



SAFETY

K-8 Science Unit Study



THE GOOD AND THE BEAUTIFUL

SAFETY

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Unit Information



Journal

All of The Good and the Beautiful science units include activities for a science journal. The Safety Unit also uses journal pages. You can include the safety journal pages with the science journal pages or keep them separate. For each child, prepare a 1" to 2" 3-ring binder to function as his or her science/safety/health journal. Tabbed divider pages can be used to separate the different units. Also, have wide-ruled paper and blank white paper on hand for journal activities. All completed journal activities are to be kept in the science/safety/health binder. You may also consider having children create a cover for their journals, which they insert under the clear cover of the binder.



Science/Safety Wall

All of The Good and the Beautiful science/safety units include vocabulary words to be placed on your science/safety wall, which is a wall in your learning area on which you can attach the vocabulary words and other images. ***Print and cut out the vocabulary word cards at the beginning of the unit.*** The course will indicate when to place them on the wall.



Lesson Mini Books

Some lessons in this unit incorporate safety mini books that require very little assembly. To make your mini books, simply print the pages single-sided, cut them in half along the dotted lines, stack the pages together in the right page number order, and staple twice along the left side.



Lesson Preparation

All of The Good and the Beautiful science/safety/health units include easy-to-follow lesson preparation directions at the beginning of each lesson.



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Supplies Needed

Lesson 1

- A timer

Lesson 2

- A pencil
- A piece of yarn
- A magnet
- 13 metal paper clips
- OR (in place of the supplies listed above) a straw for each child
- A bag of microwave popcorn (uncooked)

Lesson 3

- A plate of whipped cream for each child
- Two graham crackers for each child
- A whiteboard and dry erase marker

Lesson 4

- None

Lesson 5

- Crayons, colored pencils, or markers
- A blank sheet of paper for each child
- A small wooden plank (4–6" wide and at least 8" long) (optional)
- Two nails (optional)
- A hammer (optional)
- A rubber band (optional)
- Tape (optional)
- A paper clip for each child (optional)

Lesson 6

- Kitchen items (see lesson)
- Snack ingredients (see lesson)

Lesson 7

- An empty two-liter bottle
- A balloon
- Six toothpicks
- Tape
- A straw for each child

Lesson 8

- Scissors for each child
- A gluestick for each child
- Crayons or colored pencils

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Notes About This Unit

Field Trip Ideas

If possible, take a field trip to a fire station and/or police station.

A Note on the Body Safety Lesson

Lesson 4 includes a general lesson about body safety. We believe the primary responsibility to teach children about intimacy lies with the parent and is often best done one-on-one with the child. These more specific and in-depth types of conversations are not included in this lesson, but we encourage parents to have these conversations often with their children as each child is ready. The Good and the Beautiful *Maturation and Sexual Reproduction* unit is a great Christian resource for teaching children about God's beautiful design for body development and reproduction.

Rule #5

Always have an adult's permission before cooking.

Rule #6

If something pops up on a device that is inappropriate or makes you feel uncomfortable, turn it off or look away, walk away, and tell your parents or a trusted adult.

Rule #7

If you see a gun where it shouldn't be:

1. Stop!
2. Don't touch it!
3. Go tell a trusted adult.

Lesson 1 - Fire Safety

Objective

Help children learn about fire prevention and what to do in case of a fire.



Preparation

- Cut out the “Safe or Not Safe” strips.
- Cut out the “Fire Safety” cards.
- Set up a tablet, computer, or other device with a fire alarm sound effect. You can search for one on YouTube or just use your voice.

Supplies Needed

- A timer

Read to the children:

What are some ways that fire can bless our lives?

Pause for answers. It is a resource that provides us with light and heat. With it, we can cook food, heat our homes, and even enjoy spending time with family and friends around a campfire roasting marshmallows.

Fire is a wonderful thing, but it can also be very dangerous. It is important to learn how to be safe with fire so that it does not hurt us. Even just a spark from a small fire can end up burning down a whole forest or an entire home.

Fire Safety Activity Cards

Lay out the fire safety cards. As you read the next section, have a child try to find the card that corresponds with the text you are reading (do not read the headings aloud) and have him or her hold the card up for all to see.

Matches, Candles, Etc.

The most important thing you can do to prevent destructive fires is to never play with fire, matches, firecrackers, or lighters without an adult.

Also, blow out candles when you leave a room, and never leave a stove or oven unattended.

Smoke Alarm

A smoke alarm can detect smoke and warn you to get out of a home or building.

Fire Escape Plan

Having a plan about what to do if you have a fire in your home is very important. Knowing where the exits are in your home and knowing where to meet your family once you get outside is part of a Fire Escape Plan.

Exit Immediately

If you find yourself in a burning building, never hide. Leave the building as quickly as you can.

Crawl to Avoid Breathing in Smoke

Breathing in smoke is very harmful to your body. Smoke rises upward. So, if you were in a room filled with smoke, what do you think would be the best way to travel through the room? Pause for answers. Since smoke rises, you will breathe in less smoke if you are nearer to the floor. Crawling on your hands and knees is a great way to get past the smoke.

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- | If the room is filled with smoke, crawl on your hands and knees.
- | Have working/functional smoke alarms in your home.
- | Practice your fire escape plan with your family.
- | Feel a door to see if it is hot before opening it.
- | If you see a fire, call 911.
- | If your clothes or hair catch fire, STOP, DROP, and ROLL.

NOT SAFE

- | Hide if you find yourself in a room with fire.
- | Hurry to grab your favorite toys before leaving a burning building.
- | Play with fire, matches, or a lighter.
- | Go back inside a burning building.

Lesson 2 - Water and Electricity

Objectives

Help the children recognize electrical hazards around their home and community and understand ways to stay safe with electricity and lightning. Also, help the children learn rules to keep them safe around bathtubs, pools, and natural water sources.

Preparation



- See “Preparation Before Lesson” under the “Activity: Fishing for Safety” heading below.
- Two pages of fish are included in this lesson. Cut out the fish.
- Cut out “Safety Scavenger Hunt Clues.” Be sure to place them in the appropriate places around the house BEFORE the lesson begins.
- Assemble the mini book *Lightning Safety* and place it with Clue #6.

Supplies Needed

- A pencil A piece of yarn A magnet
- 13 paper clips (OR a straw for each child may be used in place of the previous supplies)
- A bag of microwave popcorn (uncooked)

Read to the children:

Today we are going to learn about two wonderful things in our world: water and electricity. Both of these things are incredible resources for us, but they can also be dangerous if we do not know and follow a few simple safety rules.

Water surrounds us in many ways and places. Where are some different places that we find water?

Pause for answers. Make sure bathtubs, pools, and natural sources of water, like lakes and streams, are mentioned. Water is important for life, and it can also provide fun and recreation for us. It is important to learn how to be safe around water so that we don't drown.

Activity: Fishing for Safety

Preparation Before Lesson

Cut out the “Safety Fish” and put a paper clip onto each fish. Make a fishing rod by tying a piece of yarn to the end of the pencil. Tie a paper clip to the other end of the yarn, and attach the magnet to the paper clip.

OR

Use a straw for each child in place of the fishing rod and do not put paper clips on the fish.

Activity

Have the children scatter the fish on the ground or table. Have the children take turns catching fish with their fishing rod and then reading the safety tip. (If you chose the straw option, have each child take turns catching fish by sucking through the straw to lift the fish off the table or floor.)

Read to the children:

What should you do if you see someone who is drowning or who needs help in the water? Pause for answers. There are three simple steps. First, call for help. Second, throw out a flotation device or hold out a long stick to them. Third, call 911 if needed. **Have the children repeat the three steps with you, as they count by holding up their fingers. What if you need help in the water? Pause for answers.** First, try to

remain calm. Second, call out for help. Third, roll over and float on your back as you wait for help.

Activity: Safety Rules



Discuss and place Safety Rule #2 on your science/safety wall.

Rule #2

Read to the children:

What is electricity? **Pause for answers.** Electricity gives power to our homes. With it we can turn on lights, charge phones, and plug in computers, micro-waves, stoves, and refrigerators. Electricity helps us in many ways, but it can be dangerous too. By following a few safety rules, you can learn to be safe around electricity. We will learn about these safety rules through a scavenger hunt.

Activity: Scavenger Hunt and Mini Book



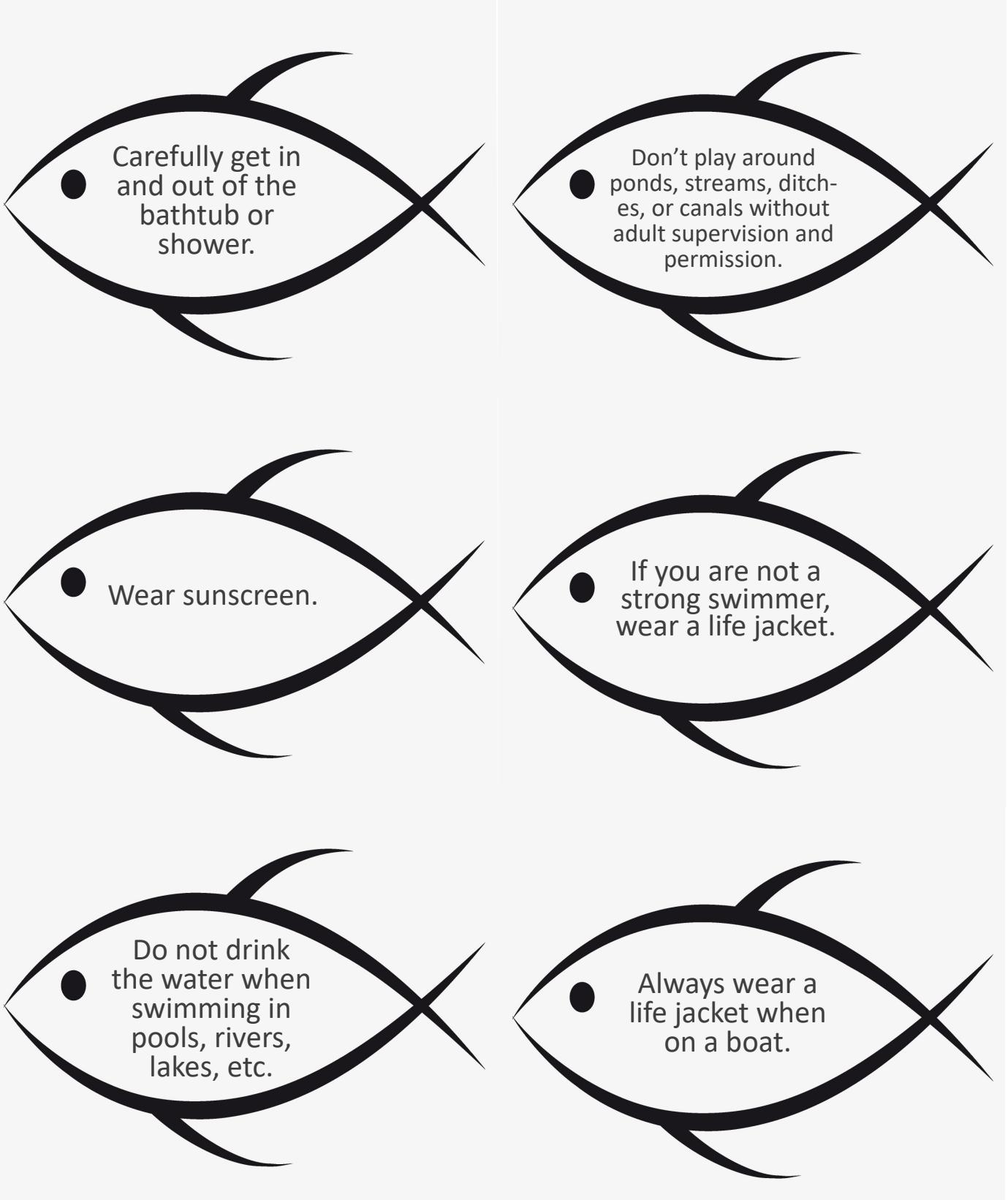
Be sure you have already placed the “Scavenger Hunt” cards around the home in the appropriate places as noted on the “Scavenger Hunt” page. Give the children Clue #1. Have a child read (or read to them) the first clue. Have the children find the next card and read the facts before reading the next clue. Continue until all the cards have been found and you finish with the microwave treat. Note: Read the *Lightning Safety* mini book to the children when they find Clue #6.

Activity: Safety Rules



Place Safety Rule #3 on your science/safety wall.

Rule #3

- 
- Carefully get in and out of the bathtub or shower.
 - Don't play around ponds, streams, ditches, or canals without adult supervision and permission.
 - Wear sunscreen.
 - If you are not a strong swimmer, wear a life jacket.
 - Do not drink the water when swimming in pools, rivers, lakes, etc.
 - Always wear a life jacket when on a boat.

Scavenger Hunt

Clue #1:

When you set the table for a meal,
Do not forget a place for me.
Eating with me helps you pick up
food
And keep your fingers clean.

FACTS:

- Metal is a conductor. A conductor allows electricity to easily pass through it.
- Be sure to never stick metal forks or other objects into an outlet.

Clue #2:

You come here to clean up,
Wash your hands and your face,
Brush your teeth, do your hair,
This is the wash-up place!

Clue #1: Give to the children to begin the hunt.

Clue #2: Hide in a silverware drawer.

FACTS:

- Electricity is dangerous near water.
- Be sure to keep electrical cords away from sinks, bathtubs, and other water sources.

Clue #3:

I am on the walls all around your home,
Bringing in light and electricity.
I have two eyes and an open mouth.
Please be sure not to poke at me.

FACTS:

- Never stick your fingers or other items, especially metal objects, into an electrical outlet.

Clue #4:

On hinges I swing open and closed.
I have a knob and a lock.
I keep my family safe inside.
If you can't open me, just knock.

Clue #3: Hide near a bathroom sink.

Clue #4: Hide near an outlet.

LIGHTNING SAFETY

Image by Sueli Krapf

Lightning is fascinating and even beautiful to watch, but it can be very dangerous. A strike of lightning can be fatal or cause lifelong injuries. Knowing and finding a safe place to be during a thunderstorm is vitally important.



Image by Griffin Storm

Lightning is attracted to tall objects. Lightning is also attracted to metal and water; these materials are called conductors. The safest place to be during a thunderstorm is inside a building or in a car. If you cannot get inside, then stay away from tall objects like trees and power poles. Also, stay away from bodies of water like lakes and swimming pools. Avoid being the tallest object by staying out of open fields and stand with your feet together to reduce injury.



Image by Paul Heinrich

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Image by Maxime Raynal

If you are outside in a flat place, crouch down with both feet on the ground in the lowest possible safe spot. Do not lie down; a current from a nearby lightning strike can pass through your body. This amazing creation is incredible to watch but is not safe to be around. When thunder roars, head indoors.

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Lesson 4: God Gave Me a Body

Objectives

Help the children recognize that their bodies are special and need to be protected. Also, learn about strangers and what to do if the children are faced with a stranger or a situation that is not safe.



Preparation

- Assemble the mini book *God Gave Me a Body*.
- Print and cut out the “Role Play” strips included in this lesson.

Note: This lesson should be taught by parents or with the permission of parents. If you are teaching in a school or group setting, consider sending a copy of this lesson home to parents for preapproval, or have parents teach the lesson at home instead.

Read to the children:

God created our bodies. Our bodies are special. God gave us our eyes to see the beauties around us. He gave us our minds to think and to reason. He gave us our ears to listen and hear, and our hands to create things and to love and help others. With our legs, we can run and jump and play. Our bodies are incredible. God created our bodies in His own image. While we are on earth, we get to learn how to use our bodies for good. This involves learning how to keep our bodies safe and healthy.

Mini Book



Read the mini book *God Gave Me a Body*.

Read to the children:

If anyone wants to touch or see the private areas of your body, whether it is a brother, sister, friend, babysitter, teacher, coach, relative, stranger, or anyone else, say, “No!” and get away. Then tell a parent or trusted adult. Someone who wants to touch you in this way, or wants you to touch them, might use bribes, lies, or threats to get you to do what they want you to do.

Activity: Safety Rules



Discuss and place Safety Rule #4 on your science/safety wall.

Rule #4

Discussion: Bribes, lies, and threats

What is a bribe? Pause for answers. A bribe is different than someone giving you a treat or reward for doing something good. A bribe is when someone offers money or treats to get you to do something that you don’t feel good about or you know is wrong.

What is a lie? Pause for answers. A lie tries to convince you that something is okay when it really is not. Someone who lies may even threaten you.

What is a threat? Pause for answers. A threat is when someone uses words to try to scare you into doing something. If someone has touched the private areas of your body or made you touch his or hers, he or she may use threats so that you will keep it a secret. If you have been hurt in this way, keeping it a secret will not keep you safe, even if the person who hurt you tries

to convince you that it will. Tell a trusted adult. You will never be in trouble if someone has touched your private parts or made you touch his or hers, even if it has happened more than once. You are just a child, and the one who made you do it is the one who is at fault. Telling an adult will help you feel better and will keep you and other children safe. You might feel scared or nervous to tell an adult, but as soon as you do, you will feel much better. Tell an adult if someone asks to touch your private parts or tries to, even if you did not let them. Also, tell an adult if someone shows you his or her private parts or wants you to show your private parts, even if no touching is involved.

If a person who touched you threatens that he or she will hurt you or your family if you tell anyone, don't believe that person. Tell an adult. If a person tells you the lie that you will be in trouble if people find out, don't believe that person. Tell an adult. Don't believe any lie or threat that person says. And remember, it is never your fault. You did not do anything wrong.

If a friend or sibling tells you that someone touched their private parts, you should always tell an adult, even if they don't want you to tell or even if they made you promise not to tell. It is always right to tell an adult, and telling an adult will always help them.

Discussion

What are some words you could use to describe how you feel when you are safe? **Pause for answers.** Good! Happy, confident, warm, loved. These are all ways that we feel when we are safe.

What are some words to describe how you feel when you are in danger, or something is not safe or not right? **Pause for answers.** Yes, we feel, sad, bad, confused, hurt, icky, nervous, alone, scared, or uncertain.

If we pay attention to how we feel, it can help us to make safe and good choices.

Read to the children:

God has given each of us the gift of agency. Agency is the power to choose. Choosing to follow God brings joy. Disobedience and sin brings sadness. Some people make choices that are very bad, and their bad choices can hurt other people. While most people that surround us are good, it is important to know

that not everyone makes good choices with their agency. We cannot tell what kind of choices someone may make because of the way they look or even because we know them. So, it is important to pay attention to how we feel so that we can remain safe.

A stranger is anyone who we do not know. If you are not with your parents and need help, or if you became separated from your parents, who is a stranger that you could trust? **Pause for answers.** [A mom with children, police officers, firefighters, librarians, or store clerks.]

Read to the children:

While most people are good, there are some strangers who are not safe and do not make good choices. These people are "tricky people" because they want to trick you into thinking they are nice. Knowing a few tips can help you stay safe.

- Adults (that you don't know) don't ask kids for help; they ask other adults for help. If an adult you don't know is asking you for help to find or get something, this person is a tricky person. Don't say anything and move away or say you are going to get your parents to help as you move away. Run to tell your parents or another trusted adult.
- Never leave somewhere with someone you don't know. Always ask your parents before going somewhere, even if it is to play with your friend next door.
- Do not take candy, treats, or money from someone you don't know when your parents are not with you.
- If you think a car is following you, run to the nearest safe person or safe place. Sometimes that means you turn around instead of continuing the way you were going.
- Have a buddy. When using a public restroom, playing outside, or going somewhere, take a buddy rather than going alone. A buddy is a friend or family member you trust.
- Create a password that is used when someone other than your mom or dad picks you up. Don't

go with someone unless that person knows the password.

- Trust your feelings. If you ever feel like something is not right or not safe, go to an adult you trust.
- If someone grabs you or tries to take you away, scream and yell, “Help! This person is trying to take me!” You are allowed to bite and kick to get away and run for help.
- If you are alone for some reason near a public bathroom or anywhere else and you feel someone might be following you or making you uncomfortable, it is helpful to be loud. Say “Hey! Get away from me!” or “Hey! Don’t follow me!” Tricky people do not like to be confronted or have attention drawn to themselves.

Activity: Role Play

Have the children take turns acting out the “Role Play” strips. You will need one person to be the stranger, and another to be the child. Read the “Setting” out loud. Then give the card to the stranger so that person can read the role and act the part. Have the child respond with a safe choice. Make it fun.

God Gave Me a Body



"So God created man in his own image, in the image of God created he him; male and female created he them." (Genesis 1:27)

Our bodies are glorious gifts from God. He created each of us with divine attributes.

God wants us to protect and take care of our special bodies.



An important way to protect your body is to not allow anyone to touch your body in places that are covered by your underwear or swimsuit. These are private areas of your body. If someone ever tries to touch you in one of these areas, or if they ask you to touch them, tell them, “No!” in a strong, loud voice and get away. Then tell a parent or trusted adult. You will not get in trouble for telling. Telling a parent or trusted adult will help you be safe and feel happy.



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God loves you. He has given you this beautiful body to accomplish great things. As you make choices to protect it, you will feel happy, safe, and confident.

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ROLE PLAY

| *Setting:* You are walking home from your friend's house, and you notice that a car
| seems to be following you.

| *Setting:* You are playing at the park.

| *Stranger:* Walk up to the child and offer the child some candy.

| *Setting:* You are playing in front of your house.

| *Stranger:* Walk up to the child and ask the child to help you find your dog.

| *Setting:* You are playing outside.

| *Stranger:* Drive up in your car, stop in front of the child, and say, "I am taking some
| packages to your neighbor's house. Could you help me get them out of my car and
| take them over there?"

| *Setting:* You are waiting for your parent to pick you up from an activity.

| *Stranger:* Drive up and ask the child if he or she would like a ride home.

| *Setting:* You are playing in front of your friend's house.

| *Stranger:* Walk up to the child and say, "Your mom got hurt and is at the hospital.
| She wanted me to come and take you to her. Come with me, and I'll drive you there."

| *Setting:* You are playing outside.

| *Stranger:* Drive up and ask the child for directions to the grocery store. When the
| child responds, tell them, "Sorry, I can't hear you. Come a little closer."

911 Scenarios

You are at your friend's house, and your friend dares you to call 911.

You are outside of your house, and it is on fire.

לְבָנָה בְּנֵי יִשְׂרָאֵל וְבָנָה בְּנֵי יִשְׂרָאֵל

You are at the park when you see a little girl run into the street and get hit by a car. She is badly hurt.

Your brother fell next to your house
while riding his bike and scraped his knee.

You are at home when the power in your house goes out.

Your babysitter got hurt. She is lying on the ground in your family room and is not moving and cannot talk.

and you don't know what time it is.

There is a stranger in your house, and your parents do not know.

Your dad was putting up Christmas lights on your house. He fell off

the ladder and cannot get up or talk to you, and he is bleeding a lot.

Lesson 6 - Kitchen and Cooking Safety

Objectives

Help the children identify safety concerns and possible hazards in the kitchen. Also, help the children practice safely preparing a snack.



Preparation

- Print and cut out the five “Safety Concerns” word slips.
- Prepare Safety Hazard circles as described at the end of the “Safety Concerns” activity.

Supplies Needed

- Kitchen items (See the “Safety Hazard” circles)
- “Snack Ideas” included at the end of the lesson

Vocabulary Wall



Review the Safety Rules that you have put on the science/safety wall so far in the unit.

Read to the children:

Cooking in the kitchen can be fun, and it is a very useful skill, but there are also things in the kitchen that can be dangerous. Learning some safety rules for the kitchen can help you be safe while you enjoy cooking in the kitchen.

Activity: Safety Concerns

Before Lesson Preparation

Cut out the “Safety Hazard” circles and place them around the kitchen in the appropriate places as noted on each circle.

Activity

Help the children identify the five safety concerns by reading each of the “Safety Concerns” slips and

placing them on the table. Then explain to the children that you will be walking through the kitchen to find safety hazards. When a child finds a yellow hazard circle, read the hazard and then place it under the matching safety concerns slip (burns, fire, cuts, falls, or bacteria) on the table.

Activity: Safety Rules



Discuss and place Safety Rule #5 on your science/safety wall.

Rule #5

Activity: Prepare a Snack

Choose a snack from the ideas on the last page of the lesson. Be sure to point out and follow the safety protocols learned in the lesson.

Peer Pressure Scenarios

| Your mom made some cookies and left
| them on the counter to cool. She told
| you that they are not to be eaten now
| because they are for a special family night
| treat. She left the room, and your brother
| says, "Come on, she won't notice if two
| of them are gone. Let's eat one now!"

- | You are outside playing with a group of friends. You are all climbing a tall tree.
- | Then one of your friends says, "Hey, I bet you can't climb to that branch way up there!" The branch is very high and quite thin. "Come on, don't be a chicken!" they all start to shout.

- | Your friend wants to watch a movie that you know you shouldn't watch. She tells you that if you won't watch the movie with her, she won't be your friend any more.

The figure consists of a series of horizontal lines. At the top, there are seven dashed horizontal lines of equal length, arranged in a slightly irregular pattern. Below these dashed lines is a single solid horizontal line. This solid line is positioned such that its upper edge aligns with the bottom of the third dashed line from the left.

| There is a group of boys that you really
| want to be friends with. They tell you that
| you can join their club if you eat a piece
| of gum that is on the park bench.

Lesson 8 - Gun Safety

Objectives

To help children understand the importance of gun safety rules and what they should do if they come in contact with a firearm. No matter what your stance is on gun ownership, and regardless of whether or not you have a gun in your home, it's important to teach all children about gun safety.



Preparation

- Print a copy of the Gun Safety Lapbook (2 pages) for each child.

Supplies Needed

- Scissors for each child
- A glue stick for each child
- Colored pencils, crayons, or markers

Vocabulary Wall



Review the Safety Rules that you have put on the science/safety wall so far in the unit.

Read to the children:

Today we are going to learn about a specific type of tool and some easy rules to keep you safe. Do you know what a tool is? A tool is an object, usually held in your hand, that is used to perform a specific task. **Have the children name a tool and ask them what the tool's purpose is. How do we use it? Pause for answers. How does it help us? Pause for answers. Is it possible to misuse this tool or hurt people with it? Pause for answers and repeat the exercise with various tools.** These tools are all useful, but they can also be dangerous. We know that knives and other items can hurt people if they are not used properly, so we have rules for each item to keep us safe. **Discuss your family rules such as: not using knives without your parent present or to ask a parent before using tools, etc...**

There is a specific tool that we need to be especially careful around. Guns are useful in many ways, but they can hurt and even kill if important rules are not followed. First, let's think of ways in which guns can be used and who uses them. **Discuss police officers, military personnel, hunting, target shooting, and other uses according to the views and experiences of your family.** If your family has guns, discuss how you safely store them and what an unsafe versus safe gun in your home looks like. Because guns can be dangerous, you should never be in the same room as a gun without an adult there with you or without their permission. This is to keep you safe!

Let's talk about what to do if you see a gun.

Activity: Safety Rules



Discuss and place Safety Rule #7 on your science/safety wall.

Rule #7

Gun Safety Lapbook

