport on the left, then look at the airport on the right. Circle the 3 differences on the airport on the right." (plane direction, crown on tower, flying saucer)

#### **Reflection Questions to Ask:**

- After the children have drawn their picture, ask these reflection questions below to help emphasize what they have learned:
- *What is a Landmark? Why are they important to notice?*
- *What are different types of Landmarks?*
- *Can you play the landmark game when you're on a walk, in the car or riding on the bus? It's fun – just look out the window and notice what's around you!*
- *Why is it important to know the order of the Landmarks you passed? (find your way back to where you started).*

## **4.FIND SAFE PLACES AND PEOPLE (Pages 8-9)**

**Background:** This maze activity places kids in the decision-making seat as they help Rocket with his safest route home, avoiding potentially dangerous people and places. Students learn to:

- **Activate their situational and sensory awareness skills**
- **Choose safe people and places and avoid unsafe people and places**

**Key Senses:** Eyes, Nose, and Ears

**Suggested Script:** "Today we are going to learn about the difference between a safe and unsafe person and a safe and unsafe place. This will help you when you are walking to and from school or in your neighborhood. If you get lost or separated and find yourself alone and need help, you can find the safest place or person to help you."

Now we're going to use our eyes, ears and nose to help us. Everyone "blink" your eyes three times... now "wiggle" your nose like a rabbit three times... and now "pull on" your ears two times... Ok very good! If you ever need help look for a trusted adult like a police officer, a teacher, a crossing guard, or a parent.

Let's look at page 8. Let's help Rocket find his way home from school. On his way home he has a choice -- he can walk by two children fighting or walk by the police officer. Which is the safer way to go? (Have students raise their hands for the safest way) Yes that's right, the police officer will always help you.

Now let's go to the next part -- you **SEE** a family or you **SEE** a person by themselves. If you have a choice, go towards the family. (Discuss why this may be safer)

Let's go to the next section -- With your **EYES** you can **SEE** a market and you **SEE** and **SMELL** a trashcan. Would you and Rocket go towards the market where there are lights and cameras or towards the smelly trashcan?

Which way is safest? (Market is well lit. The trashcan may have broken glass or sharp objects that could hurt you.)

Let's go to the last section -- your **EARS HEAR** the noise from the construction area and you **SEE** a hospital. Which is the safest place to go? (You should go towards hospital. The construction area has lots of heavy and dangerous equipment.)

### Reflection Questions to Ask:

After the children have drawn their picture, ask these reflection questions below to help emphasize what they have learned:

- Who are safe people in your life? Are there any unsafe people you've seen or met?
- What makes someone a safe person? An unsafe person?
- How do you feel when you're with a safe person? An unsafe person? Where in your body do you feel these sensations? (6th sense)
- What makes a place safe? What makes a place unsafe? What might you hear, see, smell or feel in an unsafe place?
- Where are some safe places you can go in your town?
- Why is it safer to walk closer to a police officer vs. people arguing? Why is it smarter to ask a family with children for help rather than a lone person? Safer to walk near a well-lit market with cameras vs. a trashcan? To be near a hospital vs. a construction zone?

## **5. LOCATE YOUR EXITS** (Pages 10-11)

**Background:** These pages illustrate common places children go and helps them identify their closest exits. It is very important that this skill becomes second nature, just like putting on your seat belt. Students draw a straight line from where Rocket is in the scene to two of his closest exits. Knowing how to get out of a dangerous situation can save lives. One of the first things you do when you enter a place, is to look for your exits.

Children learn:

- To identify the two fastest ways out of wherever they are
- Exits are everywhere, in front, behind and sometimes even above them
- Some exits have signs, some do not, but all exits are ways out

**Key Sense: Eyes**

**Suggested Script:** “Today we are going to learn how to locate exits. An exit is the way out of a classroom, a stadium, a theater, a restaurant or your home. One of the first things you should do when you enter a place is look for your ways out. An exit can be a door, a window, or a gate. You should always find at least two ways out, in case you need to get out fast. You may have to leave quickly if there is a fire or any kind of emergency.

Remember, not all exits have signs. Some exits may be behind you and others could even be above you! Remember if you are in class, your teacher will help keep you safe. Follow their directions to the safest exit.

Now we are going to use our eyes to help us. Everyone “blink” your eyes three times... Ok. Use your **EYES** and **LOOK** around the room. Can you count how many exits there are in the room? (Call on one child and ask them to show you two different exits.)

Now go to page 10. We are going to look for Rocket’s exits. In each picture, draw a line from Rocket to his two closest exits. Start with the class then go to the stadium, then go to the theater and lastly go to the restaurant. Remember to find at least 2 exits in each picture.”

### **Reflection Questions to Ask:**

After the children have drawn their picture, ask these reflection questions below to help emphasize what they have learned:

- What is an exit? How can you tell?
- Can you spell the word “exit”?
- When should you start to look for your exits?
- What might you hear, see or smell in one of these places (classroom, movie theater, stadium, restaurant) that would be a clue that you need to go to your closest exit fast?

## **6.USE YOUR VOICE** (Pages 12-13)

**BACKGROUND:** Although we'll review calling 9-1-1 on a later page, this coloring activity encourages children to use the power of their own voices in an emergency or when they need help. Whether yelling for help because of an injury as pictured here or "calling out what they see" children may be small, but they have mighty voices that could possibly save their life in a dangerous situation.

### **KEY SENSES: EYES, MOUTH**

**Suggested Script:** "Today we're going to learn about using our voice to call out loud, if you need help at any time. Each one of you have very powerful voices to yell for help.

We use our EYES and MOUTH for this activity, so let's warm up. Blink your eyes 3 times. Now open and close your mouths three times. Even when we're being safe with our buddy and following Rocket's Safety Rules, sometimes things can go wrong. Good thing we have our powerful voices to yell for help!

Look at pages 12 and 13. What happened on page 12, why is the little boy crying? (fell from bike). Rocket **sees** he is hurt, and **HEARS** him crying. Rocket stays **CALM**, and uses his **VOICE** to call for **HELP**. It's important to stay **CALM** so that you will make better decisions. And on page 13, we see someone coming to help. Who are they? Right, they are police officers and they are there to help you and protect you and keep you safe. Can you tell me again what happened to Rocket's friend?

Let's pretend you SEE someone has fallen off of the swings and hurts their leg. What would you do? Right, call **HELP** right away. Always stay **CALM**. Let's practice, on the count of 3, let's all yell **HELP** one time, as loud as we can, with a **BIG VOICE**, so that a Teacher, or police officer or trusted adult can help. Ready? 1-2-3.

Color the page 12 and remember that using your **BIG VOICE** can bring help to you or a friend right away."

### **Reflection Questions to Ask:**

After the children have drawn their picture, ask these reflection questions below to help emphasize what they have learned:

- When should you yell for help?
- What kind of information might you tell your teacher or police officer about what happened?
- Sometimes help can take a little while to reach you. How should you act while you're waiting for help to arrive? (Stay calm)
- Why is staying calm important, even in scary emergencies? What are some ways we can stay calm?

## 7. HELP IS ON THE WAY (Pages 12-13)

**BACKGROUND:** This coloring page scene comforts children with the knowledge that police officers are always there to help and protect them. This simple scene leads to many reflection questions and a discussion about the importance of police officers and how they're dedicated to helping individuals, families and communities.

### KEY SENSE: EYES

**Suggested Script:** "Police officers are people you can trust. They are your friends. They are also very brave no matter how scary a situation is. They can help you in many ways. For example, if you see a car accident, if someone is injured or if someone is lost. Their job is to help people everywhere. Remember to **LOOK** for police officers if you need help.

The second they get a call, they head right out to help. When you're with them, you are safe. You can find them around school, in your neighborhood, and on the streets. Sometimes they are walking, sometimes you will see them on a motorcycle, or in a special Police Car. Both men and women are police officers. They wear special uniforms and carry special equipment for all situations. Now, color page 13 and remember, you can trust the police, they are there to help you."

### Reflection Questions to Ask:

After the children have drawn their picture, ask these reflection questions below to help emphasize what they have learned:

- When you need help, who can you always trust? (police, teachers, parents)
- Do you know any police officers? Can men and women be police officers? What do police officers wear? (Yes both can be police officers, uniforms)
- Why are police officers important? What is their main job? (Help, Safety)
- What kinds of questions would a police officer ask you after you call for help? Why do they ask questions?
- Why is it important to ask a police officer for help in an emergency?
- Do you know where your local police station is? Do you know that it's always open and safe?

## 8. GET AWAY FROM DANGER (Page 14)

**BACKGROUND:** This activity helps children identify safe, age appropriate toys. It also teaches them which objects are dangerous and should never be played with or touched. Children are to draw a line from the object to the appropriate box (Toy Box vs. Danger Crate). (For the purpose of this activity, anything that looks unsafe or like a weapon is not a toy replica). Through this activity, children learn to recognize:

- Items that could cause harm to them or other people
- Suspicious objects that should be reported to an adult in charge or 9-1-1
- The difference between toys and dangerous objects, including actual weapons

### KEY SENSE: EYES

**Suggested Script:** “We’re going to now learn about dangerous objects around us. Dangerous objects like weapons, knives, medicine, matches and needles are never to be played with. They could really hurt you or someone else. You could end up in the hospital with a serious injury. If you **SEE** a weapon, get far away from it and tell a trusted adult, a police officer or call 9-1-1. Don’t touch it!

Our **EYES** are very important in seeing these dangerous objects, let’s get our **EYES** ready for this activity. Blink your eyes three times. Let’s look on page 14 together and say what the object is and if it is dangerous or a toy. Everyone **LOOK** at the train at the top of the page. Is this small train a toy or a dangerous object? Yes, it’s a toy and we will draw a line from the train to the Toy Box.

Next we **SEE** a knife at the top of the page. Is this a dangerous object or toy? Right, it is a dangerous object. Draw a line from the knife to the danger Box. Now, on your own, draw lines from each object to the correct box; Danger or Toys. (After children have worked on this project, please review all answers with the class).

### Reflection Questions to Ask:

After the children have drawn their picture, ask these reflection questions below to help emphasize what they have learned:

- Using your eyes, what is the difference between a toy and a dangerous object?
- How could you get hurt if you play with or touch a dangerous object?
- What are some of the dangerous objects on this page?
- If you see one of these dangerous objects in real life, what should you do?

## 9. DIAL 9-1-1 (Page 15)

**BACKGROUND:** This coloring page reminds children that a 9-1-1 operator is always standing by to help in any emergency at any time:

- When to call 9-1-1
- How to call 9-1-1
- Answering the 9-1-1 Operator's questions

**KEY SENSE: VOICE**

**Suggested Script:** "Rocket wants you to know that if you're in a **REAL** emergency, no matter where you are, no matter what time of the day or night, you can always call 9-1-1 from any phone and an operator will answer right away. Real emergencies are things like a car accident, someone is injured, you see a crime or if someone in your house is sick or hurt and needs an ambulance. You do not call 9-1-1 if you lost your shoes or if your TV doesn't work.

Remember, the operator is your friend and wants to help. The operator is there to gather all the information about the emergency so the right kind of help can get to you immediately.

Make sure you stay on the phone and with the 9-1-1 operator until help arrives. Your heart might be pounding but you can be brave because people are there to help you, **STAY CALM!** Remember, the 9-1-1 operator is your friend!

We use our eyes to find our phones, and our hands and eyes to dial 9-1-1. We also use our **VOICES** to describe the situation. Answer their questions clearly and slowly so the 9-1-1 operator can hear you. Here are some of the questions a 9-1-1 operator may ask you:

- What is your emergency?
- What is your address?
- Can you describe what you saw or what does the person look like?

Let's get our eyes ready, blink 3 times... now using your eyes let's look at page 15, what do you see in the window? What would you tell the 9-1-1 operator? What would you say about the person running away? This is all very important information. Now color the page and remember, stay calm, and dial 9-1-1 when you have a **REAL** emergency situation."

### **Reflection Questions to Ask:**

After the children have drawn their picture, ask these reflection questions below to help emphasize what they have learned:

- When should you call 9-1-1?
- Why is 9-1-1 only for emergencies? What are different types of emergencies?
- Do you have a cell phone? Do you know how to dial 9-1-1? Do you know how to dial 9-1-1 from someone else's cell phone? (Draw a cell phone with the numbers on the board and ask a child to come up and point to the 3 numbers they should call (9-1-1)
- When you call 9-1-1, who answers the phone? What kinds of questions do they ask?

- Who wants to make a pretend 9-1-1 call? (Choose a student. Role play questions)
- What happens after you call 9-1-1? Should you stay on the phone until help arrives or hang up?

## **10. S.O.S. SAFETY SQUAD BADGE (Page 16)**

**BACKGROUND:** After the activities are complete, students “receive” their Rocket’s Safety Squad Badge by coloring it in with hi-5’s all around to celebrate a great job! Each station should also have physical stickers to pass out as well.

### ***Reflection Questions to Ask:***

After the children have drawn their picture, ask these reflection questions below to help emphasize what they have learned:

- *Did you enjoy these activities?*
- *What are the different senses we used? Remember, blink your eyes. What else?*
- *What was one thing you learned from Rocket that you didn’t know before?*
- *What is something from this book you can teach a friend?*
- *If you were a police officer, what would you tell kids about safety?*
- *Emergencies can be scary. What are some of the feelings you get in your body when you’re scared?*
- *What is the most important thing to do if you’re in an emergency? (calm)*
- *What are your favorite ways to stay calm, even if you’re scared?*
- *Even police officers get scared, but if you’re prepared with what to do in an emergency, you can be brave and follow all of Rocket’s Rules for Safety!*

## **EMERGENCY CONTACT CARD (Page 17)**

**BACKGROUND:** This life-saving Emergency Contact List is for children and families to fill out and remove from the book for the child to carry, learn and memorize.

Intended as a family engagement activity, this Emergency contact card can serve as a starting point for the public safety preparedness planning to begin at home. You can also invite students to fill out the card on their own, but please confirm that the information is correct before encouraging memorization of the contents. Students should review the accuracy of the information with parents.

### **ADDITIONAL ROCKET RULES SAFETY VIDEO RESOURCES:**

- ***Safety PSA with Rocket and Dodgers’ MVP Justin Turner:*** <https://www.youtube.com/watch?v=--sMX2nzLKGg&t=8s>
- ***Rocket’s Rules for Safety – Staying Safe in a Dangerous Situation:*** [https://www.youtube.com/watch?v=XzJFUI\\_g4AY](https://www.youtube.com/watch?v=XzJFUI_g4AY)