



Grade 3 Sample Lesson Plan: Unit 1 – Safety Rules and Personal Safety

SOLs

- 3.1.J Explain safety rules at home, at school, and in the community.
- 3.1.K Create strategies for personal safety when home alone, out in the neighborhood and community, online, and caring for others.
- 3.2.G Explain the importance of following safety rules at home, at school, in the community, and when riding in a motor vehicle.

Objectives/Goals

- Students will be able to identify safety rules.
- Students will create and practice strategies to enhance personal safety in a variety of situations.

Materials

- KidsHealth.Org *Personal Safety Strangers and 911 Teacher's Guide*
- *Home Safety With Rover* Activity Book
- *Street Smart/Think First* Video
- *Smart Choices Curriculum Grade 3*
- *Staying Safe Online/Safety Net Kids* Tip Sheet

Procedure

- Play a video that covers important safety rules (e.g., *Street Smart/Think First* Video <https://www.youtube.com/watch?v=1qFUH6jlldA>) and have students summarize the safety rules covered in the video.
- Engage students in a more extensive discussion of why safety rules are important (e.g., the excerpted guided discussion *Activity 10: Safety Rules* from the attached *Smart Choices Curriculum*) and create class safety rules.

- Implement the lessons from the *Personal Safety – Strangers and 911 Teacher’s Guide*
 - and share the following Internet safety rules from SafetyNet Kids:
 - Don’t post any personal information online – like your address, email address or mobile number.
 - Think carefully before posting pictures or videos of yourself. Once you’ve put a picture of yourself online most people can see it and may be able to download it, it’s not just yours anymore.
 - Keep your privacy settings as high as possible
 - Never give out your passwords
 - Don’t befriend people you don’t know
 - Don’t meet up with people you’ve met online. Speak to your parent or caregiver about people suggesting you do
 - Remember that not everyone online is who they say they are
 - Think carefully about what you say before you post something online
 - Respect other people’s views, even if you don’t agree with someone else’s views doesn’t mean you need to be rude
 - If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately.
- Assign students to create skits about various safety rules. If possible, film skits and play back to class.

Assessment Idea

- Participation in class discussion.
- Completion of worksheets in KidsHealth.Org *Personal Safety- Strangers and 911 Teacher’s Guide* or the *Home Safety With Rover Activity Book*.

References

- KidsHealth.Org *Personal Safety – Strangers and 911 Lesson*
http://kidshealth.org/classroom/prekto2/personal/safety/strangers_911.pdf
- *Home Safety With Rover Activity Book*
<https://www.safekids.org/sites/default/files/documents/activity-book-home-safety.pdf>
- *Street Smart/Think First Video* <https://www.youtube.com/watch?v=1qFUH6jIldA>
- *Smart Choices Curriculum Grade 3*
<http://www.youthsafenb.ca/en/smartchoices/pdf/smart%20choices%20grade%203.pdf>
- *Staying Safe Online/Safety Net Kids Tip Sheet*
<http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/>

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

EMPHASIS ON LITERACY

- ✓ Problem solving
- ✓ Reflecting
- ✓ Predicting
- ✓ Participating in safety activities

Activity 10: Safety rules!

Everyone lives with rules. Not everyone likes rules, perhaps because not everyone knows why certain rules are in place and what they do to protect us. In this activity, students will be exploring why we have rules and relating the concept to their own lives. They are called upon to think about the potentially dangerous situations and set some safety rules. This is a life skill that, if well developed, can prevent injuries in all areas of their lives.

Getting started

Understanding rules: why do we have rules?

1. Class discussion

Ask: What are some decisions you make or rules you follow every day that help keep you safe? (e.g. cross the street at the corner or with the crossing guard; don't talk to strangers; tie my shoes)

Ask: What are some rules that your parents make for you that help keep you safe? (e.g. don't let me go out by myself at night; wear a seat belt in the car)

Ask: What are some decisions you have made in the past that could have resulted in you being hurt? (e.g. I climbed a ladder without supervision; I ran on icy sidewalks)

Ask: What are some choices you can make today that will keep you healthy and safe in the future? (e.g. eating healthy food; not touching chemicals without permission, not touching sharp knives)

2. Classroom safety mural

Use post-it notes or construction paper for students to write down safety rules and put them on a mural. These can be reviewed as a regular class routine. Younger students may want to draw pictures, which can be used to create a collage of drawings of safety rules.

Rules brainstorming

Before a NEW activity (art project, field trip) have students brainstorm three rules that will apply to that activity. Have everyone agree on those rules and understand the consequences of not following them.

When the activity is completed, have the class determine if the safety rules were all followed. Those who have followed the safety rules or showed leadership in making sure that others followed them can receive a safe student certificate.

Congratulations for being a safe student!



This certificate is presented to:

In recognition of: _____

Signed: _____

-- Making safe choices is smart --