



Rocket's

SENSE OF SAFETY & BEYOND! ACTIVITY BOOK

School Resource Officer & Teacher Classroom Guide



On behalf of the Hero In You Foundation (Rocket Rules) and the National Association of School Resource Officers (NASRO) thank you for participating in this school safety program.

The *Rocket's Sense of Safety & Beyond!* Activity Book and this Classroom Presentation Guide have been developed to help teach children how to make smart split-second decisions in the event of an emergency or dangerous situation. Through the lessons provided, and with the help of Rocket, children will learn to be aware of their SENSES (sight, hearing, smell, taste, touch and their 6th sense-intuition) and how this will help them stay safe.

This Classroom Presentation Guide provides helpful information on how to present lessons and utilize the *Sense of Safety & Beyond!* Activity Book for children PreK to 3rd grade. You will find helpful discussion information and suggested activities.

The lessons do not have to be presented in the order listed in the Guide, and if time does not allow you to teach all of the lessons, discuss with the classroom teacher which lessons you will present and which lessons he or she will complete.

“At LASPD safety is always our priority. Helping students gain awareness of their surroundings allows them to stay safe, healthy and focused. Rocket’s Sense of Safety & Beyond! Activity Book teaches kids how to use all their senses to make smart decisions at home, at school and in their community.” Chief Leslie Ramirez, Los Angeles School Police Department

"There has never been a more important time to make certain that we are creating a safe and secure environment for children both at school and in the community. Rocket's *Sense of Safety & Beyond!* Activity Book provides a solid foundation for children to be able to use their senses to avoid dangerous situations. It is also a tremendous resource for school-based law enforcement officers to use in the classroom to engage with students in a way that helps to build positive relationships between law enforcement and the communities that they serve." Mo Canady, Executive Director, NASRO

“As a Peace Officer for the Los Angeles School Police Department it is paramount to mentor, lead and protect our students and staff safely towards graduation. Rocket’s *Use Your Senses & Beyond!* Activity Book is a tool we use in our department that helps to create and highlight safety awareness at multiple age levels, including myself”. Sgt. Rudy Perez, LASPD, NASRO

ABOUT THE “SENSE OF SAFETY & BEYOND!” ACTIVITY BOOK:

This Guide was originally created by Rocket Rules in collaboration with LASPD. NASRO is proud to work with both organizations to provide this material to School Resource Officers and Teachers throughout the United States. This Guide will 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.

The scripts provided in this Guide are only suggested scripts. Feel free to make adaptations, but remember to use age-appropriate language, stories, and examples with the students.

The *Sense of Safety & Beyond!* Activity Book is available for classroom visits, community outreach and education programs (online editions are available at rocketrules.org, click the “Sense of Safety & Beyond! Tool kit button on the home page).

ABOUT THIS GUIDE:

In this Guide you will find the following:

- An officer introduction
- Recommended script to help guide you with your classroom presentation.
- Rocket Rules “Use Your Senses” and “Your 6th Sense” illustrations
- Following each lesson, suggested reflection questions are included to deepen the learning experience for children.

Use the Guide when making classroom presentations. It is not necessary to complete the entire *Sense of Safety & Beyond* Activity Book in one visit. Work with the classroom teacher on scheduling your presentations and determining which lessons the teacher will complete.

Thank you for the important work you are doing every single day to save lives and keep our schools and communities safe.

HOW TO BEGIN:

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

Each lesson should take approximately 20 minutes, with only writing and coloring utensils needed. Teach as many lessons as possible over several visits to the classroom. While it is not necessary to present the lessons in the order listed, please begin with the Officer Introduction.

The lessons provided were developed for PreK-3rd grade to meet National Health and Common Core Academic Standards.

The goal of the *Rocket's Sense of Safety & Beyond!* is to promote knowledge that leads to informed split-second decisions in a variety of surroundings to keep kids safe at all times.

Each lesson should begin with a review of the **6 Senses** which serves as the foundation for developing a child's awareness skills and safe decision making.

Lessons:

A. Officer Introduction

- 1. Your 6 Senses (inside front cover)**
- 2. Stay With Your Buddy (page 1)**
- 3. Crossing the Street Safely (pages 2-3)**
- 4. Left-Right-Left (pages 4-5)**
- 5. Know Your Landmarks (pages 6-7)**
- 6. Locate Your Exits (pages 8-9)**
- 7. Find Safe People and Places (page 10-11)**
- 8. Get Away From Danger (page 12)**
- 9. Keeping You Safe (page 13)**
- 10. Keep Your Hands to Yourself (pages 14-15)**
- 11. Do You Know When to Wash Your Hands (pages 16-17)**
- 12. Share Your Feelings (pages 18-19)**
- 13. No Bully Zone (page 20)**
- 14. Were You Kind Today? (page 21)**
- 15. Dial 9-1-1 (page 22)**

OFFICER INTRODUCTION

HELPFUL HINTS:

Your tone:

- Be friendly and caring. Smile.
- Use simple concepts and words.
- These are serious subjects presented in a calm, engaging way.
- Instill knowledge and confidence.

Make sure you introduce yourself every time you visit a class. Write your name on the board. The following can assist with your introduction.

Hi everyone. I'm officer _____. It's great to be at _____ elementary school, with Ms./Mr. _____ class. I'm excited to see all of your smiling faces!" I have a family, kids, and dogs/pets" (share some personal information to help connect with the students).

A police officer is someone you can always trust when you need help or in any emergency.

Today I'm here to talk about how your 6 senses help you stay safe at all times. My friend Rocket will also help.

NEXT: INTRODUCE THE LESSON FOR YOUR VISIT

END EVERY LESSON WITH:

Thank the teacher and the class. Give high 5's, congratulations, etc. on a job well done!

*Remind the students that they will be a member of Rocket's Safety Squad.

REMEMBER, I CARE ABOUT YOU... and so does ROCKET. Use your senses: **eyes, nose, ears and other senses**.... And use your sense of safety, **every day** to keep you safe. Practice these safety ideas every day with your teacher and family. If you see me around school, give me a big wave!

YOUR 6 SENSES

GOAL: Introduce students to their 6 senses.

OBJECTIVES:

Students will

- Understand the importance of staying safe.
- List their 6 senses and make real world connections that will help keep them safe.

MATERIALS NEEDED:

- *Sense of Safety & Beyond!* Activity Book, one for each student if possible, or print the inside front cover. Available online in TOOL KIT:
<https://rocketrules.org/sense-of-safety-and-beyond-materials/>
- **Guide:** Use this guide at every presentation.
- Crayons and pencils
- Overhead projection of activity (optional)

Let's name our 6 senses...they all help keep us safe.

First is our sense of **sight**, seeing. We use our eyes. Everyone blink your eyes 3 times.

Can anyone name another sense? That's right! We have **hearing**. We use our ears.

Point to your ears.

--Next is your sense of **smell**. We use our nose. Wiggle your nose 3 times.

--Next is **touch**, we use our hands and fingers. Touch your hair.

--Then we have **taste**, we use our mouth. We know how good ice cream tastes.

--And we have a **6th sense**, that feeling in your tummy when something is not quite right. It is very important to use your senses wherever you are: at school, home, and all-around town, or walking home. Your senses help keep you **SAFE**.

ACTIVITY:

- Have students color the inside front page of Rocket and the chart of senses.

REFLECTION QUESTIONS:

1. What sense do you use when someone yells for help.
2. What sense do you use when something is on fire.
3. What sense do you use to cross the street safely.
4. How do you know ice cream tastes good and is cold?
5. How do you know a puppy or kitten is soft
6. If we meet a stranger offering candy, what sense tells you something is wrong?

STAY WITH YOUR BUDDY

KEY SENSE: Eyes

GOAL: Students will learn that staying with a buddy keeps them safe.

OBJECTIVES:

Students will

- explain why staying with a buddy is important.
- list specific situations where buddies can be helpful.
- identify physical descriptions of themselves and their buddy.
- describe what people look like in the event they are lost, separated, or need to report a crime or concerning activity.

MATERIALS NEEDED:

- *Sense of Safety & Beyond!* Activity Book - Page 1. Available online to print for each student: TOOL KIT:
<https://rocketrules.org/sense-of-safety-and-beyond-materials/>
- Crayons and pencils
- Overhead projection of activity (optional)

SUGGESTED SCRIPT:

Today we're going to learn about how important it is to have a buddy to help stay safe AND how to describe them. 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 and keeping each other safe.

It's really important to know how to describe your buddy in case you get lost or separated, so let's do a little experiment.

Bring two kids to the front of the class and discuss their differences and similarities (physical, hair color, eye color, height, and clothing). If you are unfamiliar with the students, please ask the teacher to recommend students that would be comfortable participating in this activity.

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.

You **use your eyes** to see what your buddy looks like. Your buddy could look very different from you. Now, close your eyes and see if you can remember what the 2 kids at the front of the class are wearing and look like.

Now that you know what your buddy looks like, let's discuss a real situation where your buddy can help you and you can help them.

If you and your buddy are on a street corner you can both look left, right, left and watch out for traffic. You are both watching out for each other. If you walk near an alley with trash and broken bottles, you can tell your buddy to stay away and explain "we might get hurt". You might see something your buddy did not see, or they may see something dangerous that you did not see.

ACTIVITY:

- *Tell students to look for a buddy in the room. It COULD be the person next to them. Make certain that each student has a buddy and that no one is left out. If needed, you can be someone's buddy.*
- **Use your eyes** to help you draw a picture of you and your buddy. Remember, be sure to draw what you see -- their hair, eyes, clothing, shoes, etc. *Walk around the classroom as students draw and provide positive feedback.*

ASSESSMENT/REFLECTION QUESTIONS:

After the children have finished the lesson ask these reflection questions below to help emphasize what they have learned: Emphasize senses used.

- Why is it important to always have a buddy? (safety, watching out for each other)
- Can you describe your buddy? What color hair and eyes do they have? What does their clothing look like? How tall are they? How old are they? Any other things do you see?
- Which sense did we learn about today?
- Can you name a situation where your buddy can be helpful? (crossing street)

REMEMBER: Please fill out the quick survey (1-2 min) following this presentation. Go to Tool Kit page: <https://rocketrules.org/sense-of-safety-and-beyond-materials/>

CROSSING THE STREET SAFELY

KEY SENSES: Eyes and Ears

GOAL: Students will learn how to cross the street safely.

OBJECTIVES:

Students will

- practice how to safely use crosswalks.
- understand why it's important to follow the crossing guard's directions.
- identify safe and unsafe places to walk.
- recognize street signs and signals.
- discuss using your eyes and ears to safely cross the street.

MATERIALS NEEDED:

- *Sense of Safety & Beyond!* Activity Book - Pages 2 and 3. Available online to print for each student, TOOLKIT:
<https://rocketrules.org/sense-of-safety-and-beyond-materials/>
- Crayons and pencils
- Overhead projection of activity (optional)

SUGGESTED SCRIPT:

Many accidents involving children happen every day when they are crossing the street. Serious accidents happen when kids do not pay attention or follow directions when crossing the street.

People driving cars don't always see you. Today we are going to talk about how to stay safe at all times when you are crossing the street to and from school, or around your neighborhood.

Pretend you and your buddy Rocket are walking to school. Both of you are watching out for each other. You need to remember important traffic safety rules, especially on busy streets. **(Using your eyes.)**

When you are near school, there will be someone helping you cross the street safely. This person is a 'Crossing Guard'. They will make sure that cars have stopped before you start to cross the street in the 'Crosswalk'." *Make certain students understand the terms "Crossing Guard" and "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".

Make sure that you only cross the street at the "CrossWalk". 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 crossing the street. Let's all blink our eyes 3 times, now wiggle your ears 3 times. Your **eyes** will help you see the cars coming from both directions. Your **ears** will help you hear the traffic around you.

ACTIVITY:

- Have students color page 2.
- On page 3, draw a line from the safe or unsafe ways to cross the street. Then color page 3.

ASSESSMENT/REFLECTION QUESTIONS:

- 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?
- Which senses did you use to cross the street safely?

REMEMBER: Please fill out the quick survey (1-2 min) following this presentation.

Go to Tool Kit page: <https://rocketrules.org/sense-of-safety-and-beyond-materials/>

LEFT-RIGHT-LEFT

KEY SENSE: EYES

GOAL: Students will learn to look left-right and left before crossing the street.

OBJECTIVES:

Students will

- demonstrate the difference between left and right.
- understand the importance of the sequence: left-right-left.
- explain why it's important to watch for traffic before crossing the street.

MATERIALS NEEDED:

- *Sense of Safety & Beyond!* Activity Book - Pages 4 and 5.
Available online to print for each student, TOOLKIT:
<https://rocketrules.org/sense-of-safety-and-beyond-materials/>
- Crayons and pencils
- Overhead projection of activity (optional)

SUGGESTED SCRIPT:

We will be learning about Right-Left today. (**Using your eyes!**)

Everyone, look to your left. Look to your right. Now, look to the left again. Great job!!!
Let's say it all together: Left, right, left. Now let's say it as we do it together.

When you are on a street corner, before you step into the street, look left then right, then left again. Remember, if there are any cars coming, don't cross!

ACTIVITY:

- Have students color page 4.
- For each box on page 5, circle the way Rocket is looking. Then color the page.

ASSESSMENT/REFLECTION QUESTIONS:

- What should you do before you cross the street?
- Why should you look left then right then left again?
- If the signal is green or shows a walk sign, do you need to look left, then right, then left again, before you cross?
- Should you always cross in a crosswalk?

REMEMBER: Please fill out the quick survey (1-2 min) following this presentation.

Go to Tool Kit page: <https://rocketrules.org/sense-of-safety-and-beyond-materials/>

KNOW YOUR LANDMARKS

KEY SENSE: EYES

GOAL: Students will learn what landmarks are and how they help you find your way.

OBJECTIVES:

Students will

- understand what makes something a landmark.
- remember the sequence of landmarks.
- discuss the importance of knowing landmarks in order to find their way.
- locate landmarks and distinguish the differences between similar structures and objects.

MATERIALS NEEDED:

- *Sense of Safety & Beyond* Activity Book - Pages 6 and 7. Available online to print for each student: TOOLKIT:
<https://rocketrules.org/sense-of-safety-and-beyond-materials/>
- Crayons and pencils
- Overhead projection of activity (optional)

SUGGESTED SCRIPT:

Let's all pretend we are driving a car and we need gasoline. Where would we go? How do you know it's a gas station?

When you walk to school how do you know when you are here? What do you **see**?

Gas stations, schools, and buildings are called landmarks. A landmark is something that can be easily seen and recognized from a distance. Restaurants can also be landmarks. We can see them from a distance. What restaurant can you recognize? What helps you recognize them?

Ask the students for more examples of landmarks. Responds may include markets, hospitals, parks, fire stations, etc.

Landmarks are buildings and things that don't move from where you see them. So, a library or a school is a landmark. Is a car driving down the street a landmark? Is a bird a landmark?

Why are landmarks important? Think about when you walk to school. How do you know how to get to school? What buildings or landmarks do you pass when you come to school?

We want to remember these buildings or landmarks so that if we ever get lost or separated from our friends, we can find our way home. Remembering the order of landmarks helps us.

For example, when I left my house today on the way to this school, first I passed the police station, then I passed a park, then a McDonald's, and then a hospital and then I arrived at school. I pass by those same landmarks every day. It helps me find my way around town or to school.

Let's play a game....everyone close your eyes and think about what buildings or places you saw on your way to school today. You are building a map in your brain of the buildings you passed. Think about these buildings and interesting landmarks that you saw. What was the first building you saw when you left your house this morning? What building did you see next?

Now open your eyes. Who wants to tell us the landmarks (buildings or statues) 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.

ACTIVITY:

- Using page 6, point out to students the many different landmarks in a city. Have students start at #1 (their house) and number the buildings they pass, in order, on the way to school. Have students color the landmarks.
- Using page 7, have students number the buildings in order, as they pass them, on your way to school. Have students color the landmarks.

ASSESSMENT/REFLECTION QUESTIONS:

- What is a landmark? Why are they important to notice?
- What are different types of landmarks?
- Why is it important to know the order of the landmarks you pass?
- Is a Police station a landmark? Is a bird a landmark? Is a big statue a landmark?

REMEMBER: Please fill out the quick survey (1-2 min) following this presentation.

Go to Tool Kit page: <https://rocketrules.org/sense-of-safety-and-beyond-materials/>

LOCATE YOUR EXITS

KEY SENSE: Eyes

GOAL: Students will learn how to locate an exit to get out of a building.

OBJECTIVES:

Students will

- Identify the two fastest ways to exit the room and/or building.
- Understand that exits may be in front, behind, and sometimes even above them.
- Discuss the different kinds of exits, including doors and windows, and know that not all exits will have signs.

MATERIALS NEEDED:

- *Sense of Safety & Beyond!* Activity Book - Pages 8 and 9. Available online to print for each student: TOOL KIT:
<https://rocketrules.org/sense-of-safety-and-beyond-materials/>
- Crayons and pencils
- Overhead projection of activity (optional)
- Write the word EXIT on the board

SUGGESTED SCRIPT:

Today we are going to learn how to locate exits. *Point to the exit sign in class.* It's as important as putting on your seat belt in your car.

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 his or her directions to the safest exit.

Now we are going to use our eyes to help us. Everyone "blink" your eyes three times. 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.*

ACTIVITY:

- Using pages 8 and 9, have students look for Rocket's exits. In each picture, students should draw a line from Rocket to his two closest exits. Start with the class then go to the theater.
- On page 9, have students go to the stadium and lastly go to the restaurant. Students should find at least 2 exits in each picture.

ASSESSMENT/REFLECTION QUESTIONS:

- 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?
- Who can point to the Exits in this room and tell the class where the exits are?

REMEMBER: Please fill out the quick survey (1-2 min) following this presentation.
Go to Tool Kit page: <https://rocketrules.org/sense-of-safety-and-beyond-materials/>

FIND SAFE PLACES AND PEOPLE

KEY SENSE: Eyes, Ears, Nose, 6th sense

GOAL: Students will learn how to identify and distinguish between people and places that are safe versus unsafe.

OBJECTIVES:

Students will

- identify people who are unsafe and understand the importance of avoiding them.
- recognize “trusted adults” who can help when needed.
- distinguish unsafe places in order to avoid them.
- recognize what places are safe and then make the safe choice.
- activate their situational and sensory awareness skills.

MATERIALS NEEDED:

- *Sense of Safety & Beyond!* Activity Book - Pages 10 and 11. Available online to print for each student: TOOL KIT:
<https://rocketrules.org/sense-of-safety-and-beyond-materials/>
- Crayons and pencils
- Overhead projection of activity (optional)
- Write the words FIND SAFE PLACES AND PEOPLE on the board

SUGGESTED SCRIPT:

Let's take a few minutes to pretend. Pretend you are walking to school or to the park and you see a “stranger” who offers you candy or wants to speak to you away from other kids. What do you do? Right. You always stay away from a stranger. If you do not know the person, stay away from them. You might even have a funny feeling in your stomach. That funny feeling is your **6th sense** telling you that this person is not safe.

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, in your neighborhood, or at a park. If you get lost or separated and find yourself alone and need help, you can find the safest place or person to help you.

We are 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. Now “pull on” your ears three times. Very good! If you ever need help, look for a trusted adult like a police officer, a teacher, a doctor, or a nurse. Who else can be a trusted adult? (a crossing guard, or a parent)

Look at page 11. Let's help Rocket find the way home from school. On your way home you have a choice -- you can walk on railroad tracks used by trains or walk on the sidewalk? Which is the safer way to go? Yes, that's right, the sidewalk is the safer way.

Next, with your **eyes** you can see a market and you see and smell a trash can. Would you and Rocket go towards the market where there are lights and cameras, or would you go towards the smelly trash can? Which way is the safest? (Market is well lit. The trash can may have broken glass or sharp objects that could hurt you.)

Now, as you are walking home, your **ears hear** the noise from the construction area and you **see** a hospital. Which is the safest place to go? You should go to the hospital. The construction area has lots of heavy and dangerous equipment.

Congratulations! You helped Rocket find the safest way to get home. You had choices, and you always made the safe choice avoiding dangerous places and dangerous people (strangers).

ACTIVITY:

- On page 10, there are pictures of safe people and unsafe people. In each box, color the smiley face if people are safe. Color the sad face if the people are not safe.
- On page 11, there are pictures of safe places and unsafe places. In each box, color the smiley face if places are safe. Color the sad face if the places are not safe.

ASSESSMENT/REFLECTION QUESTIONS:

- Who are safe people in your life? Are there any unsafe people you've seen or met? (*Be prepared if a child discloses an unsafe person in their home.*)
- What makes someone a safe person? (trusted adult) An unsafe person? (stranger)
- 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?

- Is it safer to walk near a well-lit market with cameras or a trash can? Is it safer to be near a hospital or a construction zone?

REMEMBER: Please fill out the quick survey (1-2 min) following this presentation.

Go to Tool Kit page: <https://rocketrules.org/sense-of-safety-and-beyond-materials/>

GET AWAY FROM DANGER

KEY SENSE: Eyes

GOAL: Students will learn to stay away from dangerous objects.

OBJECTIVES:

Students will

- identify objects that are dangerous and should never be played with.
- tell why it is important not to touch dangerous or unknown objects.
- explain why dangerous objects can hurt them or other people.
- plan to tell a trusted adult when you see a dangerous object.
- demonstrate who to call 9-1-1.

MATERIALS NEEDED:

- *Sense of Safety & Beyond!* Activity Book – Page 12. Available online to print for each student: TOOL KIT:
<https://rocketrules.org/sense-of-safety-and-beyond-materials/>
- Crayons and pencils
- Overhead projection of activity (optional)
- Write these words on the board: GET AWAY FROM DANGER

SUGGESTED SCRIPT:

Today we are going to be thinking about safety. If you are walking home and you see broken glass on the street, do you pick it up? If you see matches on the ground, would you pick them up? Right, these are dangerous things, and we never pick them up or touch them.

Today we're going to now learn more about dangerous objects. Some objects may be okay for adults to use but dangerous for children. For example, someone in your house may be taking medicine. Or, there's a sharp knife in the kitchen for cutting food. These are not toys and are dangerous objects for children.

You also need to be careful outside. You may see dangerous objects like weapons, broken glass, pills, matches, and needles. They 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, like a knife or gun, get far away from it and tell a trusted adult, a police officer or call 9-1-1. Don't touch it!

Remember, if you see a dangerous object, never touch it. Tell an adult.

Activity:

- On page 12, there are pictures of dangerous objects and objects that are not dangerous. Find Rocket's safe path home by coloring and connecting the dots. Always avoid dangerous objects.
- Explain to the students when it is appropriate to call 9-1-1 and what information they need to share with calling. Have a play phone and allow each student to practice dialing 9-1-1.

ASSESSMENT/REFLECTION QUESTIONS:

- Using your eyes, how can you tell 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 dangerous objects?
- If you see a dangerous object, what should you do?

REMEMBER: Please fill out the quick survey (1-2 min) following this presentation.

Go to Tool Kit page: <https://rocketrules.org/sense-of-safety-and-beyond-materials/>

KEEPING YOU SAFE

KEY SENSE: Eyes, Mouth (voice)

GOAL: Students will learn that police officers are always ready to help and protect.

OBJECTIVES:

Students will

- understand how police officers help in different situations.
- understand that police officers are important to our community, and they keep us safe.
- understand that police officers are trusted adults.

MATERIALS NEEDED:

- *Sense of Safety & Beyond!* Activity Book – Page 13. Available online to print for each student: TOOL KIT:
<https://rocketrules.org/sense-of-safety-and-beyond-materials/>
- Crayons and pencils
- Overhead projection of activity (optional)
- Write these words on the board: KEEPING YOU SAFE

SUGGESTED SCRIPT:

Have you ever seen a police officer on a motorcycle or in a car? What was happening? They are there to help someone just like you. Their job is to help keep you safe.

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. If someone is injured or lost, a police officer can help. Their job is to help people everywhere. Remember to **LOOK** for police officers if you need help.

The second police 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.

You may find them walking, on a motorcycle, riding a bicycle, in a special police vehicle, or even on a horse! Car. Both men and women are police officers. They wear special uniforms and carry special equipment for all situations.

If you need help, tell a police officer. Use your voice- or walk up to them and tell them how you need them. If it's an emergency, yell to them for help. Tell them "I need help...." Remember, police officers are your friends. (Have a few students practice asking you for help.)

ACTIVITY:

- Using page 13, show students the picture of the friendly police officer greeting Rocket and his friend at school. The officer is there to help. Have students color this page.

ASSESSMENT/REFLECTION QUESTIONS:

- When you need help, who can you always trust? (police, teachers, parents)
- Do you know any police officers? Can both men and women be police officers? What do police officers wear?
- Why are police officers important? What is their main job?
(Help, Safety)

REMEMBER: Please fill out the quick survey (1-2 min) following this presentation.

Go to Tool Kit page: <https://rocketrules.org/sense-of-safety-and-beyond-materials/>

KEEP YOUR HANDS TO YOURSELF

KEY SENSE: Touch

GOAL: Students will understand correct and incorrect ways to use their hands.

OBJECTIVES:

Students will

- practice the right ways to use their hands.
- tell wrong ways to use their hands and why it is wrong.
- discuss how to tell a trusted adult if someone is putting their hands on them inappropriately.

MATERIALS NEEDED:

- *Sense of Safety & Beyond!* Activity Book - Pages 14 and 15. Available online to print for each student: TOOL KIT:
<https://rocketrules.org/sense-of-safety-and-beyond-materials/>
- Crayons and pencils
- Overhead projection of activity (optional)
- Write these words on the board: KEEP YOUR HANDS TO YOURSELF

SUGGESTED SCRIPT:

Our hands are really pretty special. Everyone, raise your hands and wiggle your fingers. Our hands allow us to pet our dogs, use our computer, and eat our food. There are many good things our hands do for us every day. *Ask students for other examples of how they use their hands.*

Other good things that you use your hands for are giving hugs to your family or throwing a ball. But there are many things we should never do with our hands.

Has anyone ever been pushed while in line? Has anyone ever been hit by another person on the playground? We all know this is very wrong.

Never use your hands to push someone, poke someone or hit someone. If someone does this to you, you should tell your teacher, parent or trusted adult.

Pushing and bad touching behavior is always wrong. It's disrespectful and breaks rules. It is never the right thing to do.

Let's all raise your hand and agree to keep your hands to yourself! Now, let's clap our hands when I say clap, to show that we all agree! Now Clap.

ACTIVITY:

- On page 14, have students put an "X" on pictures that show doing the wrong thing using their hands.
- Page 15 shows all good things that students do with your hands. Read the words with the class. Then, have students find the matching words in the puzzle and color them the same color. Use a different color for each word that matches to create a bright picture mosaic.

ASSESSMENT/REFLECTION QUESTIONS:

- What are some good things you might do with your hands? (eat, hug your friends, play ball)
- What are some bad things you should never do with your hands? (push, poke, or hit another person)
- Why shouldn't you push or hit another person? (Disrespect. It's always wrong. Breaks rules.)
- If you or someone you know gets hit or pushed, what should you do? (tell your teacher, parent or trusted adult, don't hit back)

REMEMBER: Please fill out the quick survey (1-2 min) following this presentation.

Go to Tool Kit page: <https://rocketrules.org/sense-of-safety-and-beyond-materials/>

FIVE STEPS TO CLEAN HANDS

KEY SENSE: Touch

GOAL: Students will understand and demonstrate when and how to properly wash hands to stay healthy.

OBJECTIVES:

Students will

- understand the different times that they need to wash their hands.
- explain why it is important to wash hands to eliminate germs.
- demonstrate the proper way to wash hands.
- recall the five steps of properly washing hands.
-

MATERIALS NEEDED:

- *Sense of Safety & Beyond! Activity Book* - Pages 16 and 17. Available online to print for each student: TOOL KIT:
<https://rocketrules.org/sense-of-safety-and-beyond-materials/>
- Crayons and pencils
- Overhead projection of activity (optional)
- Write these words on the board: 5 STEPS TO CLEAN YOUR HANDS

SUGGESTED SCRIPT:

If you are outside eating your apple and you dropped it in the mud, would you pick it up and eat it? Of course not. Why? Because there are GERMS on the ground that are now on your apple and your hands.

Let's talk about GERMS! GERMS are tiny little organisms that are everywhere around us. We can't see them without a microscope because they are so tiny. We all know about COVID 19. That's a tiny virus made up of GERMS.

But even though GERMS are tiny, they can be powerful! And if they get into our bodies, some GERMS can even make us sick. Washing hands is an important step to keep germs away that can make you sick. This also includes COVID 19 virus.

Today we are going to talk about something really important that you can do to protect yourself and others from germs and the COVID 19 virus that can make you sick.

Washing your hands!

Washing your hands gets rid of GERMS that can make you sick. And there are lots of different times to wash your hands.

You should wash your hands after using the bathroom, when you touch something you know is dirty, after you sneeze or cough, after petting an animal, playing outside, playing with your toys, and *definitely* before and after you eat!

We don't want to get germs in our mouth or on our face. In fact, remember not to touch your eyes, mouth, and nose when your hands are dirty so GERMS don't spread...especially if you are feeling sick.

Not only does washing your hands protect you from germs, but it protects the people around you!

Here's how to wash your hands to get rid of GERMS: wash them with soap and water for 20 seconds.

When I wash my hands, I sing happy birthday twice! It's a great trick to make sure you are washing your hands for long enough to get those GERMS outta there. Wash inside, outside, and in between your fingers. Squeaky clean!

Here are 5 steps on how to wash your hands the right way: Follow me as we do each step together: (pantomime each step with kids)

1. **Wet** your hands.
2. **Soap** your hands.
3. **Scrub** your hands.
4. **Rinse** Your hands.
5. **Dry** your hands.

Great. Now let's put it all together. We're going to do each of the 5 steps again. Watch me. But I'm going to sing the "Happy Birthday Song" so we get to know how long 20 seconds is. You can sing with me. Ready?

You did a great job! 5 steps and your hands are squeaky clean!

ACTIVITY:

- Using page 16, discuss with students all the different times that you should wash your hands. Then have students color the page.
- Page 17 shows the 5 steps (in order) of how to wash your hands. Have students look at each picture and number the correct step for each picture.

ASSESSMENT/REFLECTION QUESTIONS:

- When should you wash your hands?
- Can you see germs? (No. They are very tiny)
- How long should you wash your hands? (20 seconds)
- What song can you sing while you wash your hands?
- What are the 5 steps when you wash your hands?

REMEMBER: Please fill out the quick survey (1-2 min) following this presentation. Go to Tool Kit page: <https://rocketrules.org/sense-of-safety-and-beyond-materials/>

SHARE YOUR FEELINGS

KEY SENSE: 6th sense, Mouth (voice)

GOAL: Students will learn to identify emotions and feelings.

OBJECTIVES:

Students will

- discuss the different types of emotions or feelings.
- recognize who to ask for help when they are upset, scared or angry.
- understand that everyone has emotions.

MATERIALS NEEDED:

- *Sense of Safety & Beyond!* Activity Book - Pages 18 and 19. Available online to print for each student: TOOL KIT:
<https://rocketrules.org/sense-of-safety-and-beyond-materials/>
- Crayons and pencils
- Overhead projection of activity (optional)
- Write these words on the board: SHARE YOUR FEELINGS

SUGGESTED SCRIPT:

When you get to eat an ice cream cone, how do you all feel? Happy!
If you lost your favorite toy, how would you feel? Sad.

Today, we're going to talk about feelings and emotions. We all have them. Every day we have different kinds of feelings.

Sometimes we are very happy. Sometimes we can be a little sad, upset, scared or angry. Maybe someone is very sick in your family and you are worried. Maybe you lost your pet or someone took your bicycle. What you feel when this happens are your emotions.

It's ok to have all these different feelings. We are going to discuss what you can do when things are not quite right and you are unhappy, angry or sad and you can't make the bad feelings go away.

Here's what you should do... Don't be afraid. Talk to a trusted adult like a teacher, your parent, or a police officer. Share your feelings, and they will help make you feel safe. They want to help you. They will listen carefully to you. It's really important to share

your feelings because not sharing, and keeping it all to yourself, only makes things worse.

When you talk to someone, it will help you understand why you feel this way. They want to help and listen to how you feel.

When you talk to someone, you will feel better. This will help things calm down so you start to feel better right away.

And if you see someone at school that is sad or upset, go over to them and ask them if they are ok. Be a friend and listen to them. You will be very helpful to them.

Remember, everyone has emotions. Don't be afraid to ask for help and talk to someone right away.

ACTIVITY:

- Using page 18, discuss the different emotions/feelings on the page. Have students color the page.
- On page 19, have students draw a picture of how they feel today. Then, have students write (or tell) a sentence or two about how they feel today and why.

ASSESSMENT/REFLECTION QUESTIONS:

- How are you feeling today? (sad, happy, angry)
- What are some different kinds of feelings?
- What happened today or yesterday that makes you happy (or sad, scared, angry)?
- If you are feeling a little sad, who can you talk to? (friend, teacher, parent)

REMEMBER: Please fill out the quick survey (1-2 min) following this presentation.

Go to Tool Kit page: <https://rocketrules.org/sense-of-safety-and-beyond-materials/>

NO BULLY ZONE!

WERE YOU KIND TODAY?

KEY SENSE: 6th sense, Mouth (voice)

GOAL: Students will learn to be kind and respectful to one another and that bullying is wrong.

OBJECTIVES:

Students will

- understand what bullying is and why it is very wrong.
- state what to do if they are bullied or see someone being bullied.
- understand the importance of being kind.

MATERIALS NEEDED:

- *Sense of Safety & Beyond!* Activity Book - Pages 20 and 21. Available online to print for each student: TOOL KIT: <https://rocketrules.org/sense-of-safety-and-beyond-materials/>
- Crayons and pencils
- Overhead projection of activity (optional)
- Write these words on the board: NO BULLY ZONE! WERE YOU KIND TODAY?

SUGGESTED SCRIPT:

Has anyone ever been teased or made fun of by someone, and they won't stop doing it? Sometimes kids can be really hurtful and mean. When they don't stop being mean, this is called BULLYING.

Bullies often pick on smaller kids and kids who look different from them. A bully might hit you for no reason, take your pencil, tell lies about you, or call you names. The bully keeps doing this to you. If this ever happened to you, how would it make you feel? (Sad)

If you are bullied it can make you feel worried and anxious and not sleep at night.

Bullies can be boys or girls, of any age and any race or color. Bullies make you feel bad and unsafe. It's mean!

Why do bullies do these things? They may not feel very good about themselves.

They often feel angry.

Anyone, any age, can GET bullied and it can happen anywhere. It can even happen on your computer or your phone.

What should we do if we are bullied?

You need to tell the bully to “STOP”. Then WALK AWAY and tell a trusted adult. Make sure you tell your family and teacher. If you are bullied on your phone or on a computer, stop talking to them. Don't message them and tell your parents.

Bullies need to talk to trusted adults so they learn how to treat others with kindness.

Let's talk about kindness. What can you say to others to show kindness? You can tell others they are nice or ask them to play with you. There are many things we can say that are nice. It makes the other person feel so good, and you will too!

Remember, always treat people with kindness and respect. It brings people together and it's the right thing to do.

And apologize if you say something hurtful.

Remember kids, Treat others with Kindness and Respect! Together we can put a STOP to Bullying!

ACTIVITY:

- Use page 20 to discuss with students that if they are bullied or see someone that is bullied, they need to tell a trusted adult. Have students color the circle and the **No Bullying** in red.
- Using page 21, have students draw a line from Rocket's heart to the nice things he says.

ASSESSMENT/REFLECTION QUESTIONS:

- If someone is bullying you or treating you badly, what should you do?
- Why do bullies do these things?
- Can people bully you on the computer or on your cell phone?
- What should you do if you are bullied on the computer/cell phone?
- Why should we say nice things to people?
- What are some kind things to say to people?

REMEMBER: Please fill out the quick survey (1-2 min) following this presentation.

Go to Tool Kit page: <https://rocketrules.org/sense-of-safety-and-beyond-materials/>

DIAL 9-1-1

KEY SENSE: Eyes, Ears, 6th sense, Mouth (voice)

GOAL: To learn to call 9-1-1 if you have an emergency

OBJECTIVES:

Students will:

- discuss when it is appropriate to call 9-1-1.
- understand that the 9-1-1 operator wants to help.
- Understand the importance of staying calm during an emergency.

MATERIALS NEEDED:

- *Sense of Safety & Beyond!* Activity Book – Page 22. Available online to print for each student: TOOL KIT:
<https://rocketrules.org/sense-of-safety-and-beyond-materials/>
- Crayons and pencils
- Overhead projection of activity (optional)
- Write these words on the board: 9-1-1

SUGGESTED SCRIPT:

Have you ever heard a police car siren and seen it with its lights flashing? Someone is having a serious emergency, and called 9-1-1 for help.

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 a friendly 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 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?

Remember, in an emergency stay calm. The 9-1-1 operator is your friend and wants to help you. Don't be afraid to talk to them. Answer all their questions and they will send help right away! You can be a Rocket Hero!

ACTIVITY:

- Using page 22, discuss the different scenes with the children and explain the difference between a real emergency and non-emergency.
Have students review the scenes and circle “yes” or “no” if they should call 9-1-1.

ASSESSMENT/REFLECTION QUESTIONS:

- 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. Ask a student 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 and role play a 9-1-1-1 call.*
- What will the 9-1-1 operator do after you tell them your emergency?
- Should you stay on the phone with the 9-1-1 operator until help arrives or hang up?
- When you call 9-1-1 should you be excited or stay calm and give the information?

REMEMBER: Please fill out the quick survey (1-2 min) following this presentation.

Go to Tool Kit page: <https://rocketrules.org/sense-of-safety-and-beyond-materials/>