

Topic of Study – Safety

Introduction

Keeping children safe is everyone’s responsibility; families, teachers and caregivers, and other adults in the community. These same people can help children begin to understand the difference between what is safe and what is not.

With guidance from caring adults in their lives, children ages three through five can begin to take some responsibility for their own safety.

Teacher Note

Arkansas Minimum Licensing Requirements (Rev. 1.1.15) requires the following:

400 PROGRAM – 401 Program Requirements for all ages

5.a The facility shall have an approved curriculum with weekly activity plans appropriate for the developmental needs of each group of children.

To assist you in meeting this requirement, refer to *Developing Weekly Activity Plans for Adventures in Learning* for information on how to develop your plans. In addition, 2 different examples of blank activity plan sheets are included. Feel free to make copies of the plan sheet you select and use it each week. To help you in your planning, there are also 2 samples of completed plan sheets that you may use as guides when developing weekly activity plans for your group of children.

- *Adventures in Learning is an Arkansas approved curriculum.*
- *This curriculum guide is a collection of activities that support the Big Ideas listed below. Choose those activities that best meet the needs of the children in your group.*
- *Consider extending this topic of study beyond a one-week period of time. There is so much for children to learn about keeping themselves safe. Carry over experiences from one week to another because children enjoy and learn best through repetition.*
- *If you do not have some of the featured books, refer to Addition Books section for other books you can use.*
- *It is important to read the same book several times to children so that they have a better understanding of theme, plot, characters and sequence of events. In each of the readings presented here, there is a different focus on what is happening in the story.*

Big Ideas

Here are four big ideas about safety you can help children explore:

- I can help keep myself safe at home, in the classroom, on the playground and in the community
- I can be prepared for emergencies at home and in the center/school/classroom
- I can be safe when I go places
- Other people help keep me safe

Materials to Collect and Make

- Real objects or pictures of objects that are unsafe for children: candle, matches, medicine bottle/container, saw, cigarette lighter, knife, firecrackers
- Chart paper and markers
- Children's books about safety:
Emergency by Gail Gibbons
Five Little Monkeys Jumping on the Bed by Eileen Christelow
- Chart: "Safe" and "Unsafe"
- Felt or magnetic board
- Storytelling figures for *Five Little Monkeys Jumping on the Bed* (See Attachment: [Five Little Monkeys](#))

Resources

- Check with your local library for the availability of children's books.
- Children's books can be purchased online, from school supply catalogs or local bookstores.
- Contact your local fire department, County Health Department or County Cooperative Extension Service for safety information you can share with coworkers, children and families.
- Review *Minimum Licensing Requirements for Child Care Centers* for safety information.
- Go online to the National Fire Protection Association website for safety information for families and educators.

Introducing and Concluding the Topic

Introduction: Finding out what Children Know about Safety

Learning Goals:

CD2.4 Holds and manipulates information in memory (*short term and working memory and long-term memory*)

CD3.2 Engages in symbolic and abstract thinking (*abstract thinking*)

EL3.1 Responds to features of books and print (*print knowledge*)

To introduce the topic of “Safety” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about safety.”
- Write on chart paper, chalk board or marker board the word “Safety.”
- Invite children to tell you things they already know about safety. You may have to ask questions to stimulate their thinking; questions such as, “What do you think we mean when we say we are safe?” (Safe means you are not in danger of being hurt.) “Who are some people who help keep you safe? How do they help keep you safe?”
- Make a list of all of the things children know about safety.
- Review the list with them and say, “You already know a lot of things about safety and we’ll find out even more.”
- Now ask children what they would like to know about safety and make a list of what they say.
- Keep the two lists until you have completed the topic of study.

What We Know about Safety	What We Would Like to Know about Safety	Things We Learned about Safety

Conclusion: Finding out What Children Have Learned about Safety

- Gather the children in a group at the conclusion of the study about safety.
- Write on chart paper, chalk board or marker board, “Things We Learned about Safety.”
- Invite children to tell you some things they have learned about safety. You may have to ask prompt questions such as “What are some things you can do to help keep yourself safe at home? In the classroom/center/school? In a car? When you are in a store?” “Who are some people who help keep us safe at home? In the center/school? When we go places?”
- Make a list of all the things children learned about safety.
- Read the first two lists you made with the children. Then say, “Here are some new things you found out about safety” and read today’s list with the children.

Reading Books with Children

Learning Goals:

CD2.1 Focuses and sustains attention

CD2.4 Holds and manipulates information in memory (*short term and working memory*)

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*).

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences*)

EL1.2 Engages in read-alouds and conversations about books and stories

EL3.1 Responds to features of books and print (*book knowledge, print knowledge*)

MT1.2 Explores combining and separating groups (numerical operation) (*changes in quantity, addition and subtraction*)

Book #1: *Five Little Monkeys Jumping on the Bed* by Eileen Christelow, author and illustrator

First Reading of *Five Little Monkeys Jumping on the Bed*

- Prepare to read the book, *Five Little Monkeys Jumping on the Bed*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at the cover and predict what the story is about.
- Say, "Let's read and find out if your predictions are correct."
- Read the story so all children can see the pictures in the book.
- Follow up by asking, "Were your predictions about the story correct? What happened when the monkeys jumped on the bed?"
- Invite children to share their experiences in jumping on the bed.

Second Reading of *Five Little Monkeys Jumping on the Bed*

- Show the cover. Invite children to recall the title. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by inviting children to help you read the book by "reading" the words the Doctor says.
- Pause each time the Doctor says, "No more monkeys jumping on the bed!" and allow children to "read" the words. Suggest that they shake their finger while saying the words.
- Thank children for helping you read the story.

Third Reading of *Five Little Monkeys Jumping on the Bed*

- Show the cover and give the title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by involving children in dramatizing the story.
- Explain to children that they will take turns being the monkeys. Five children will be the monkeys and the other children will be the Mama and the Doctor.
- Establish with children that the monkeys are to jump up and down in place and that they are to fall off the bed by simply falling down where they stand.
- Begin to read the story.
- Guide monkeys to jump and fall on cue and the other children to say the words of the Mama and the Doctor.
- Allow all children who want a turn to be monkeys. Respect children who only want to be part of the audience.

Fourth Reading of *Five Little Monkeys Jumping on the Bed* (Small Group)

- Gather a small group of children, three to five.
- Show the cover and give the title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the fourth reading by inviting children to help you read the story.
- Begin to read a sentence, pausing to allow children to complete it. For example, on page 3 read, “It was bedtime. So five little monkeys took a ____ (bath).”
- Allow children to “read” as much of the story as they can.
- Thank children for helping you read the story.

Teacher Note: *This practice of pausing and allowing children to fill in the missing words is called the cloze technique. As children participate in this type of activity, they are beginning to see themselves as readers.*

Book #2: *Emergency* by Gail Gibbons, author and illustrator

First Reading of *Emergency*

- Prepare to read the book, *Emergency*.
- Review the **Teacher Note** before presenting the book to the children.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Invite children to tell you what they know about emergencies and the people who respond to them. Guide children to understand that an emergency is when there is a dangerous situation and people need help.
- Ask children to look at the cover and predict what kind of emergencies the people are responding to.
- Read/present the book so all children can see the pictures.
- Follow up by showing pictures and inviting children to name and discuss the people who are responding to the different emergencies. (police officers, emergency medical technicians/paramedics, fire fighters, utility workers, members of the Coast Guard.)

Teacher Note: *Review the book and decide what information you think the children in your group can understand. You may want to read to them some of the pages and simply describe what is happening on some of the other pages. Some of the pages have technical information that children may not understand. Know your children and pay attention to their level of interest as you are presenting the book to them. Adapt your presentation of the book to the needs and interests of the children in your classroom.*

Second Reading of *Emergency*

- Show the cover, give title, author and illustrator.
- Invite children to recall some of the emergency workers that are shown in the book.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing the pages and inviting children to identify the different tools and equipment being used by the emergency workers. Examples include: sirens, flashing lights, stretcher, boom, fire hose, ladders, walkie-talkie.
- Allow children to discuss their knowledge and experience with any of the emergency situations and tools and equipment shown in the book.

Additional Books

A Chair for My Mother by Vera B. Williams (also available in Spanish)

I Can Be Safe – A First Look at Safety by Pat Thomas

Roll Over!: A Counting Song by Merle Peek

Language Materials and Activities

Learning Goals:

EL1.1 Shows interest in literacy experiences

EL2.1 Notices and manipulates the sounds of language (*rhyme*)

CA1.1 Explores through listening, singing, creating and moving to music (*exploration of music and movement*)

Buckle-Up Bear

“When you’re in the car,”
Says Buckle-Up Bear,
“Fasten your seat belt
Snugly with care.
When you’re in the car,
Going here or there,
Your seat belt is something
You must always wear!”

Our Friends

(Sing to tune of Farmer in the Dell)

The fire fighter is our friend,
The fire fighter is our friend.
High-ho- the derry-o.
The fire fighter is our friend.

He comes when there’s a fire.
He comes when there’s a fire.
High-ho the derry-o.
The fire fighter is our friend.

The police officer is our friend,
The police officer is our friend.
High-ho the derry-o,
The police officer is our friend.

She helps us if we’re lost,
She helps us if we’re lost.
Hi-ho the derry-o,
The police officer is our friend.

The EMTs are our friends,
The EMTs are our friends.
Hi-ho the derry-o,
The EMTs are our friends.

They help us if we’re hurt,
They help us if we’re hurt.
Hi-ho the derry-o,
The EMTs are our friends.

Do You Know Who Keeps Us Safe?

(Sing to the tune of The Muffin Man)

Oh, do you know the police officers,
The police officers, the police officers?
Oh, do you know the police officers?
They help keep us safe.

Oh, do you know the fire fighters,
The fire fighters, the fire fighters?
Oh, do you know the fire fighters?
They help keep us safe.

Oh, do you know the EMTs,
The EMTs, the EMTs?
Oh, do you know the EMT's?
They help keep us safe.

Keeping Us Safe

(Sing to tune of Wheels on the Bus)

The fire fighters help to keep us safe,
Keep us safe, keep us safe.
The fire fighters help to keep us safe,
All over town.
Police officers help to keep us safe,
Keep us safe, keep us safe.
Police officers help to keep us safe,
All over town.

EMTs help keep us safe,
Keep us safe, keep us safe.
EMTs help keep us safe,
All over town.

Five Little Monkeys

Five little monkeys jumping on the bed One fell off and bumped his head. Mamma called the doctor and the doctor said "No more monkeys jumping on the bed!"	(hold up five fingers) (rub head) (pretend to make telephone call) (shake finger as if scolding)
Four little monkeys jumping on the bed One fell off and bumped his head. Mamma called the doctor and the doctor said, "No more monkeys jumping on the bed!"	(hold up four fingers) (rub head) (pretend to make telephone call) (shake finger as if scolding)
Three little monkeys jumping on the bed One fell off and bumped his head, Mama called the doctor and the doctor said, "No more monkeys jumping on the bed!"	(hold up three fingers) (rub head) (pretend to make telephone call) (shake finger as if scolding)
Two little monkeys jumping on the bed One fell off and bumped his head. Mama called the doctor and the doctor said, "No more monkeys jumping on the bed!"	(hold up two fingers) (rub head) (pretend to make telephone call) (shake fingers as if scolding)
One little monkey jumping on the bed He fell off and bumped his head. Mama called the doctor and the doctor said, "No more monkeys jumping on the bed!"	(hold up one finger) (rub head) (pretend to make telephone call)

Teacher Note: Make five felt or magnetic monkeys and a bed. See Attachment: Five Little Monkeys. Place the bed on the felt or magnetic board and the monkeys on the bed. Remove one monkey as each verse is recited.

Five in the Bed

There were five in the bed, (hold up five fingers)
And the little one said,
"Roll over! Roll over!"
So they all rolled over and one fell out. (make rolling motions with hands)

There were four in the bed, (hold up four fingers)
And the little one said,
"Roll over! Roll over!"
So they all rolled over and one fell out. (make rolling motions with hands)

There were three in the bed, (hold up three fingers)
And the little one said,
"Roll over! Roll over!"
So they all rolled over and one fell out. (make rolling motions with hands)

There were two in the bed, (hold up two fingers)
And the little one said,
"Roll over! Roll over!"
So they all rolled over and one fell out. (make rolling motions with hands)

There was one in the bed, (hold up one finger)
And the little one said,
"Good night! Good night!" (pretend to go to sleep)

Silly Little Teddy Bear

Silly little Teddy Bear
Stood up in a rocking chair. (make rocking motions with body)
Now he has to stay in bed, (lay hands on head)
With a bandage 'round his head. (circular movement of hand around head)

Teacher Note: *Model safe behavior for the children. For example, if you do need to climb to get something on a high shelf, stand on a safety stool, not a chair of any kind.*

Stop, Drop and Roll

(Sing to tune of London Bridge)

What do you do if your shirt's on fire,
Shirts on fire, shirts on fire?
What do you do if your shirt's on fire?
You **Stop, Drop and Roll!**

What do you do if your pants are on fire,
Pants are on fire, pants are on fire?
What do you do if your pants are on fire?
You **Stop, Drop and Roll!**

What do you do if your robe's on fire,
Your robe's on fire, your robe's on fire?
What do you do if your robe's on fire?
You **Stop, Drop and Roll!**

Learning Goal:

EL1.1 Shows interest in literacy experiences (*variety of interests*)

Storytelling Figures: Five Little Monkeys Jumping on the Bed

- See attachment: *Five Little Monkeys*, for the patterns for storytelling figures.
- Make either felt or magnetic storytelling figures for the story, *Five Little Monkeys Jumping on the Bed*.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Learning Goals:

SE1.1 Forms trusting relationships with nurturing adults

Ph3.2 Shows awareness of safe behavior

LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)

Activity: Take a Safety Walk

- Discuss with children that all of you will take a safety walk around the classroom, the building and the playground and look for things that help keep them and the other children in the building safe.
- Explain to children that you will write down their observations and they will help write a safety story at a later time.
- Invite children to predict some of the things they might find on their walk. Ask prompt questions that apply to your facility. For example, if your program has a special room where you go for tornado drills or actual tornado warnings, ask children about that.
- Begin in the classroom. Show children the posted procedures and diagrams for emergency drills and explain that this tells the teachers and other adults in the classroom what to do in case of a fire or a tornado.
- Point out the covered electrical outlets and involve children in discussing that covers are to be left on at all times except when outlet is being used.
- Continue your safety walk to other parts of the building and to the playground. Ask questions that prompt children to observe safety practices and items in their environment and to discuss how these practices and items help keep them safe.
- Consider the following list of other safety precautions that might be observed:
 - Lighted EXIT signs
 - Fire extinguishers
 - Panic bars on doors that can be pushed down for quick exit from building
 - Security system for entering the building
 - Smoke detectors
 - Sign in and out sheets to make sure that only certain people can pick up each child
 - Teachers and caregivers in each room to keep children safe
 - Record of fire and tornado drills
 - Closed doors so infants and toddlers cannot get out of their rooms
 - Safety rules for classroom and playground
 - Playground safety checklist
 - Fence around playground to keep children in and strangers (people we do not know) out
 - Fall zone materials under playground equipment to protect us should we fall from the equipment
 - Teachers take roll book to playground to make sure all children safety return to their classroom
 - Safety procedures taken if children have to cross the street for an activity
 - School crossing guard
- Record all of the safety observation made by the children.
- Return to the classroom and read the safety observations and involve children in discussing them.

Teacher Note: *Adapt this activity for your particular program. The primary purpose of this activity is to help children become aware of all that is done to keep them safe and how they are involved in safety practices.*

Learning Goals:

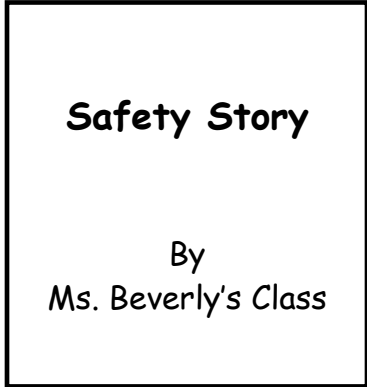
CD2.4 Holds and manipulates information in memory (*short-term and working memory*)

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

EL3.1 Responds to features of books and print (*print knowledge*)

Activity: Safety Story (Small Group)

- Invite a small group of children or one child at a time, to help write a book about your safety walk.
- Provide a sheet of paper for each child.
- Ask each child to complete the following sentence: "On our safety walk, Jacob saw _____." Write exactly what each child says.
- Suggest that children illustrate their page with markers, crayons, or collage materials.
- Write or have child write name on his or her page.
- Use staples or yarn to put the pages together to make a book.
- Make a cover for the book. Include the title, **Safety Story**. List the authors and illustrators as Ms. Beverly's class. (Insert the name of the teacher)
- Read the book with the children at group time, then place it in the library for them to look at independently. As you prepare to read the book, show the cover, give the title, authors and illustrators.



Teacher Note: *Guide children to dictate a sentence that relates only to their safety observations.*

Learning Goals:

EL3.1 Responds to features of books and print (*print knowledge*)

EL3.2 Shows knowledge of the shapes, names and sounds of letters (*alphabet knowledge*)

SS1.1 Demonstrates positive connection to family and community (*family and cultural identity*)

SS2.2 Demonstrates simple geographic knowledge (*awareness of location and place*)

Activity: Family Information Cards

- Ask families to send a photograph of their home to class or have children draw a picture of their home.
- Involve children in writing the name(s) of the parent(s) or guardians, their street address and their home phone number on a 3 x 5 index card. Some children may be able to dictate the names and their address and phone number.
- Review the cards with individual children.
- Gather a small group of children and spread out on the table only those children's family information cards. Invite each child to find his/her card and place it beneath his/her photo or drawing.
- Involve children in "reading" the information on their family card.

Teacher Note: *Consider adding children's names to the cards to make identification easier. Some children may choose to write their own names on their card.*

Activity: My Address: Where I Live

- Make street signs, one for each, by writing a child's name and his/her address on tag board or cardstock. Place magnetic strips on the backs of the cards.
- Write the child's name and address using large upper and lower case letters and numerals.
- Provide magnetic alphabet letters, both upper and lower case, numerals and a magnetic board.
- Invite children to match the letters and numerals with their address.

Teacher Note: *Provide pencils and paper to encourage children to write their names and addresses, using the street signs as a model.*

Activity: Address Puzzles

- Make two pieces puzzles, one per child. One half of the puzzle will have the house number of the child and the other half of the puzzle will have the street name.
- Place three to five puzzles in zip lock bags.
- Gather a small group of children whose puzzles are in the same bag.
- Put the puzzle pieces on the table and invite children to match the two pieces of their puzzle to complete their address.
- Read the address with the children.

Teacher Notes:

- *Cut each two-piece puzzle in a different pattern so that the puzzle pieces are self-correcting and there is only one match.*
- *Consider adding identical stickers to the two-piece puzzle to make identification easier for children who need this visual cue.*

**Learning Goals:**

CD3.1 Uses reasoning and planning ahead to solve problems and reach goals (*problem solving*)

PH3.2 Shows awareness of safe behavior

LD1.1 Understands and responds to language (in child's home language)

LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language) (*expressive vocabulary*)

EL3.1 Responds to features of books and print (*print knowledge*)

Activity: Dialing 911 (Small Group)

- Provide a real non-working phone for this activity.
- Prepare an index card with 911 written on it in large numerals.
- Discuss with children that 911 is a number that we can dial when there is an emergency.
- Involve children in discussing what is meant by an emergency. Say to them that "Sometimes there are dangerous situations when people need help. These situations are called emergencies. There is a special number that we can call when there are emergencies." Show the 911 card as you are having this discussion.
- Invite children to discuss some emergency situations where we need to call 911. Some situations to include are:
 - Accident in a car and someone is hurt
 - Someone at home is badly hurt or is really sick
 - Someone is trying to break into your house
 - Someone has a gun and you are afraid they will shoot it
 - People are fighting and really hurting each other
- Allow children to look at the card and practice dialing 911. Suggest that they state an emergency situation before dialing 911.

Trainer Notes:

- *Should children say they would dial 911 if their house is on fire, say, "First you and your family must get safely out of the house, then you can dial 911 on a cell phone or a neighbor's phone." Stress to them that getting safely out of the house that is on fire is the most important thing to remember.*
- *Adapt the emergency situations to the children and families in your group.*
- *Consider sharing the 911 information with families, including the emergency situations.*

Activity: Stop, Drop and Roll (Small Group)

- Gather a small group of children, from three to five.
- Involve children in discussing what they should do if their clothes catch fire. They are to stop, drop and roll. If they can, they are to cover their face with their hands and roll and roll and roll until the flames are out.
- Involve the children, one at a time, in practicing stop, drop, and roll.
- Discuss with children some ways they can keep their clothes from catching on fire. Examples include:
 - Never play with matches or cigarette lighters.
 - Stay away from a lighted candle.
 - Stay away from lighted space heaters.
 - Stay away from burning leaves.

Teacher Notes:

- *Involve all children in this activity.*
- *Send home to parents stop, drop, and roll information and suggest that they have all their children practice this.*

Science / Discovery and Math

Learning Goals:

CD3.1 Uses reasoning and planning ahead to solve problems and reach goals (*problem solving*)

PH3.2 Shows awareness of safe behavior

LD1.1 Understands and responds to language (*in child's home language*)

MT2.1 Uses classification and patterning skills (*classification*)

Activity: Is This Safe or Unsafe?

- Have a collection of pictures of some things that are safe such as a doll, block, crayons, toy truck/car, and puzzle, and things that are unsafe such as a candle, box of matches, cigarette lighter, medicine bottle/container, hand saw, knife, and firecracker.
- Make a chart that is labeled "Is This Safe or Unsafe?" Divide the chart into two columns. Label one column: "Safe" and one column "Unsafe."

Is This Safe or Unsafe?

Safe	Unsafe

- Discuss with children the name of the item in each picture.
- Invite children to put each picture in the correct column.
- Involve children in discussing why they put the pictures in the columns as they did. If children put some of the pictures in the wrong column, ask questions that encourage them to rethink their decisions.

Food/ Nutrition Experience

Teacher Guidelines:

- Keep potentially dangerous equipment such as knives, corers, graters, and all electrical appliances out of reach of children.
- Make sure that electrical outlets are not overloaded and are covered with safety caps when not in use. Keep cords out of children's reach when appliances are being used. Make sure your hands, the plugs, and the sockets are dry before plugging in an appliance.
- Use electrical appliances and other potentially dangerous equipment with care, protecting children from them at all times.
- Consider planning food experiences that involve electrical appliances when there is sufficient staff so that one person can involve a small group of three or four children at a time in the activity while the other adults and children are participating in other classroom activities.
- Select recipes that can be prepared without electrical equipment or sharp tools for children's independent food experiences.
- Introduce children to butter knives or table knives so they can practice their coordination skills. Provide opportunities for children to practice cutting soft foods such as slicing a banana. Involve them in spreading soft foods such as putting cream cheese on crackers.
- Make sure children stay seated at the table during food experiences as well as when they are eating their snacks and meals.
- Be careful of foods that are choking hazards. Examples include:
 - Round foods such as whole grapes or hard candy
 - Firm foods such as hot dogs, nuts and seeds, chunks of meat, and raw carrots
 - Stringy foods such as celery sticks or citrus fruits
 - Sticky foods such as marshmallows, raisins, or caramels
 - Foods such as popcorn, pretzels, or chips that are likely to be eaten by the handfuls
- Consider these ways to make foods that are choking hazards safer for children:
 - Slice hot dogs and grapes lengthwise
 - Cut meat into small pieces
 - Pit fruits and remove the pith from citrus fruits
 - Shred hard vegetables

Teacher Note: *Be aware of children's food allergies and avoid using those foods in your classroom.*

Learning Goals:

SE3.2 Demonstrates competence and confidence (*self-confidence*)

PH2.2 Adjusts grasp and coordinates movements to use tools (*utensils*)

PH3.1 Demonstrate interest in engaging in healthy eating habits and making nutritious food choices
(*exploration of food experiences*)

Activity: Using Knives Safely

- Provide each child a small plate, napkin, butter knife or table knife and allow children to spread cream cheese on crackers.
- Provide each child a small plate and table knife and allow children to peel and slice ½ banana for their cereal.

Movement / Physical Education

Teacher Guidelines:

- Incorporate safety into all of the movement and physical education activities you plan.
- Begin by making sure that children have sufficient space for the planned activity.
- Review with children any safety rules they are expected to follow.
- Introduce children to the concept of self-space when planning locomotor activities such as walking, crawling, galloping, and running.
 - Explain to children that self-space is the space immediately surrounding their bodies.
 - Provide each child a carpet square or a spot marker upon which to sit in preparation for a movement activity.
 - Explain to children that the space on the carpet and the space immediately surrounding their bodies is their self-space.
 - Reinforce the concept of self-space when children are moving about the room by saying to them, "Make sure you don't get too close to your friends when moving around the room."
- Establish a signal such as striking two rhythm sticks together, striking a drum, or clapping hands to help children develop listening skills when they are moving. When the signal is sounded, children are to freeze until the teacher tells them to move again.
- Stop an activity if you see that it is becoming unsafe for children.

Learning Goals:

PH1.1 Demonstrates locomotor skills (*complex movement*)

LD1.1 Understands and responds to language (in child's home language) (*follows directions*)

Activity: Galloping

- Invite children to discuss an animal that gallops. (horse)
- Explain to children that they are going to gallop like a horse.
- Introduce galloping to the children as follows:
"Start with a step and slide the other foot behind the lead foot. The lead foot is the leader and the other foot never goes in front of it."
- Remind children to move safely and not get too close to other children.
- Reinforce the stop and go signal you have established: clapping hands, striking a drum, striking two rhythm sticks together are examples. When children hear this signal, they are to freeze like a statue.
- *"Pretend you're riding a horse, so hold on to the reins.
You're going to gallop in a straight line.
Start with a step on the leader foot and slide the other foot behind it.
Now go faster."* (When children increase speed it will automatically become a gallop.)
- Allow children to practice galloping.
- Observe children and assist those who are having difficulty galloping.

Teacher Note: Play the song "She'll Be Coming Round the Mountain" as children are galloping.



Learning Centers

Teacher Note: *As children are involved in the learning centers, they are engaging in activities that support all or most of the domains of child development and early learning:*

- *Social and Emotional Development*
- *Cognitive Development*
- *Physical Development and Health*
- *Language Development*
- *Emergent Literacy*
- *Mathematical Thinking*
- *Science and Technology*
- *Social Studies*
- *Creativity and Aesthetics*

However, there will also be activities included and these will have specific learning goals.

Art Center

Teacher Guidelines for Safety in the Art Center:

- Use premixed liquid tempera with children rather than powdered tempera. When powdered tempera is mixed with water it produces dust that children can inhale. It also contains pigments and preservatives that may be toxic to young children.
- Avoid using the following materials which may also be toxic to young children:
 - permanent and dry erase markers
 - spray paint
 - epoxy or rubber cement
 - anything that is lead-based or contains asbestos
- Provide blunt-tipped scissors for children's use.
- Establish with children safety measures to take with scissors. For example, they are to stay seated while using scissors.
- Keep teacher's scissors out of children's reach, using them only when children are not present.

Activity: Daily Explorations in Art

- Provide premixed, liquid tempera, brushes, paper and an easel so that children have daily opportunities to paint.
- Provide blunt-tipped scissors and paper for children to cut and glue.
- Provide washable markers, crayons, pencils and chalk for drawing, scribbling and writing.
- Provide paper of all colors, sizes, and textures.
- Provide play dough (homemade is best) and props such as alphabet and cookie cutters, small rolling pins, and plastic knives and forks.

Block Center

Teacher Guidelines for Safe Block Play:

- Establish safety rules for children's block play and discuss with them the reasons for the rules. Examples include:
 - Blocks are for building, not hitting or throwing. (so that no one gets hurt)
 - Build only as high as your waist. (tall structures might fall and hurt someone)
 - Put blocks on the shelf when play is over. (so no one trips and falls over the blocks)
- Involve children in deciding how high they can build with blocks. You may be comfortable with a higher structure. Know your children and set rules based on that knowledge.

Activity: Daily Block Experiences

- Have available hardwood unit blocks each day.
- Provide props such as small cars, trucks, trains, buses and boats
- Add people figures that reflect diversity.
- Add materials to support the topic of study. For example, for this topic about safety, add community figures sets, road signs, telephone and a 911 sign posted on the wall.

Teacher Note: *Include other types of blocks such as brick cardboard blocks, foam blocks and large plastic blocks.*

Library/Book Corner

- Add books about safety
 - Add storytelling figures for the story, *Five Little Monkeys Jumping on the Bed*, and a story board
 - Add stuffed monkeys.
-

Home Living/Dramatic Play

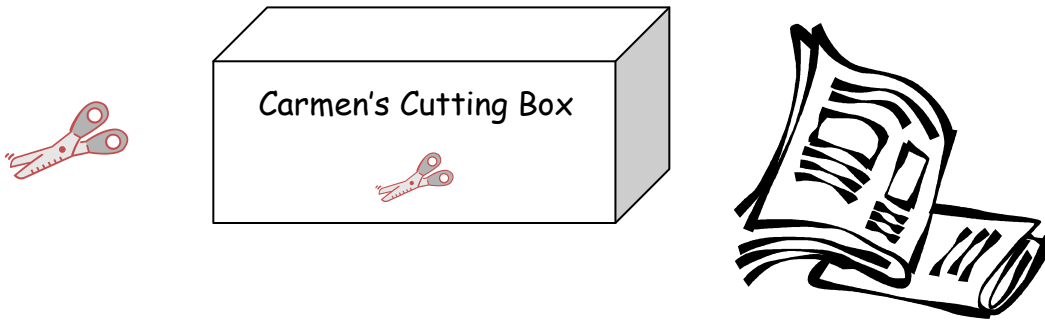
- Post on the wall a card with 911 printed on it in large print.
- Add real telephones to the home living area.

Teacher Guidelines for Safe Cooking:

- Join children as they play in the home living area and involve them in discussing safety measures to be taken when family members cook at home.
 - Family members who are cooking (adults or older children) should stay with the stove when cooking.
 - Use thick and dry pot holders to remove cooked foods from the oven.
 - Use only wooden spoons or heat-resistant silicone spatulas to stir or turn contents in hot pots and pans, because metal utensils get very hot. Show children the difference in the types of utensils.
 - Turn pot handles toward the center or back of the stove so the handles do not overheat and are not accidentally pushed or bumped.
 - Avoid setting bowls, utensils and dish towels near electric units or gas burners where they could catch fire.
 - Keep a fire extinguisher in the kitchen.
- Add pot holders and wooden spoons and heat-resistant silicone spatulas to the home living area.
- Observe children and comment if you notice that they are putting into practice some of the safety measures discussed with them.
- Suggest that children share some of the safe cooking ideas with their family.
- Discuss with children that in the home living area they “pretend” to cook, while at home adults and older children should be the ones that do the cooking.

Teacher Guidelines for Safe and Successful Cutting:

- Create a cutting box for safe and successful scissoring.
- Gather scissors, newspaper, scraps of construction paper and tissue paper, ends of wrapping paper, discarded stationery, junk mail, and greeting cards.
- Place scissors and materials in a box or basket.
- Label the container "Cutting Box" and put a picture of a pair of scissors on the outside of the box.
- Introduce the basket/box to the children.
- Guide the children who need practice with scissors to become involved with cutting items in the box.
- Discuss and decide on safety rules for using the scissors. For example:
 - Stay seated when using scissors.
 - Use scissors only to cut items in the box.
- Show children how to use the scissors if necessary
 - Have children practice opening and closing the scissors several times before trying to cut paper.
 - Show children how to hold the paper in one hand and the scissors in the other.
 - Guide children to open the scissors and slip the paper between the blades, close the blades, then open them.
 - Let children practice snipping small pieces of paper. Newspaper is easy to snip.
- Add magazines and catalogs to the cutting box. Let children practice cutting pictures from magazines or catalogs as he or she becomes more proficient in using scissors.
- Clean out cutting box as needed and restock.



Activity: Address Puzzle

Activity: My Address: Where I Live

Water table or tub

Teacher Guidelines for Safe Water Play:

- Cover floors to prevent children from slipping. Vinyl table cloth, oil cloth, drop cloth or shower curtain are options for floor coverings. Consider taping edges down with masking tape to prevent children from tripping.
- Locate sponges and mops near the water table/tub so spills can be cleaned up quickly.
- Put no more than three to four inches of water in the table/tub.
- Establish with children guidelines/rules for safe play in the water table/tub.
 - Determine with children how many can safely play in the water table/tub. Consider posting a population card indicating this number. Remind children of and reinforce the agreed upon number.
 - Keep water in the table/tub.
 - Wipe up spills as soon as they happen.
- Check to see if the tub contains too many or too few props for the number of children and remove or add as needed.
- Have water play available each day if space allows. Provide props such as plastic cups, bowls, squeeze bottles, plastic tubing, bulb basters, funnels, colanders, plastic fish and boats. Alternate props to support topics of study and to maintain children's interest.
- Water tables or tubs are to be emptied and sanitized daily.

Sand table or tub

Teacher Guidelines for Safe Sand Play:

- Fill sand table/tub no more than halfway up the container so children have room to use props.
- Provide a whisk broom or small broom and dust pan near the sand area and demonstrate to children the way to sweep up the sand.
- Establish with children guidelines/rules for safe play in the sand table/tub.
 - Determine with children how many can safely play in the sand table/tub. Consider posting a population card indicating this number. Remind children of and reinforce the agreed upon number.
 - Keep sand in the table/tub.
 - Sweep up sand as soon as it spills on the floor.
- Check to see if the tub contains too many or too few props for the number of children and remove or add as needed.
- Have sand play available each day if space allows. Provide props such as plastic cups, bowls, measuring cups, scoops, funnels, colanders, gardening tools, plastic worms, sifter, shells, shakers with large holes, rubber animals and people. Alternate props to support topics of study and to maintain children's interest.

Teacher Note: Refer to [Curriculum Tips and Techniques](#), page 5 for Population Cards for both Sand and Water Play Centers.

Science/Discovery

Activity: Is This Safe or Unsafe?

Quiet Corner

Learning Goal:

SE2.1 Experiences, expresses, and regulates of range of emotions (*emotion regulation*)

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time.

Teacher Note: *Make sure this area can be supervised by the adults in the classroom at all times.*

Teacher Guidelines for Playground Safety:

- Review *Minimum Licensing Requirements for Child Care Centers* for safety requirements for playgrounds, including equipment.
- Inspect playground daily to make sure it is free of litter, broken glass and debris.
- Develop a schedule and a written checklist for inspection and maintenance of playground equipment.
- Adjust your schedule to accommodate weather conditions. Refer to *Minimum Licensing Requirements for Child Care Centers* for recommended precautions related to the weather and outdoor play.
- Protect children from the sun and from becoming dehydrated during hot weather. Provide children with plenty of water to drink.
- Check metal equipment such as slides to make sure they are not too hot for children to use.
- Take the class roll and a First Aid kit outdoors. Check to make sure all children in your group are present when it is time to return to the classroom.
- Stay alert and involved with the children. Understand that it is just as important to be involved and to supervise outdoor play as it is indoor activities. Staff should be positioned in all areas of the playground to insure safe supervision.
- Pay special attention to parts of the playground that could pose possible danger; areas such as climbers and swings.
- Have a plan for taking care of bathroom needs of children and for attending to minor incidents such as scraped knees as well as an emergency plan for more serious accidents.
- Go inside when thunder and lightening threatens
- Stop and redirect children's unsafe play which may include pushing on the slide or climber, aggressive play with toys, excessive speed and running into others on riding toys, and throwing sand.
- Make sure children have no loose clothing, strings, hoods or scarves that can get caught in equipment.
- Orient new children to the playground and review expected behavior.
- Involve children in developing some simple safety rules for the playground. Develop rules based on your playground and the children in your group. Rules may have to be added to as new equipment is added or new situations come up. Here are a few suggested rules for safe behavior on the playground.

Playground Safety Rules

- ✓ Go down the slide one person at a time.
 - ✓ Ride the tricycle one person at a time.
 - ✓ Ride the wheel toys on the tricycle path.
 - ✓ Stay seated while riding a wheel toy.
 - ✓ Sit on your bottom when going down the slide.
 - ✓ Keep sand in the sand box.
 - ✓ Ask for a turn with a toy.
- Illustrate the rules with drawings or pictures.
 - Post the rules in the classroom at child's eye level.
 - Review the rules with the children prior to going outdoors.

Transition Activities

Teacher Guidelines for Transition Safety:

- Be aware that about 1/3 of the day is spent in transitioning children from one activity to another. These times can either be chaotic and sometimes dangerous, or can be relaxed and can provide opportunities for learning and reinforcing skills and concepts.
- Plan for transition times just as you plan for other daily activities. By planning ahead for transitions, you will decrease the possibility of unsafe behavior by the children.
- Include transition activities on your written weekly plan sheet.
- Develop a file of transition activities.
- Learn a number of transition activities such as finger plays and games that you can use as needed.
- Involve children in activities where they use their hands when they are following each other in a line to go outdoors, for example. Children can put their hands over their heads and make a big circle or a small triangle, for example.

Learning Goals:

CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts (*adjusting behavior to match context*)

PH3.2 Shows awareness of safe behavior

Activity: Safe or Unsafe Play

- Provide pictures of items that are safe and unsafe for children to use in play. For example, for safe play, provide pictures of dolls, toy cars/trucks, blocks, puzzles, crayons, puppets, and small plastic dishes. For unsafe play provide pictures of matches, cigarette lighter, lighted candles, hand saw, knife, firecrackers. Place a strip of felt, Velcro or a magnetic strip to the back of each picture.
- Give each child one of the pictures.
- Call one child at a time to name the item and say if it is safe or unsafe to play with and place it on a felt or magnetic board.
- Invite children to tell you why an item is safe or unsafe. Child transitions to another activity

Teacher Note: *Consider this alternative way to use the pictures. Place the pictures on a board and invite children one at a time to select a picture from the board and say if it is safe or unsafe to play with and explain why.*

Family Connection and Engagement

Send home a note to parents stating for the next few days, the children will be learning about safety. Suggest some ways families can be involved in the topic of study:

- Collect and bring to the center pictures of unsafe items. Provide them a list of what to look for.
- Include the titles and authors of some of the children's books about safety. Suggest that they look for these books in the local library, check them out and read them with their child.
- Provide families with information about home safety, storm/tornado safety, water and boating safety, and safety guidelines for holidays such as Halloween and Christmas.
- Send home The Classroom Connection – Safety First and the Family Connection: "Think Family Safety and Activity", pages 22-23.
- Send home The Classroom Connection – Fire Safety in our Classroom and The Family Connection: "Protect Your Family from Fatal Home Fires", pages 24-25:

THE CLASSROOM CONNECTION

“Safety First”

In our classroom, safety is a primary concern of everyone. The children are beginning to understand about safe and unsafe situations. They are gradually learning to protect themselves and look out for others.

Here are some things we do to provide a safe environment for the children in our classroom.

- We keep all the children in our view at all times.
- We keep the indoor and outdoor environment free of hazards.
- We have first-aid supplies in the classroom and on the playground and receive training in how to administer first-aid.
- We keep informed about safety standards for toys and equipment and share this information with families.
- We involve the children in establishing safety rules for indoor and outdoor play. We help them understand the reasons for the rules.
- We teach children safe use of materials and equipment.

This is what happens when children are cared for in a safe environment.

- Children learn to trust that the adults who care for them will keep them safe.
- Children learn what they can do to keep themselves and others safe.
- Children are developing safety habits that will be useful to them at home and in the school setting.

THE FAMILY CONNECTION

“Think Family Safety”

Try This!

Here are a few items on safe practices when young children are around.
Check the items you need to work on.

- Secure children in a car seat or seat belt in automobiles as required by law.
- Avoid toys with sharp points, small removable parts, a lead base paint or toys that can burn.
- Look out for worn electrical cords and replace them.
- Turn pot handles toward the back of the stove when cooking.
- Teach children to play in safe places, off streets and highways.
- Keep knives and sharp tools in holders and out of reach of children.
- Store bleaches, soaps, cleaners, matches, lighters and candles out of reach of children.
- Keep firearms and ammunition locked safely away from all children.
- Know and keep emergency phone numbers near the telephone: fire, police, poison control, and emergency medical technicians.
- Employ only dependable baby-sitters/caregivers.
- Store bathroom items such as soaps, shampoos, bath crystals, cosmetics, medicines, razors and razor blades and hair care equipment out of reach of children.
- Never leave a young child alone in the bathwater for any reason.
- Put a barrier around burning fireplaces and wood stoves to keep children from touching them and getting hurt.
- Never leave plastic bags lying around the house. Do not use plastic bags as mattress covers on the beds of infants or children.
- Check for children under or behind a car before backing out of the garage or driveway.
- Keep all medicines, insecticides, mothballs, lye, cleaning or painting materials, poisons and other similarly dangerous items out of the reach of children.



THE CLASSROOM CONNECTION

“Fire Safety in Our Classroom”

Fire is a serious hazard wherever it occurs. We realize that when your children are in our care, we must keep them safe from fire and other hazards. We also feel that we should teach your children ways they can help keep themselves safe from hazards such as fire, both at home and in our classroom.

Here are some things we do to protect your children and ourselves from safety hazards such as fire.

- We make sure safety equipment, such as smoke detectors and fire extinguishers, is operable and that we know how to use it.
- We post storm and fire drill procedures in each classroom.
- We practice fire and storm drills monthly.
- We introduce children to people in their community who help keep them safe; for example, firefighters and police officers.
- We teach children about safety practices through classroom activities such as **Stop, Drop, and Roll**.
Children practice these three simple steps should their clothes catch on fire:
 1. **Stop**
 2. **Drop**
 3. **Roll**

This is what happens when children are involved in safety practices both at home and in the classroom.

- Children learn what they can do in hazardous situations to keep themselves and others safe.
- Children realize that there are people in their home, classroom and community who will help keep them safe.
- Children are learning fire safety habits that will be useful to them at home and in the school setting.

THE FAMILY CONNECTION

“Protect Your Family from Fatal Home Fires”

You will need: Smoke detectors and fire escape plan

Try This!

Smoke Detectors

Install a smoke detector on every floor of your house.

- Place smoke detectors near the bedrooms.
- Test your smoke detectors at least once a month.
- Read and follow manufacturer’s instructions on how and where to install smoke detectors, how to test them for sensitivity and how to maintain them in working order.

Fire Escape Routes

- Plan and practice at least two fire escape routes to the outside from every room in the house, especially bedrooms.
- Practice the escape routes by having fire drills in the home. Involve all family members in the drills.
- Designate a meeting place well away from the house where all members of the household meet. Check to be sure all family members are out of the house.
- Notify the fire department from a neighbor’s telephone, not from inside your burning house.

Additional Ideas:

Develop emergency plans for tornadoes/storms.

Ask your child to show you what to do should clothes catch on fire.

There are 3 simple steps:

1. **Stop**
2. **Drop**
3. **Roll**

