

SAFETY

3-8 Science Unit Study



THE GOOD AND THE BEAUTIFUL

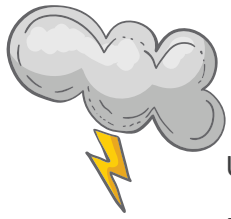
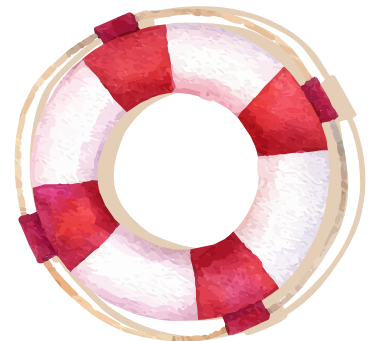


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UNIT INFORMATION

Student Journal



All The Good and the Beautiful science units include activities in a student journal. Each student should have his or her own student journal, and the parent or teacher will direct the student regarding when to complete the activities in the lessons. This book can be purchased by going to **goodandbeautiful.com/science** and clicking on the *Safety* unit link.

Science Wall



All The Good and the Beautiful science units include vocabulary words to be placed on your science wall, which is a wall or tri-fold presentation board in your learning area on which you can attach the vocabulary words and other images. Cut out the vocabulary word cards at the beginning of the unit. The course will indicate when to place them on the wall.

Lesson Preparation



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

Activities



Many of The Good and the Beautiful science lessons involve hands-on activities. An adult should always closely supervise children as they participate in the activities to ensure they are following all necessary safety procedures.

Unit Videos



Some lessons include videos that were created by The Good and the Beautiful. Have a device available that is capable of playing the videos from **goodandbeautiful.com/sciencevideos** or from the Good and Beautiful Homeschooling app.

Content for Older Children



Some lessons include extra content that is more applicable for older children (grades 7–8). Parents or teachers may choose to skip this content if instructing only younger children.

Content for Younger Children



Some lessons include extra content that is more applicable for younger children (grades 3–6). Parents or teachers may choose to skip this content if instructing only older children.

Versions

Good safety practices are updated over time. This course is reviewed and revised periodically to keep information as up-to-date as possible. This version is the second edition of this unit.

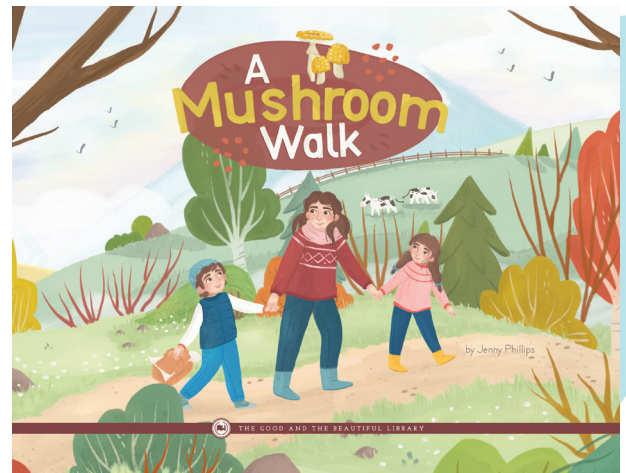


READ-ALOUD BOOK PACK

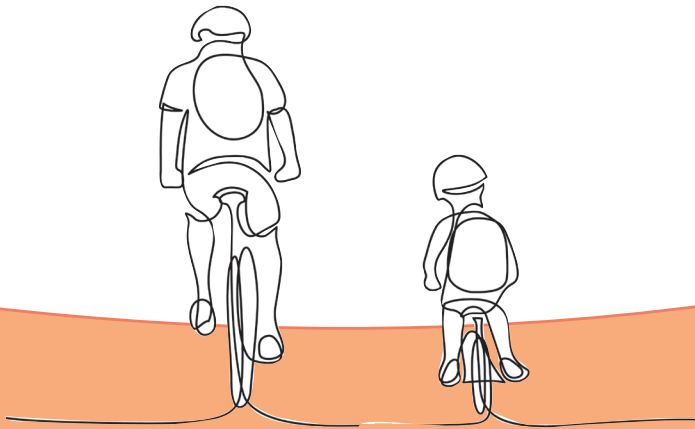
The books below are optional read-aloud books that complement this unit. These books can be purchased as a book pack by going to goodandbeautiful.com/science and clicking on the *Safety* unit link.



The Turn Away Game: A Gentle Book About Pornography
By Jenny Phillips



A Mushroom Walk: A Gentle Book About Sexual Abuse Safety
By Jenny Phillips



CORRELATED BOOKS

The Good and the Beautiful Library has several books that correlate well with the *Safety* unit. It can be a wonderful experience for children to read books at their levels that are related to the subjects they are learning. The library includes both fiction and nonfiction books organized according to reading level. Find the Correlated Books by going to goodandbeautiful.com and clicking on the *Safety* unit product page.

GRADES 7-8 LESSON EXTENSIONS

How the Extensions Work

Each lesson has an optional lesson extension for children in grades 7–8. Complete the lesson with all the children, and then have the older children complete the self-directed lesson extension. These extensions are located in the *Grades 7–8 Student Journal*.

Answer Key

The answer key for the lesson extensions can be found on the free Good and Beautiful Homeschool app in the science section. Visit goodandbeautiful.com/apps for information on accessing the app. The app can be accessed from a computer, phone, or tablet.

Flexibility

The amount of time it will take to complete each lesson extension will vary for each child. The average time is about 10–15 minutes per extension. Parents, teachers, and children may choose to omit parts of the lesson extension if desired. Encourage the children to stretch their capabilities, but also reduce work if needed.

Taking Notes

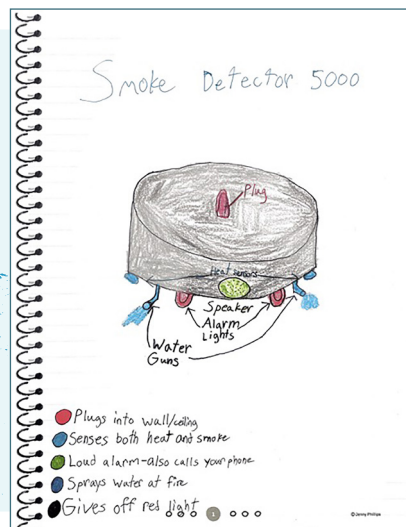
Some of the grades 7–8 lesson extensions have the children summarize the material read. Teach the children to look for key information, summarizing the most important points. Students can also add notes with their thoughts and the facts that are most interesting to them.

Optional Grades 7–8 Reading Book

We recommend *Cyber Safety Questions & Answers Book* as extra reading for students in grades 7–8. This book can be purchased by going to goodandbeautiful.com/science and clicking on the *Safety* unit link.



Cyber Safety Questions & Answers Book
By Molly Sanchez



SUPPLIES NEEDED

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You will need the following supplies for activities.

Lesson 1

- Tape
- 10 plastic cups
- A few pieces of paper

Lesson 2

- A match or a candle and a lighter
- 1 pencil per child
- 1 ruler per child
- Several star stickers per child
- Colored pencils or markers

Lesson 3

- A hair dryer or another electric device that would normally be found in the bathroom

Lesson 4

- 1 balloon per child, inflated, with end tied
- Wintergreen round breath mints
- Mirror
- Pliers
- An electrical device with a cord and plug, such as a lamp
- Flashlights
- Candles and matches (optional)
- A simple board or card game (optional)

Lesson 5

- Crayons or colored pencils
- Glue or glue stick

Lesson 6

- Sidewalk chalk

Lesson 7

- Tape
- Blank sheet of paper for each child
- Crayons, colored pencils, or markers
- Cell phone

Lesson 8

- 2 bananas
- Pint of strawberries
- Toothpicks
- 1 bag (12 oz) semisweet or milk chocolate chips
- 1 Tbsp coconut oil or vegetable shortening
- Parchment paper
- Cookie sheet pan
- Sharp knife
- Microwaveable bowl
- Cutting board

Lesson 9

- 1 game marker for each player (an eraser, coin, small toy, etc.)
- 1 dice

Lesson 10

- none

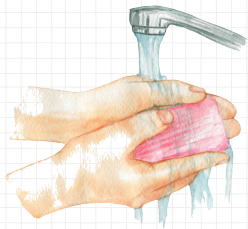


Instructions: Cut out the vocabulary cards in this section. Place them on your science wall when prompted to do so in the lessons. Review the vocabulary words several times during this unit and, if desired, at various times throughout the school year.

Safety



actions taken to remain free
from harm or danger



Prevention

the act of stopping something or
ensuring something does not happen

Fire Escape Plan

directions for exiting a building
safely during an emergency



Flotation Device

an object that floats in water and is used
to prevent the wearer from drowning

Fire Safety

Objective

Help the children learn about the benefits and risks of fire and how to respond in case of an emergency.



Preparation:

- Have a smoke-alarm sound effect ready to be played. You can use your own smoke detector test button, your voice, or a device that can play the sound from the internet. (optional)

Activity Supplies:

- A match or a candle and a lighter
- 1 ruler per child
- Colored pencils or markers
- Several star stickers per child
- 1 pencil per child

□ What's That Smell?

Take a match or candle, light it, and then blow it out to create a burning smell. Read to the children: Close your eyes and sniff the air. This is the smell of something burning. It is what you will smell if there is a fire nearby. Have you ever noticed this scent? What was happening? [blowing out a candle at a birthday party or sitting around a campfire] Fire can be a blessing in our lives as a resource that provides us with light and heat. With it we can see when it is dark, cook food, heat our homes, and roast marshmallows with our families.



Can you think of a time when it would not be good to smell something burning? [a house on fire or something burning on a stove] Fire is a wonderful thing, but it can also be very dangerous. It is important to learn how to be safe with fire to keep ourselves and others around us safe. In this lesson you are going to learn how to prevent fires and what to do just in case you are ever in danger from a fire.



□ Prevention Is Key

Read to the children: Benjamin Franklin once told a group of fire victims that “an ounce of prevention is worth a pound of cure.” The word **prevention** means the act of stopping something from happening. Prevention is the best way to help us stay safe, especially when it comes to fire.



□ Science Wall: Vocabulary Words



Place the vocabulary cards **PREVENTION** and **FIRE ESCAPE PLAN** on your science wall. Read and discuss the words and their definitions.



2. **Get out.** Never hide where an adult can't find you. Get out of the house or building as quickly as possible. Follow the escape plan and head straight to the family meeting spot. If you can't get out of the room you're in, lie down on the floor near the window so a firefighter can easily find you.
3. **Stay out.** This is very important—do not go back inside the house for any reason.
4. **STOP, DROP, and ROLL.** If your clothes catch fire during your escape, stop moving, drop to the ground, and roll around to put out the flames.

□ Race the Fire! Activity



Read to the children: Now you are much better prepared just in case a fire ever happens! It is time to put your knowledge to the test. We are going to do a few fire drills.

A *drill* is a practice test of our new fire escape plan, and our family needs your help to remember that we should have fire drills every few months.

The first drills will be calm and slow. We will practice coming from different areas of the house, staying low, finding the exits, and meeting at our meeting spot. The final drill will be a race!

□ Carbon Monoxide

Read to the children: Fire is easy to see and feel, and smoke is easy to smell. There is another danger to watch out for, and it can't be seen, heard, or smelled. *Carbon monoxide* is a tasteless and odorless gas that

comes from appliances that burn gas, such as cars, generators, gas fireplaces, clothes dryers, stoves and gas cooktops, grills, lanterns, and furnaces.

Your body can be poisoned by breathing carbon monoxide. Symptoms of carbon monoxide poisoning include headaches, shortness of breath, nausea, dizziness, and exhaustion.

Every building should have a carbon monoxide detector that alerts people when the level of carbon monoxide in the building has become too high. In your house, help your family remember to test the carbon monoxide detector once a month.

If you hear the carbon monoxide alarm, follow these steps.

1. Immediately go outside and breathe fresh air.
2. Call 911 or emergency services.
3. Make sure everyone gets outside.
4. Do not reenter the building until emergency service personnel say it's okay.

□ Lesson 2 Extension



Have children grades 7–8 complete the self-directed Lesson 2 extension titled “The History of Smoke Detectors” in their student journals.



Water Safety

Objective

Help the children learn how to practice safety around different bodies of water.



Preparation:

- Place an unplugged hair dryer or other bathroom-related electric device a few feet away from a bathtub or shower.

Activity Supplies:

- A hair dryer or another electric device that would normally be found in the bathroom

□ Benefits of Water

Read to the children: Which activity do you enjoy more: swimming in a pool or taking a bath? Water is a big part of our daily lives and has many uses. Water is useful for drinking and cleaning, and it can also be used for fun activities such as swimming. There are a few things you need to know about water safety before you put even a toe into any body of water. The first, and most important thing is to always have an adult with you when you are near a body of water, including a bathtub!

□ Bath Safety Inspector Activity



Move the lesson to the bathroom for this activity. Have the children turn to the “Bath Safety Inspector” checklist in Lesson 3 of their student journals. Ahead of

time, place a hair dryer or other electric device in the bathroom a few feet away from the bathtub or shower, but do not plug it in. If teaching only older children, simply review the following numbered safety tips. **Read to the children:** I am going to pretend to run a bath for you, and you’re going to check my bath-time safety knowledge! At the end you can give me a passing or a failing grade. Look at your



checklist. On it is a list of the things you should see me do.

1. Give permission for you to take a bath or shower.
2. Check the area for anything that uses electricity and move it away from the tub.
3. Test the water temperature with my wrist.
4. Offer to help you get in carefully if needed.
5. Stay in the room with you (for younger children) or stay nearby and check in often (for older children).

This activity will be done at least twice. The first time, make several obvious mistakes (e.g., do not move the electric device farther away, do not check the water temperature, do not help the child get in, pretend to leave the room). The second time, if desired, make fewer mistakes. The last time, make no mistakes. The child will put a check mark or an X in each box for each round. At the end of each round, have the child give you a passing or failing grade.



POOL, LAKE, OR BOTH ^{KEY}

Make sure there is an adult watching you.

Always walk. Never run around the outside.

Don't go deeper than your belly button if you're unsure about your swimming abilities.

Immediately get out of the water if thunder is heard or lightning is seen.

Don't play roughly with others in or near the water.

Take lessons to become a stronger swimmer.

Stay away from the drain, especially if it's broken.

Follow the lifeguard's instructions.

BOTH

Watch out for boats and personal watercraft.

Wear a life jacket.

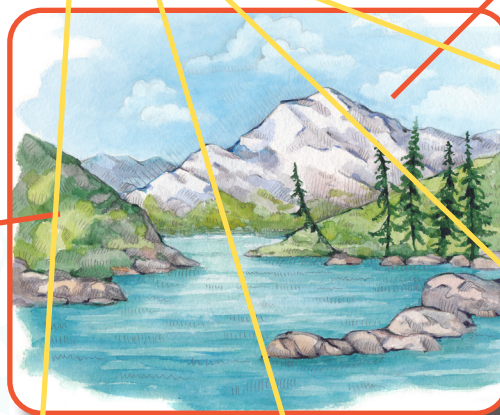
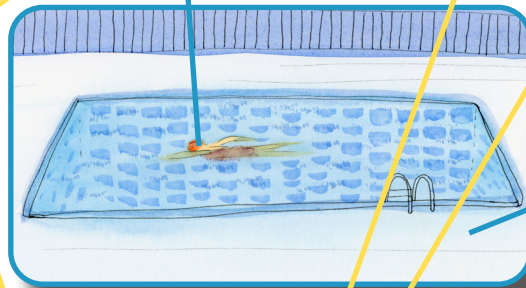
Look out for a sudden drop-off of the ground under the water.

Don't jump in the water to save a friend.

Enter the water feet first.

Don't play breath-holding games.

Get out of the water if you are getting tired or something doesn't feel right.



THE POWER IS OUT PUZZLE

KEY



Natural Disaster Safety

Objective

Help the children learn what happens during natural disasters and how to stay safe in the event that one takes place.



Preparation:

- ☐ Cut out the pictures on the “Evacuation” page in the *Levels 3–6 Student Journal*.

Activity Supplies:

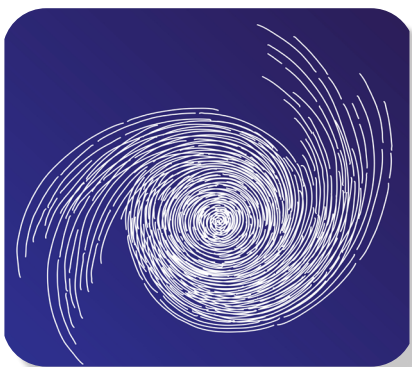
- Crayons or colored pencils
- Glue or glue stick

☐ Preparing for a Natural Disaster Activity



Find a space where the children can move comfortably. Have the children pretend to be a tornado (spin in place), an earthquake (shake vigorously), and a hurricane (turn slowly in circles while wiggling fingers to suggest rain). (Optional: For older children, do this activity as charades. Have one child act out the event and the other children guess which event is being acted out.)

Read to the children: Humans have a natural desire to be in control of everything in their environment, but sometimes nature has other plans. **Natural disasters** are major events caused by forces of nature on Earth that we can’t control. I hope that we never experience a natural disaster where we live, but it’s good to know how to be prepared to handle one, just in case.



☐ Science Wall



Place the vocabulary cards **NATURAL DISASTER** and **EVACUATION** on your science wall. Read and discuss the words and their definitions.



☐ Natural Disaster Map Journal Page



Have the children turn to the “Natural Disaster Map” worksheet in Lesson 5 of their student journals.

Read to the children: Some parts of the world are more likely to experience certain kinds of natural disasters than others. This map will help us understand which kinds of natural disasters might happen where we live. As I read about each kind of disaster, you color in the areas on the map that are more likely to experience it. **Have the children use the key located on the “Natural Disaster Map” page to color in the areas that experience each type of disaster. Some areas may**

Strangers and Tricky People

Read to the children: While most people are good, some people will not want to protect you or your body.

Tricky people might use lies, bribes, or threats to get you to do things, such as convince you to show them your private parts, or to lure you away and take you.

A **stranger** is anyone whom we do not know.



If you are not with your parents and need help, or if you become separated from your parents, who is a stranger that you could trust? [A mom with children, police officers, firefighters, librarians, or store clerks]

Science Wall



Place the vocabulary card **STRANGER** on your science wall. Read and discuss the word and its definition.



Bribes, Lies, and Threats Role-Play Activity



This section is best completed outside. **Read to the children:** Do you know the difference between a lie, a bribe, and a threat? We are going to do an activity to learn more about each of these things!

Draw four large, connected squares on the ground outside with sidewalk chalk or inside with masking tape, in any arrangement. Label each square using chalk or a labeled piece of masking tape with one of the following: **BRIBE**, **LIE**, **THREAT**, and **WHAT TO DO**. Mix up the “Bribes, Lies, and Threats Role-Play Strips” and follow the directions at the top of page 23.



Trust Yourself

Read to the children: What are some words you could use to describe how you feel when you are safe? [happy, confident, warm, loved, etc.] 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? [sad, bad, confused, hurt, icky, nervous, alone, scared, uncertain] When you feel this way, it is important to tell a trusted adult who can help. Don't keep things secret from your parents!

If we pay attention to how we feel and trust ourselves, it can help us to make safe and good choices. If you ever feel unsafe in a situation, run away and tell an adult. What should you do in the following situations? **Read the following scenarios to the children. Discuss possible answers with them.**



- **An adult stranger asks you for help:** [Run away and tell a trusted adult.] Adults don't ask kids for help; they ask other adults for help. An adult that you don't know who asks you for help is a tricky person.
- **An adult stranger tries to pick you up, take you, or asks you to leave with him or her:** [Scream, kick, bite, hit, yell “Help! This person is trying to take me!” and run to tell a trusted adult.] Never leave with someone you don't know. Create a password that only you and your parents know. Anyone who tries to pick you up or take you somewhere should know the password. Always ask your parents before going somewhere, even if it is to play with a neighbor.

• RULES FOR FLYING SOLO •

**DO NOT
ANSWER
THE DOOR**

**DO NOT LEAVE
YOUR HOME
OR YARD
WITHOUT
PERMISSION**

**NO GUESTS
ALLOWED
WITHOUT
PERMISSION**

**DO NOT TELL
ANYONE YOU
ARE HOME
ALONE**

CALLING 911

KEY

Read each scenario below and circle whether you should or should not call 911 in each example.

Your babysitter gets stung by a bee and is having trouble breathing.

Call 911

Do Not Call 911

Your dog has escaped from the backyard and is missing.

Call 911

Do Not Call 911

You are taking care of your little sister. She has climbed to the top of the refrigerator and won't come down.

Call 911

Do Not Call 911

You are home alone and are playing with the alarm clock. It starts to beep and will not stop.

Call 911

Do Not Call 911

You are in the basement when the carbon monoxide alarm goes off.

Call 911

Do Not Call 911

You are with your grandfather when he becomes very pale and grabs his chest. He is having trouble talking.

Call 911

Do Not Call 911

You are wearing your mother's special ring. While you are washing your hands, it slips off and goes down the drain.

Call 911

Do Not Call 911

You get in an argument with your friend and can't decide who's right.

Call 911

Do Not Call 911



Science Wall



Place the vocabulary card **TECHNOLOGY** on your science wall. Read and discuss the word and its definition.



Rules for Safe Media Use Activity



Have the children turn to the “**THINK!**” worksheet in Lesson 9 of their student journals. If teaching only older children, read the text below, and then have them write the letters **THINK** and the main points that follow each letter on a blank piece of paper or on the “Extra Notes” page at the end their student journals.

Have the children trace their left hands and label each finger with the letters **T-H-I-N-K** according to the key at the end of this lesson. Next, they should draw a **watch on the wrist**. Read to the children: There are some important things you can do to keep yourself safe while using the internet, computers, and other devices. Looking at your hand can help you remember the safety rules. We’re going to learn to “**THINK.**” **If the children are able, have them write the rules near each finger as you discuss them. If younger children are participating, have them draw a picture near each finger to represent each rule rather than writing it.**

T: Tell a parent or trusted adult.



If something pops up that is inappropriate or makes you feel uncomfortable or scared, close the screen or put it down, walk away, and tell your parents or a trusted adult.

H: Home address, name, phone number, and other personal information



Never give out your home address, name, birthday, or phone number online. Only share your passwords with your parents.

I: Identify websites and games approved by parents.



Only play games, watch videos, and access websites that your parents know about and have approved. Only email, text, or message people that you know in real life and that your parents have approved.

N: Nice comments



Only post kind, uplifting comments on social media. Only send positive and kind emails and text messages. Do not reply to mean or inappropriate comments.

K: Know before you go.



Never click on something unless you know what it is first. This includes not opening emails from someone you don’t know.

The watch: Remember to watch your time.



It can be very easy to spend too much time on the internet, watching videos, or playing games on electronics. When you use the internet, use it with a purpose. Follow time limits set by your parents or set a limit for yourself.

What Is Peer Pressure? Activity



Have the children sit facing a partner. (You can be a partner if needed.) Have one person make faces and gestures, while the other person “mirrors” them. Read to the children:

When we see someone else doing something interesting or admirable, we may want to imitate (copy) them. But sometimes imitating others is not a good idea, especially



STAND STRONG GAME



THINK!

KEY

Home address,
name, and
phone number

Identify
websites and
videos approved
by your
parents.

Nice
comments

Tell a parent
or trusted
adult.

Know before
you go.

Watch
your time.

