

Teacher's Guide

Here at TXU Electric Delivery we understand the importance of keeping adults and children safe. We hope you, as a teacher will use these Signs of Safety materials to teach our children about safety signs, signals and symbols to assist them in living safe independent healthy lives. Included in this class set of materials are a Teacher's Guide, Safety Flash Cards, and Black Line Masters of Safety Signs for pre and post test purposes.

Objectives

1. To help children identify safety signs in our everyday lives, understand their meaning, and and demonstrate an understanding of why it is important to obey safety rules through activities and interactions.
2. To encourage positive attitudes toward obeying safety rules.
3. To help children recognize and avoid situations involving potential safety hazards.
4. To provide opportunities for children to think, problem-solve, and make healthy decisions about safety.
5. To provide role-playing experiences which allow students to respond to safety signs in their own neighborhood.

Uses

1. As a self-contained Safety Unit
2. Incorporated into other units
3. As a Safety Activity Center in the classroom

Language Arts

Objective for Signs of Safety

1. Listening - respond to verbal and nonverbal cues.
2. Speaking-contribute ideas and experiences to classroom discussions.

TEKS

1. LISTENING / SPEAKING / PURPOSES

The student listens attentively and engages actively in various oral language experiences. The student is expected to:

- A. Determine the purpose for listening such as to get information, etc. (K-3)
- B. Respond appropriately and courteously to directions and questions. (K-3)
- C. Listen critically to interpret, evaluate. (K-3)
- D. Listen responsively to stories and other texts read aloud, etc. (K-3)

2. LISTENING / SPEAKING / CULTURE

The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

- A. Connect experiences, ideas with those of others through speaking, listening. (K-3)
- B. Compare language, oral traditions (family stories) that reflect customs, etc. (K-3)

3. LISTENING / SPEAKING / AUDIENCES / ORAL GRAMMAR

The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:

- A. Choose and adapt spoken language appropriately to the audience, etc. (K-3)
- B. Use verbal, nonverbal communication in effective ways, making announcements, etc. (K-3)
- C. Ask and answer relevant questions and make contributions in small or large group discussions. (K-3)
- D. Present dramatic interpretations of experiences, stories, poems, plays. (K-3)
- E. Gain increasing control of grammar when speaking such as using subject - verb agreement. (K-3)

4. LISTENING / SPEAKING / COMMUNICATION

The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:

- A. Use vocabulary to describe clearly ideas, feelings, and experiences. (K-3)
- B. Clarify and support spoken messages using appropriate props. (K-3)
- C. Retell a spoken message by summarizing or clarifying. (K-3)

5. READING / PRINT AWARENESS

The student demonstrates knowledge of concept of print. The student is expected to:

- A. Recognize that print represents spoken language and conveys meaning. (K-3)
- B. Recognize that different parts of a book such as a cover offer information. (K-3)

Objective for Signs of Safety

- 3. Reading - identify the cause or purpose of a situation and interpret future effects or responses.

TEKS

8. READING / VOCABULARY DEVELOPMENT

The student develops an extensive vocabulary. The student is expected to:

- A. Discuss meanings of words and develop vocabulary through meaningful / concrete experiences. (K-2)
- B. Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (K-3)
- C. Identify words that name persons, places or things and words that name actions. (K-1)

9. READING / COMPREHENSION

The student uses a variety of strategies to comprehend selections read aloud. The student is expected to:

- A. Use prior knowledge to anticipate meaning and make sense of texts. (K-3)
- B. Establish purposes for reading, listening such as to be informed, etc. (K-3)

10. READING / LITERARY RESPONSE

The student responds to various texts. The student is expected to:

- A. Listen to stories being read aloud. (K-1)
- B. Describe how illustrations contribute to the text. (K-1)

11. READING / TEXT STRUCTURES / LITERARY CONCEPTS

The student analyzes the characteristics of various types of text. The student is expected to:

- A. Distinguish different forms of texts, including list, etc., and functions they serve. (K-3)

12. READING / INQUIRY / RESEARCH

The student generates questions and conducts research using information from various sources. The student is expected to:

- A. Identify relevant questions for inquire. (K-3)
- B. Use pictures, print, and people to gather information and answer questions. (K-1)
- C. Draw conclusions from information gathered. (K-3)

13. READING / CULTURE

The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.

The student is expected to:

- A. Connect his/her own experiences with real life experiences. (K-3)

Science

Objective for Signs of Safety

- 1. Interactive laboratory skills - practice proper safety standards.

TEKS

1. SCIENTIFIC PROCESSES

The student participates in classroom and field investigations following home and school safety procedures.

The student is expected to:

- A. Demonstrate safe practices during classroom and field investigations. (K-8)

2. SCIENTIFIC PROCESSES

The student develops abilities necessary to do scientific inquires in the field and classroom. The student is expected to:

- A. Ask questions about organisms, objects, and events. (K-11)
- B. Plan and conduct simple descriptive investigations. (PK-11)
- C. Gather information using simple equipment and tools to extend the senses. (K-8)
- D. Construct reasonable explanations using information. (K-8)
- E. Communicate findings about simple investigations. (K-8)

3. SCIENTIFIC PROCESSES

The student knows that information and critical thinking are used in making decisions. The student is expected to:

- A. Make decisions using information. (PK-11)
- B. Discuss and justify the merits of decisions. (K-11)
- C. Explain a problem in own words and propose a solution. (K-11 SCIENTIFIC PROCESSES)

The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured. The student is expected to:

- A. Identify and use senses as tools of observation.

Health

Objectives for Signs of Safety

1. Person safety and health - avoid injuries and accidents by exercising proper safety practices.

TEKS

1. HEALTH BEHAVIORS

The student recognizes that personal health decisions and behaviors affect health throughout life. The student is expected to:

- A. Identify and practice personal health habits that help individuals stay healthy. (K)

2. HEALTH BEHAVIORS

The student understands that behaviors result in healthy or unhealthy conditions throughout the life span. The student is expected to:

- A. Identify the purpose of protective equipment such as a seat belt and a bicycle helmet. (K)
- B. Identify safe and unsafe places to play such as a back yard and a street. (K)
- C. Identify ways to avoid harming oneself or another person. (K)
- D. Practice safety rules during physical activity such as water safety and bike safety. (K)
- E. Demonstrate procedures for responding to emergencies including dialing 911. (K)
- F. Name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they are harmful. (K)

3. HEALTH BEHAVIORS

The student demonstrates decision-making skills for making health promoting decisions. The student is expected to:

- A. Demonstrate how to seek the help of parents/guardians and other trusted adults in making decisions and solving problems. (K)

4. HEALTH INFORMATION

The student understands how to recognize health information. The student is expected to:

- A. Name people who can provide helpful health information such as parents, doctors, teachers, and nurses. (K)
- B. Explain the importance of health information. (K)

5. PERSONAL / INTERPERSONAL SKILLS

The student understands ways to communicate consideration and respect for self, family, friends, and others.

The student is expected to:

- A. Recognize and explain the importance of manners and rules for healthy communication. (K)

6. PERSONAL / INTERPERSONAL SKILLS

The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:

- A. Identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened. (K)

Social Studies

Objectives for Signs of Safety

1. Responsibilities of local, state, and national governments - observe school rules and community laws; identify authority figures in school and community; and rewards for observing correct safety procedures, as well as, consequences for not observing correct or incorrect safety procedures.

TEKS

4. GEOGRAPHY

The student understands the concept of location. The student is expected to:

- B. Locate places on the school campus and describe their relative locations.

7. ECONOMICS

The student understands the importance of jobs. The student is expected to:

- A. Identify jobs in the home, school, and community.
- B. Explain why people have job.

8. GOVERNMENT

The student understands the purpose of rules. The student is expected to:

- A. Identify the purposes for having rules.
- B. Identify rules that provide order, security, etc. in the home and school.

9. GOVERNMENT

The student understands the role of authority figures. The student is expected to:

- A. Identify authority figures in the home, school, and community.
- B. Explain how authority figures make and enforce rules.

15. SOCIAL STUDIES SKILLS

The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

- A. Obtain information about a topic using a variety of oral sources.
- B. Obtain information about a topic using a variety of visual sources.
- C. Sequence and categorize information.
- D. Identify main ideas from oral, visual, printed sources.

16. SOCIAL STUDIES SKILLS

The student communicates in oral, visual forms. The student is expected to:

- A. Express ideas orally based on knowledge and experiences.
- B. Create and interpret visuals including maps, etc.

17. SOCIAL STUDIES SKILLS

The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

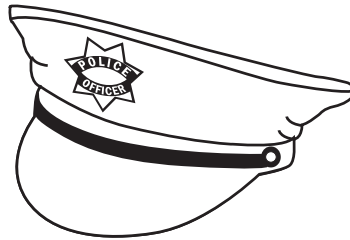
- A. Use a problem-solving process to identify a problem, gather information, list and consider options, etc.
- B. Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, etc.

Prior to Teaching

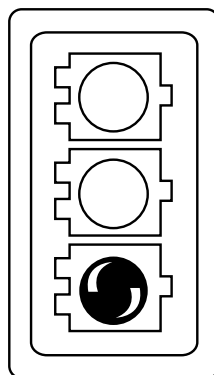
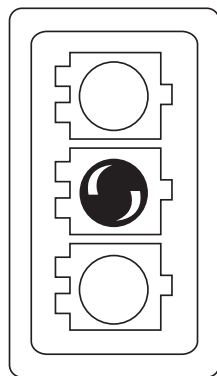
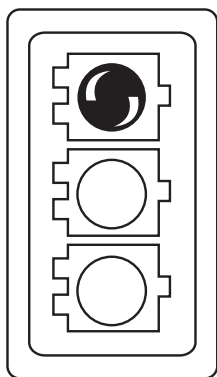
Regulations for public safety are unique for each city. Before using these materials, review the following information:

1. Is the 911 emergency number used in your area? If not, teach students to dial zero (not the letter "O") on a telephone for an operator.
2. Is a coin necessary to operate a public pay phone to reach 911? (In most areas, a coin is not necessary).
3. Not all communities use the skull and crossbones to identify poisonous materials. Find out what symbol is used by your area's Poison Control Center and make sure your students can identify its meaning.

Name _____



911



4. Exit signs are illuminated in various colors. It is important that students react to the word "exit" and not the color of a sign.

Check with fire safety inspectors to see what colors are used in your community.

When introducing the unit, you may want to send an informative letter to parents/guardians so that they can support and encourage students at home.

Pre-test

Do a K / W / L chart first. Use a large sheet of paper to make a chart with 3 columns.

Write a K for "what you KNOW" at the top of the first column.

Write a W for "what you WANT to know" at the top of the second column.

Write an L for "what you LEARNED" at the top of the third column.

Present to the students that you are starting a unit on safety. Fill in the K column with responses about what the students all ready KNOW and the W column with responses about what the students WANT to know about safety. The L column will be filled in at the end of the unit on what the children LEARNED during the unit. Post the chart where it can be seen.

Use the pre-test to determine what safety signs and symbols the children already recognize. Review the answers with the children. Each child will need a set of crayons. Directions for the test are read orally.

You may modify the test to meet the needs of your students. Consider adding other signs and questions that are relevant to the local neighborhood. ("No Swimming," "Beware of Dog," "No Trespassing," etc.).

Suggested Lessons

Use the flash cards to reinforce identification of each sign.

Dividing the flash cards into smaller sets is helpful for both the student and teacher.

Pedestrians and Traffic	School crossing sign
Red traffic light	Pedestrian "Walk"/walker
Yellow traffic light	Pedestrian "Don't Walk"/hand
Green traffic light	
Safety in Emergencies	Calling for Help
Exit	911 and Phone Symbol
Police Hat and Badge	
Electrical Safety	Skull and Crossbones symbol
Mr. Ouch	Poison
High Voltage	

At the end of the safety unit, administer the post-test. Discuss students' responses and review the correct answers.

Other lessons to go with the unit that could be placed here are:

- A. Make a "MY SAFETY BOOK" by giving children paper and allowing them to brainstorm and create a book that they are the author and illustrator of using the Signs of Safety flash cards for ideas.
- B. Read a simple story about safety, and provide opportunities for children to become characters of the story and act out the parts.
- C. Make Signs of Safety puppets and put on a puppet show. They can color and cut the ones from the packet, and tape them on a popcycle stick or tongue depressor.
- D. Make double sets of the Signs of Safety flash cards, and play match up memory games.
- E. Make large copies of each of the Signs of Safety flash cards, laminate, then cut in half or even thirds. Give children a piece of a sign and have them find the other half and match them up.
- F. Allow students to select a safety sign flash card. As they show it to the class they should pretend they are the sign and tell why and how they keep people safe. Example: I am an EXIT sign. I show you where you can leave a building if you need to in a hurry.

Additional Activities

1. Make a "Word Wall" allowing daily use and review of safety vocabulary.
2. Name and discuss other safety signs around your neighborhood.
3. Create a neighborhood map (see the back of School Crossing sign flash card.) Display as a bulletin board.
4. Have students design their own safety signs for pools, dogs and other hazards at home and at school.
5. Develop a sorting game with pictures that children bring in of objects found in the home, garage, school, or neighborhood. Make "Safe" and "Not Safe" containers. Have students put the pictures in the correct container.
6. Create a "Scavenger hunt" for safety signs in and around the school building.
7. Invite safety specialists from the community to make presentations in the classroom.
8. Play red light, green light with the students.
9. Make edible traffic lights by giving each child π of a graham cracker. Put a red circle of icing at the top for stop, a yellow circle of icing in the center for caution, and a green circle at the bottom for go. This is a fun activity that reviews the shape circle, colors red, yellow, and green, prepositional phrases at the top, in the center, and at the bottom as well as being a safety sign and what it means.
10. Use a play telephone to practice 911 and the student's home number.
11. Have an Operation Keepsafe come to school and fingerprint children. Send the card home so parents/guardians have a record of fingerprints.
12. Let children make hats of community helpers such as policemen, firemen, doctors, etc., and have a safety hat parade.
13. Have practice fire / tornado / disaster drills. Discuss with students their significance.
14. Take pictures of students being safe or practicing safety, such as cutting correctly with scissors. Post them in the hallway under a heading of "Super Safety Students".

Pre-test and Post-test Directions

Instructions are to be given orally. Place the flash cards with the pictures of traffic lights in front of the class. Students will need to refer to these cards to know the colors represented by the drawings on the test. Distribute a set of crayons and a test to each child.

Instructions

1. Draw a green circle around the sign that shows you where to find a public telephone.
2. Draw a red box around the symbols that tell you someone is a police officer.
3. Draw an orange box around the traffic light that tells you to "Stop."
4. Draw a blue circle around the poison symbol.
5. Draw a yellow circle around the sign that warns you to stay away from an electrical power box.
6. Draw a black circle around the telephone number you would dial in case of an emergency.
7. Draw a green X on the two signals that tell people who are walking not to cross the street now. Remember, one signal is in writing and one is a picture.
8. Draw a blue box around the two signals that tell people it's safe to cross the street. One signal is in writing and one is a picture.
9. Draw a yellow box around the sign you would find at a school crossing.
10. Draw a red circle around the traffic light that means "Go".
11. Draw an orange X on the traffic light that means "Wait".
12. Draw a black X through the sign that shows the way out of a building.

Supplemental Reading:

A Visit to the Fire Station...Hannum, Dotti.
Bicycles are Fun to Ride...Chlad, Dorothy.
By Yourself...Gilbert, Sara.
Discovering Electricity...Bains, Rae.
Let's Find Out About Safety...Stapp, Martha & Charles.
Let's Talk About Disobeying...What to do when someone says help...Berry, Joy.
Mine and Yours...Wilt, Joy.
Play It Safe: The Kid's Guide to Personal Safety and Crime Prevention...Kyte, Kathleen.
Read About the Policeman...Slobodkin, Louis.
Strangers...Chlad, Dorothy.
Stay Safe, Play Safe: A Book About Safety Rules...Seuling, Barbara.
The Dangers of Strangers...Vogel, Carole.
The Berenstain Bears Learn About Strangers...Berenstain, Stan.
What to Do When Your Mom or Dad Says Be Careful...Berry, Joy.
When I Ride in a Car...Chlad, Dorothy.
Who is a Stranger and What Should I Do...Girard, Lindaw.

For Discussion:

Latchkey Kid...Kleesberg, Irene C.
In Charge...Kyte, Kathy S.
How You Know About People At Work...Encyclopedia Britannica Kit.
The Official Kid's Survival Kit...Chaback, Elaine and Fortunato, Pat.

Other Resources:

American Automobile Association
American Red Cross
Local Fire Department
Local Hospital, Clinic or Doctor's Office
Poison Control Center
Local Police Department
Texas Department of Highways and Public Transportation
Texas PTA
Utility Company

This publication is based on one of the same name prepared for Northern States power, Minneapolis, Minnesota, by a panel of teachers. Dorothy Miyake (Canyon Elementary School, Los Angeles U.S.D.) rewrote the text.



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