



# SENSE OF SAFETY & Beyond! Lesson Plan

Topic to teach:

Find Safe Places and People grades: K-2

Length of lesson: 30 min

**Goal:** Children learn how to identify people and places that are safe or unsafe.

## Objectives:

- To avoid people that are unsafe
- To recognize “trusted adults” who can help
- To avoid places that are unsafe
- Make safe choices
- Activate situational and sensory awareness skills

## Vocabulary:

*Discuss these terms prior to the lesson:*

*Safe*

*Unsafe*

*Trusted adult*

## Materials:

1. “I Can” statement printed and cut out
2. Sense of Safety & Beyond Activity book - Pages 10 and 11
3. Crayons and pencils
4. (Optional) Projection of lesson

## “I Can” statement:

*Display and read the “I Can” statement before and after lesson delivery.*

I can find safe people and places!

## Attention Grabber

Tell the students to listen very carefully to the story about Rocket. You will be asking what SENSES he used in the story.

*As Rocket was leaving soccer practice, he saw caution tape and construction trucks were blocking his way home. He knew 2 other ways home. He looked down a skinny alley that would be a very quick way home. He took a few steps, smelled trash, and heard banging noises, but didn't see anyone. It just didn't feel right. The other way was longer. It went past the library and the sandwich shop, and he could see the sidewalk which was safer. He chose the longer way. When he got home, his mom told him he made the right decision.*

Ask the students to put their thumbs up if Rocket used the sense to identify safe places or thumbs down if he didn't use the sense.

*Did Rocket use smell? (Thumbs up)*

*Did Rocket use hearing? (Thumbs up)*

*Did Rocket use touch? (Thumbs down)*

*Did Rocket use sight? (Thumbs up)*

*Did Rocket use taste? (Thumbs down)*

*Did Rocket use his 6th sense? (Thumbs up)*



# SENSE OF SAFETY & Beyond! Lesson Plan

Activity Book, Pages 10-11

## Lesson

*“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.”*

Let's look at page 11. Now let's help you and Rocket find your 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 safer way is the sidewalk.

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 towards the smelly trash can? Which way is 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.)

Continue guiding students through pages 10 and 11 using prompting questions and building from previous remarks and discussions.

## Extended Thinking

- Who are safe people in your life? Are there any unsafe people you've seen or met?
- 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?
- 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?

## Standards

3.2.2 Identify ways to locate school and community health helpers.

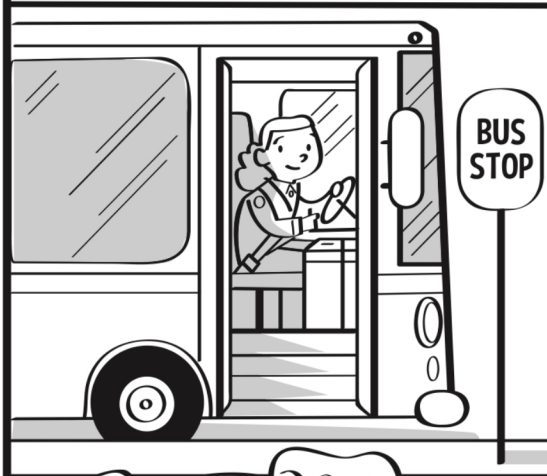
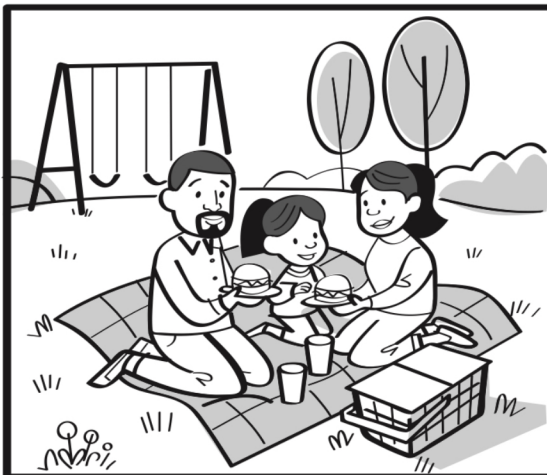
CCSS.ELA-LITERACY.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

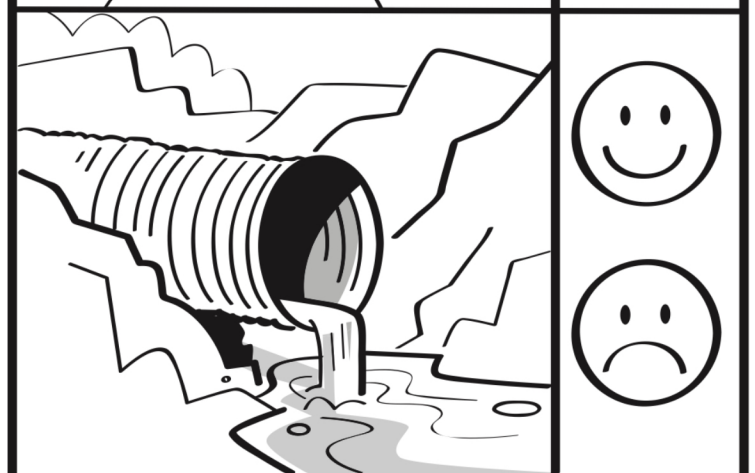
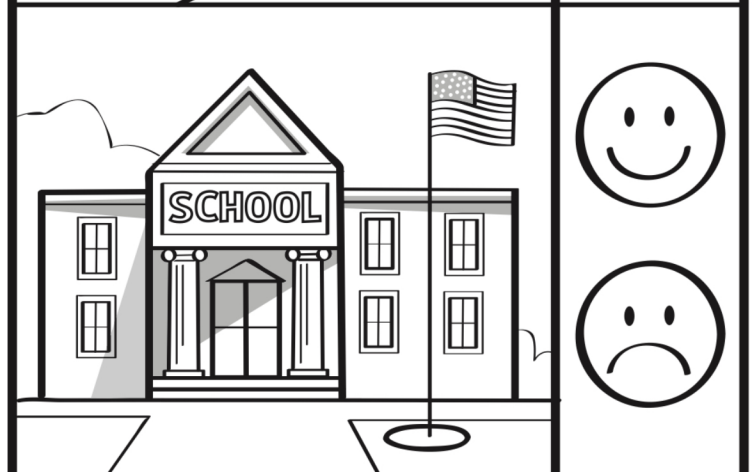
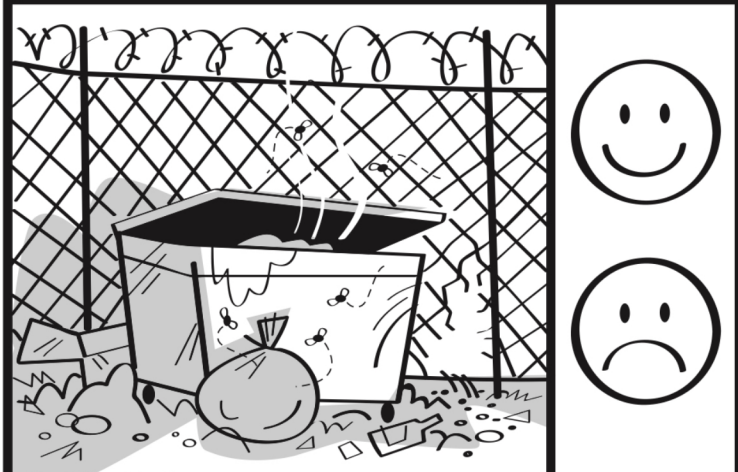
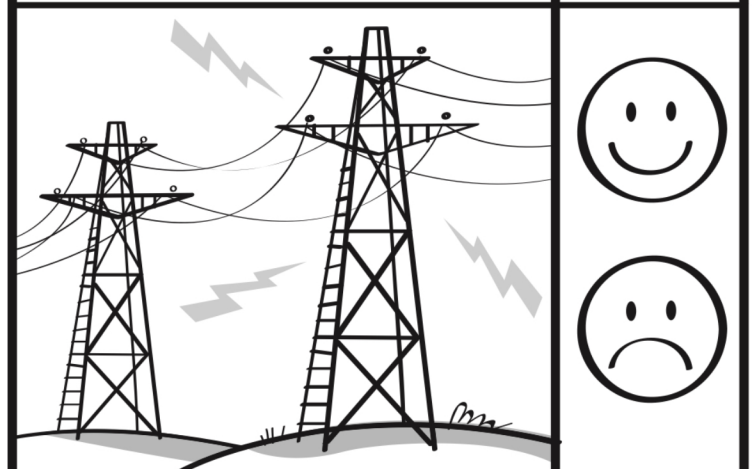
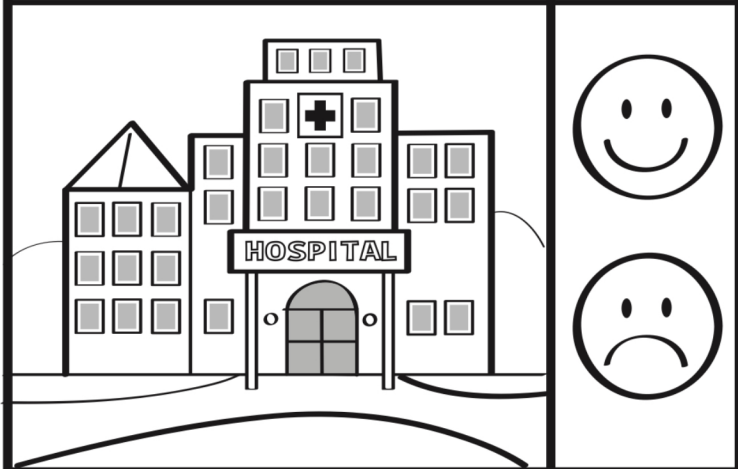
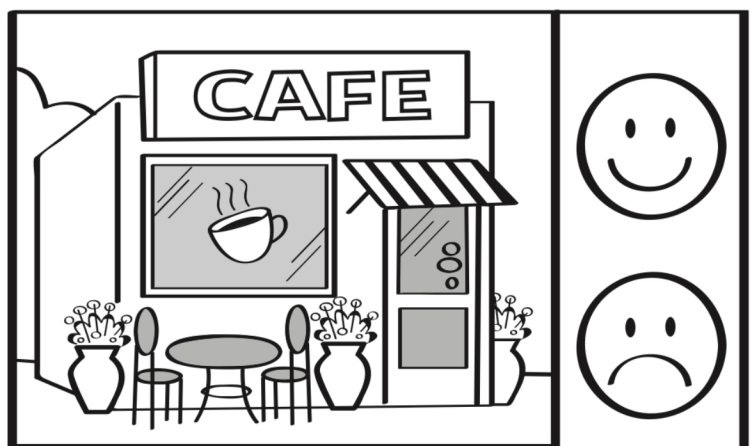
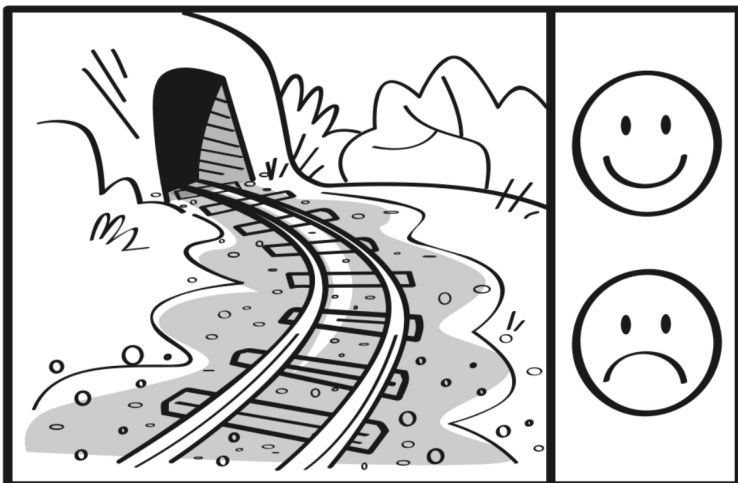
# FIND SAFE PEOPLE AND PLACES

There are people and places that are safe and others that are not safe.



Color the smiley face if the person makes you feel safe and the sad face if they do not make you feel safe.





Color the smiley face if places are SAFE and the sad face if NOT SAFE.





I can find safe  
places and  
people!

## VOCABULARY

Safe

Unsafe

Trusted Adult

# Congratulations!

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For Completing the lesson  
Find Safe Places and People

You're a Rocket Rules  
Safety Super Star!



Instructor signature \_\_\_\_\_

Signature Rocket  \_\_\_\_\_ Date \_\_\_\_\_