



SENSE OF SAFETY & Beyond! Lesson Plan

Topic to teach: Stay With Your Buddy grades: K-2

Length of lesson: 30 min

Goal: Teach students that staying with a buddy keeps them safe.

Objectives:

- Learn why staying with a buddy is important
- Identify situations where buddies can be helpful
- Identify physical descriptions of themselves and peers

Vocabulary:

Discuss these terms prior to the lesson:

Description
Separated
Buddy

Trusted Adult
Lost

Materials:

1. "I Can" statement printed and cut out
2. Sense of Safety & Beyond! Activity book
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 stay with my buddy!

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.

Rocket was so excited about his field trip to the zoo! Before the class got on the bus, the teacher assigned Buddies. She said everyone should look at their Buddy and remember their clothing. They should stay with their buddies at all times and look out for each other. Rocket looked at his Buddy, Liam, and memorized his clothes. When they got to the zoo, everyone went to the restroom first. The students all came out and stood with their Buddies except Rocket's Buddy, Liam! Rocket quickly told the teacher that they could not leave yet because Liam had not returned! Rocket said, "Liam has red shoes, blue shorts, a white shirt, and black hair. He is a little shorter than me!" Rocket's teacher alerted a trusted adult, a zoo security worker, who found Liam on the other side of the restroom building where he had gotten lost from leaving through the wrong exit! Liam, Rocket, and the teacher were all thankful that Rocket had paid such close attention to his Buddy!

Ask the students to put their thumbs up if Rocket used the sense to stay with his Buddy or thumbs down if he didn't use the sense.

Did Rocket use smell? (Thumbs down) Did Rocket use hearing? (Thumbs down)

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)

-2nd grade: Ask students to turn to a partner and share how Liam might have been feeling after getting lost. Ask students to share how Rocket must have felt after being able to help his Buddy.



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Lesson: Activity Book
Stay With a Buddy

Lesson

Today we're going to learn about how important it is to have a Buddy to help us stay safe AND how to describe them. A Buddy is someone in your class or community, like a friend. At all times, you are watching out for each other, 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 students to the front of the class and discuss their physical differences and similarities (hair color, eye color, height, and clothing). 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.

Now, close your eyes and see if you can remember what the 2 students 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 Buddies can help each other. If you and your Buddy are crossing the street, you can both look left, right, left and watch out for traffic.

Use Rocket's Sense of Safety & Beyond! Activity book to guide students through drawing their Buddy and themselves at the park. Remind students to be as detailed in their drawings as possible!

2nd grade: Write 3 sentences describing your Buddy in the illustration you created!

Extended Thinking

- Why is it important to always have a buddy? (safety, watching out for each other)
- What are some ways we can describe a buddy? (color hair, eyes, clothing, height, age)
- Which sense did we learn about today?
- Can you name a situation where having a buddy with you can be helpful? (crossing street)

2nd grade: what are some ways we can look out for our buddies using other senses? (Hearing: listening for important instructions from trusted adults, smelling: let your buddy know if you smell burning or chemicals, 6th sense: let your buddy know if something does not feel right)

Standards

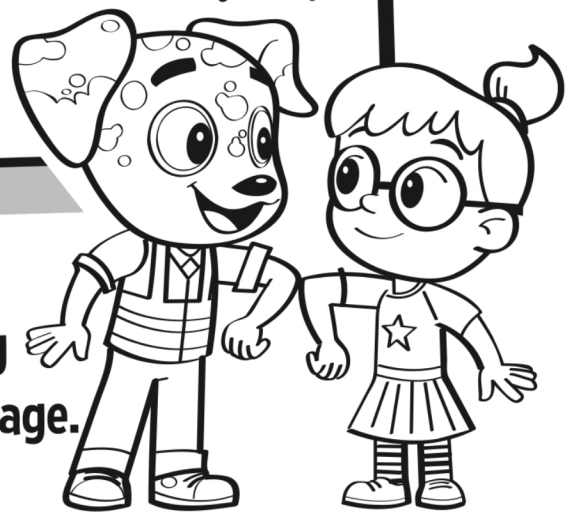
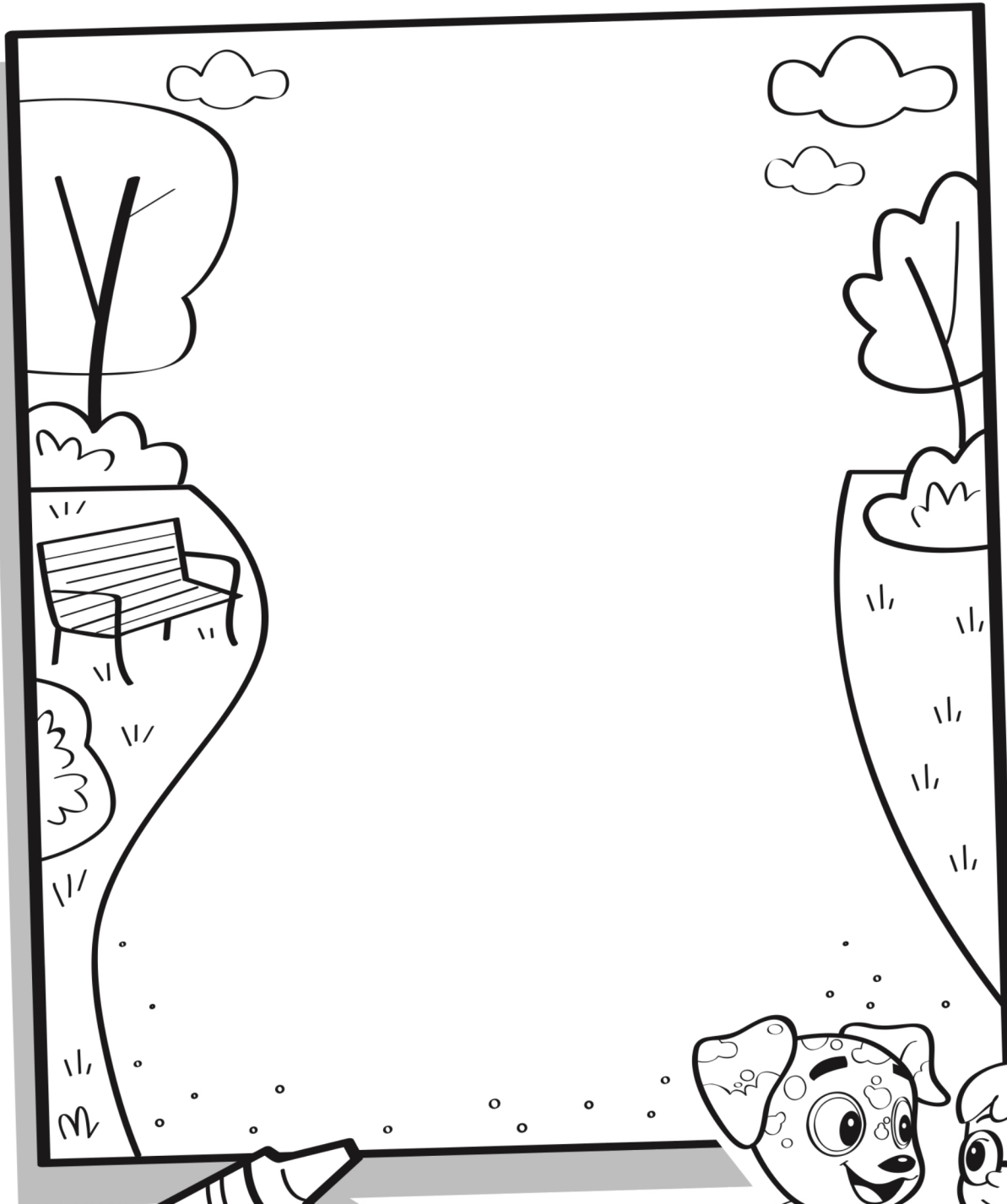
7.2.2 Demonstrate behaviors that avoid or reduce health risks.
CCSS.ELA-LITERACY.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-LITERACY.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)

STAY WITH YOUR BUDDY

Always have a buddy and be a buddy. Watch out for each other.



... draw you and your buddy at the park. Then, color this page. Use your sense of sight.





I can stay with
my buddy!

VOCABULARY

Description
Trusted Adult
Separated

Lost
Buddy

Congratulations!

For Completing the lesson
Stay With Your Buddy

You're a Rocket Rules
Safety Super Star!

Instructor signature _____

Signature Rocket  _____ Date _____

