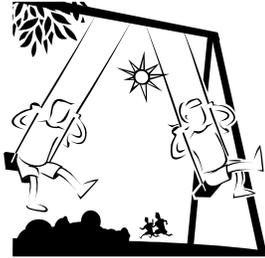


# ***Brain Injury Prevention and Awareness Lesson Plans***



***Developed by the Brain Injury Association of New Jersey***

***For use in the Camden County Council on Economic  
Opportunity Head Start Program***



This curriculum is made possible through a Public Information Grant from the New Jersey Department of Human Services, Office for Prevention of Mental Retardation and Developmental Disabilities.

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## ***Introduction***

Dear Educator:

Traumatic brain injury (TBI) is the leading cause of death and disability in children and young adults. Fortunately, the majority of all brain injuries can be prevented by following simple safety precautions. With funding from the Office for Prevention of Mental Retardation and Developmental Disabilities, the Brain Injury Association of New Jersey has collaborated with the Camden County Council on Economic Opportunity Head Start program to develop a prevention and education program targeted to parents, teachers and Head Start staff.

The preschool curriculum will encourage prevention strategies and behavioral habits that will help to protect children from sustaining a brain injury throughout their childhood and beyond. As the leading cause of brain injury is related to transportation, the current focus of the curriculum is on being safe on the go. The program emphasizes three high-risk transportation issues (motor vehicle safety, pedestrian safety and helmet safety). The first section involves a simple introduction to the brain and the final section serves as an assessment and review. This curriculum guide includes activity sheets, lesson objectives and additional resources. In the coming years, lesson plans will be added focusing on playground safety, fall prevention, sports injury prevention and violence and abuse prevention. The lessons may be implemented in a series over a period of a few weeks or occur throughout the year when most appropriate for the classroom.

The Brain Injury Association of New Jersey thanks you for your interest in the health and safety of our children. The simple habits you present to the students throughout the lessons can save thousands of lives every year.

Sincerely,

The Brain Injury Association of New Jersey, Inc.

## **Section One: The Brain**

### Lesson One: Learning About the Brain

#### Objective:

At the end of the lesson, the children should be able to 1) identify where the brain is located, 2) understand some basic functions of the brain, and 3) understand the basic need to protect the brain.



#### Materials:

Illustration of the body showing the location of the brain, egg or melon, paper towels, large aluminum platter.

#### Directions:

1. Show the children the illustration of the body. Have children point to their brain. Ask them to knock on their head. “What does it feel like?” “Does it feel like a brain? A skull?” Explain that the hard part of the head is the skull. The brain is inside the skull. The brain is soft and wrinkled and feels like jell-o. The skull’s job is to protect the brain. The brain makes it possible to think, walk, talk, play, remember, and feel happy and sad.
2. Show the children the egg or melon. Tell the children the egg or melon is like their heads. The white shell is hard and protects the soft part inside the egg just like their skulls protect their brains. Explain that if they got hurt and scraped their arms or knees, they would probably need a grownup to clean the scrape and put a band-aid over the scrape to keep it clean and help it heal. Then that scrape would be gone in a few days. Explain that if someone broke their arm or leg, that person would need to go to a doctor. The doctor would put the broken arm or leg in a cast. Tell the children it would take a long time to get better.
3. Explain to the children that a doctor can not fix their heads the way that broken bones and scrapes can be fixed. Hold the egg 2-3 feet above the large platter. Drop the egg onto the platter. Ask the children if the egg can be put back together with a band-aid or a cast. Explain to them that a doctor can not put their heads back together either.
4. Explain to children that the shell of the egg or the rind of the melon is a type of protection to keep the egg or melon safe from harm. Ask children if they can think of an animal that also has a type of protection. Possible suggestions would be a shell on a turtle, antlers on deer, and the needles on a porcupine. All of these are protection. We can protect our brain by wearing a helmet.
5. Help children understand how fragile their head and brain are. They need extra protection in certain situations.
6. Tell the children they are going to be learning about ways to keep their brains safe. Tell the children one way to keep their brains safe is to wear seat belts when riding in cars, pickups, vans, and jeeps. The seat belts

hold them in the vehicle in the event of a crash. Another way to keep their brains safe is to wear a helmet when riding a bicycle, scooter or skates.

Alternate version: If food can not be used in the classroom, other fragile items such as a puzzle of a brain may be dropped. A balloon may also be popped to demonstrate how the brain can not be put back together with a band-aid.

BRAIN



## Lesson Two: Functions of the Brain

Objective: In order for children to understand why their brain needs to be protected, they need to begin to understand the important functions of the brain



Materials: blindfolds (scarves), familiar objects or shapes (crayon, banana, square block, piece of fur), bag

### Directions:

1. Place objects in the bag before beginning the lesson.
2. Discuss with the children that the brain makes it possible for us to think, walk, talk, play, remember, and feel happy and sad. The brain is very important – the most important part of our body. One of the major roles of the brain is our memory. The brain is so smart, it lets us remember things we have seen, felt, smelled, and heard before.
3. Tell children that today they will demonstrate their brain's ability to remember objects they have touched before.
4. With their eyes closed or wearing a blindfold, have children take turns placing their hands into the bag and taking out an object. Ask them to describe what they feel. "Is it hard?" "Is it soft?" "Do you know what it is?" If children have a difficult time, allow them to reach for another item.
5. Discuss with children how they remember things because of their brain. Ask the children to give you a favorite memory. You may start off with a favorite memory of yours. For instance, "I remember the smell of apple pie on Thanksgiving."
6. Explain that our senses (hearing, sight, touch, and taste) all send messages back and forth to the brain. This is what allows our hands to know what it is feeling or our eyes to know what it is seeing. If someone hurts their brain because they fell or were in a crash, they may not be able to remember everything they once did. This is why we need to keep our brain safe. It is sad to not be able to remember your favorite things.

### Lesson Three: Brain Art

Objective: As a completion to the series of lessons on the brain, students will discover through communicating, describing, and reasoning that they need their brains for many things.



Materials: large sheets of white paper or poster board and crayons

#### Background Information:

For this project students will create and present a poster that shows what they have learned about the brain. To help them focus, give them a theme. You (or they) can choose from the list below, or make up another one. When the posters are finished, put them on display. Here are a couple of possible themes:

- I need my brain because \_\_\_\_\_.
- The most important thing my brain does is \_\_\_\_\_.
- Every day I use my brain to \_\_\_\_\_.

#### Directions:

1. Begin by asking the children:
  - Can anyone name something for which you use your brain?
  - What is the most important thing your brain does for you?
2. Instruct students that they are going to make a poster about how they use their brains. Introduce the theme you have chosen.
3. Allow enough time for students to complete their posters.
4. When the posters are complete, have each child present his or her poster to the class explaining why they filled in the blank the way they did. Hang them on display in the room or around the school.

## **Section Two: Transportation safety**

### Lesson One: Safe to School

Objectives: At the end of the lesson, children should be able to identify: 1) three methods they could take to get to school and 2) safety concerns associated with each method.



Materials: How do you get to school? Diagram

#### Directions:

1. Begin by explaining to the children there are many forms of transportation – ways we can move from one place to another.
2. Solicit volunteers to tell you how they got to school this morning. Use the picture sheet provided to help children come up with their answer. Provide additional help if needed, “Did you walk to school today?” “Did you ride in a car?” \*
3. Tell children that we need to continue thinking about being safe as we head to and from school and to all the places we go with our friends and family. Over the next few days (weeks) we will be learning about ways to stay safe while riding in cars, riding our bikes or scooters, skating and walking.
4. Ask students if they know of a way they stayed safe on the way to school today. Provide help if needed: “What did you do before you crossed the street?” “Did you look left, right and left again and hold an adult’s hand?”
5. Discuss with the children the ways we stay safe using their examples plus, wearing seatbelts, riding in booster seats, wearing a helmet, watching for traffic, and following safety rules.
6. To encourage these safety messages, play Simon Says with the class.

Simon Says “Buckle Your seatbelt” (children place hands together like they are snapping their seatbelts)

Simon Says “Put on your helmet” (children place imaginary helmet on their heads)

Simon Says “Look left, right and left again” (children look left-right-left before stepping forward)

\* As children dictate responses, the teacher may write responses on a chart as a language activity or create a graph for a math activity.

# How do you get to school? \_\_\_\_\_



**School Bus**



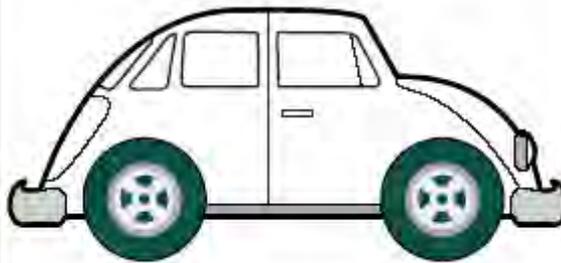
**Bicycle**



**Skates**



**Walking**



**Car**

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## Lesson Two: Sidewalk Safety

Objectives: Learning about and role-playing traffic safety help children develop and improve creative thinking and problem-solving skills and life skills.



Materials: Pictures of a traffic light, stop sign, and crosswalk sign, 1 large red and 1 large green circles, shoeboxes, small green, yellow, and red circles

Directions:

1. Introduce basic rules for pedestrian safety.
  - Always walk on sidewalks. If there are no sidewalks, walk off the roadway. Walk facing traffic so drivers can see you.
  - If there is a street light, wait for the green traffic light before crossing the street. When the green light is lit, look left-right-left to make sure no cars are coming, then walk across the street. If there is no light, 1) stop, 2) look left-right-left, and 3) then cross the street if no cars are coming.
  - Cross the street only at an intersection or marked crosswalks. Don't run into the street between parked cars.
2. Show the class a picture of a traffic light. Ask if anyone knows what the picture is. Ask what the red, yellow, and green represent. Explain that when people are driving cars, riding bicycles, or walking that it is important to listen to the colors of the traffic lights. If needed, explain the colors of the lights.
  - Red/top – Stop. Don't go.
  - Yellow/middle – The light is about to turn red. Stop. Don't go.
  - Green/bottom – Look left-right-left. Cross the street if no cars are coming.
3. Show the class the stop sign and crosswalk sign, discuss what they mean.
4. Knowing the meaning of traffic rules is important for young children. Play the game Red Light/Green Light. One person is the traffic light with a green circle and a red circle. All other students start out in a line facing the traffic light person. When the green light is shown, everyone moves forward. When the red light is shown, everyone stops. Continue until the whole group reaches the traffic light. (Could use Walk/Don't Walk symbols instead of red/green.) \*
5. Make stop and go lights out of shoeboxes. Tape the lid to the bottom of the box. Cover with black construction paper and have children place green, yellow and red circles in correct order on the box. Red circles on top, yellow middle, green on bottom.
6. To reinforce the lessons learned, take a walk in the neighborhood with kids. Look for crosswalks, stop signs, traffic lights, etc. At a working traffic light, discuss again what each color means.

7. Teach the safety song below and then practice crossing the street.

*I stop, I look, I listen.  
I stop, I look, I listen.  
I stop, I look, I listen.  
Before I cross the street.*

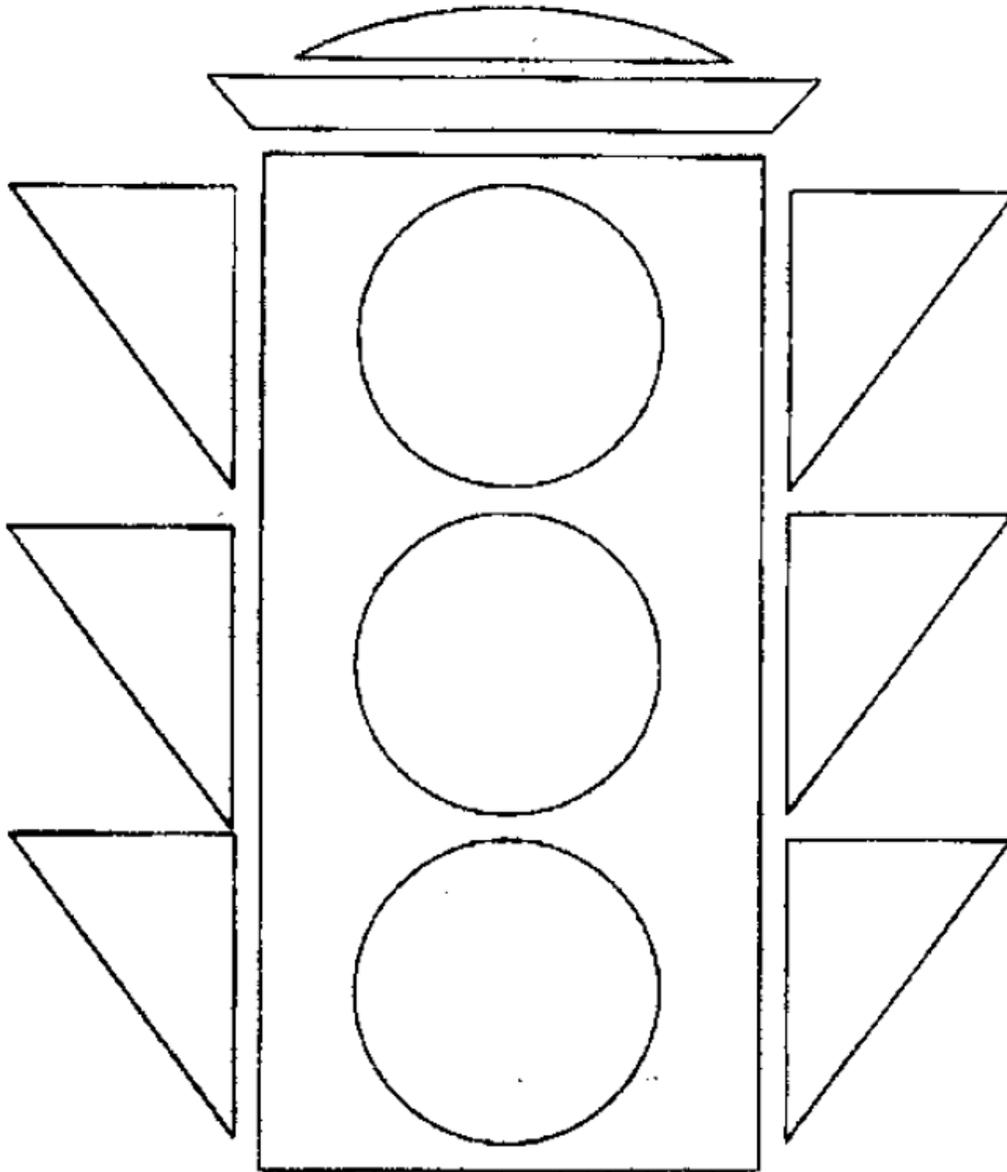
\*Alternative version:

Red Light, Green Light

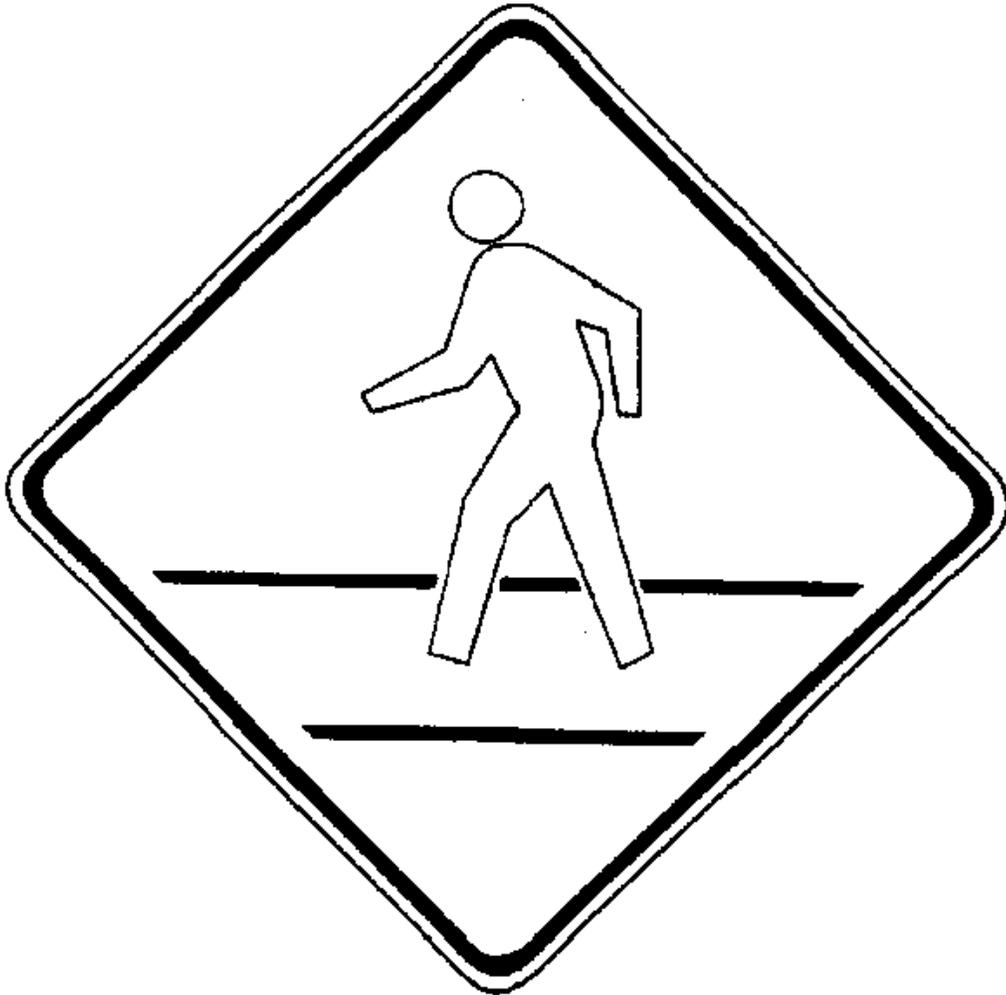
Have the children run around and someone yells out, "red light" and the children have to stop what they are doing until they hear "green light."

***If Available Watch Arthur episode #119, D.W. Rides Again or read "D.W. Rides Again" by Marc Brown.***

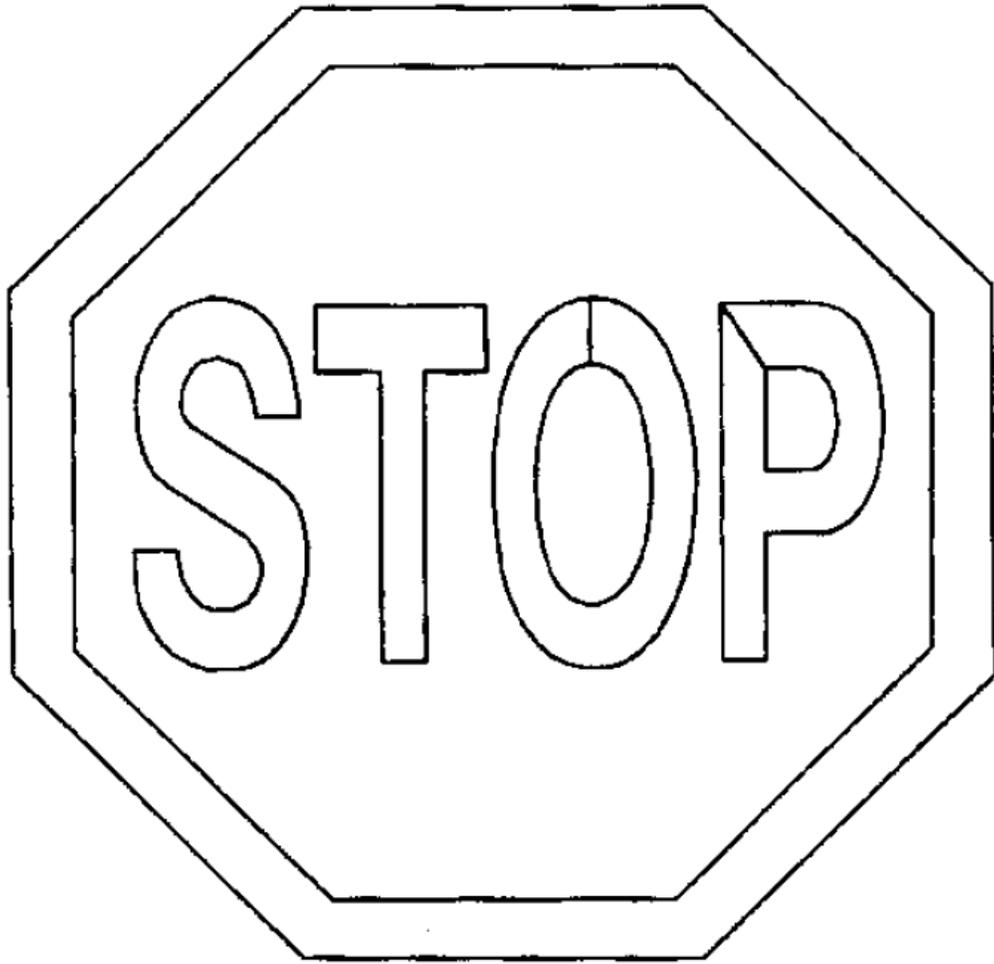
STOP  
LIGHT



CROSSWALK  
SIGN



STOP SIGN



### Lesson Three: Motor Vehicle Safety

Objective: At the end of the lesson, the children should be able to explain the importance of seat belts.



Materials: Pictures of child safety seats, construction paper, safety scissors, magazines for picture cutouts

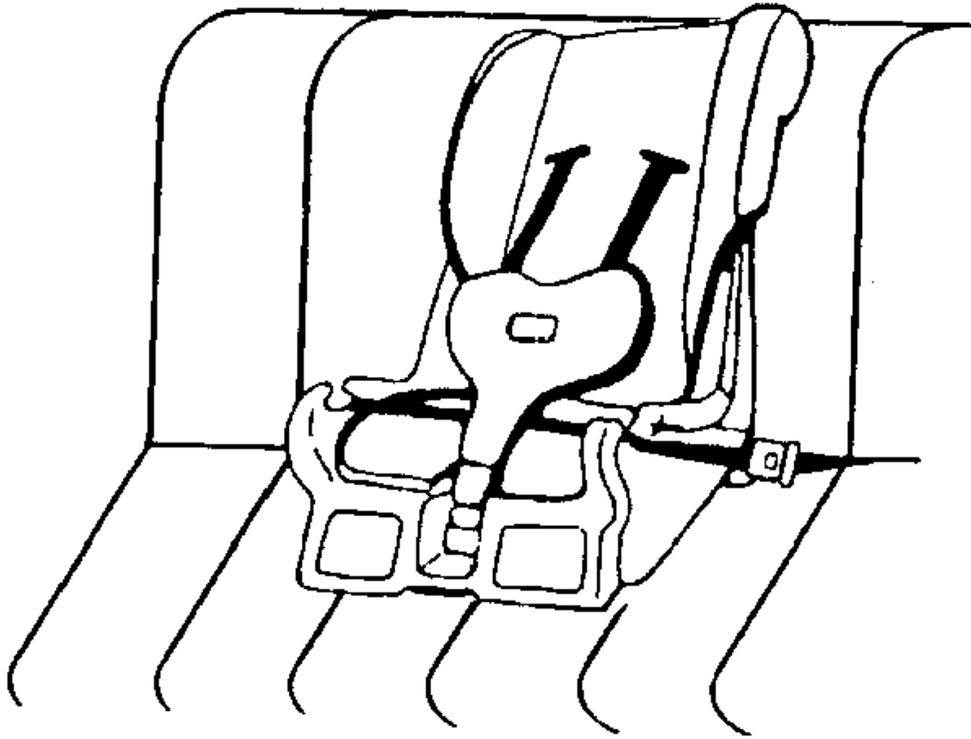
#### Directions:

1. We need to encourage the use of safety seats in a POSITIVE manner, without frightening the children. Possible approaches are: "Seat belts and safety seats are to keep little people snug, secure, and safe from bumps and bruises." "The safety seat helps, protects, and takes care of you; it keeps you from bumping your head." "This is your special way to ride in the car." Have children repeat "This is our special way to ride in the car."
2. Review the following safety rules:
  - On all trips, short and long, ALWAYS buckle your seat belt or ride in a car seat when riding in a vehicle.
  - Seat belts keep people from being thrown against other passengers and hard surfaces in a crash or sudden stop.
  - Seat belts should be worn snug across the lap and across the shoulder; not under the arm or behind the back.
3. Show the children a picture of a safety seat and explain that all of the straps need to be fastened so they are comfortable and safe in the seat. Tell them if there isn't a safety seat, to use the safety belt over their hips, not their stomachs. Also emphasize that the back seat is the safest place to be.
4. If available, use a safety seat to demonstrate with the child in the class. Have children practice using it correctly. Invite SAFE KIDS ([www.safekids.org](http://www.safekids.org)) or the local police department to come into the classroom for a demonstration.
5. Have the children look through magazines and cut out pictures of cars, trucks, and vans. Have the children describe things that make them safe. Have them make a collage.

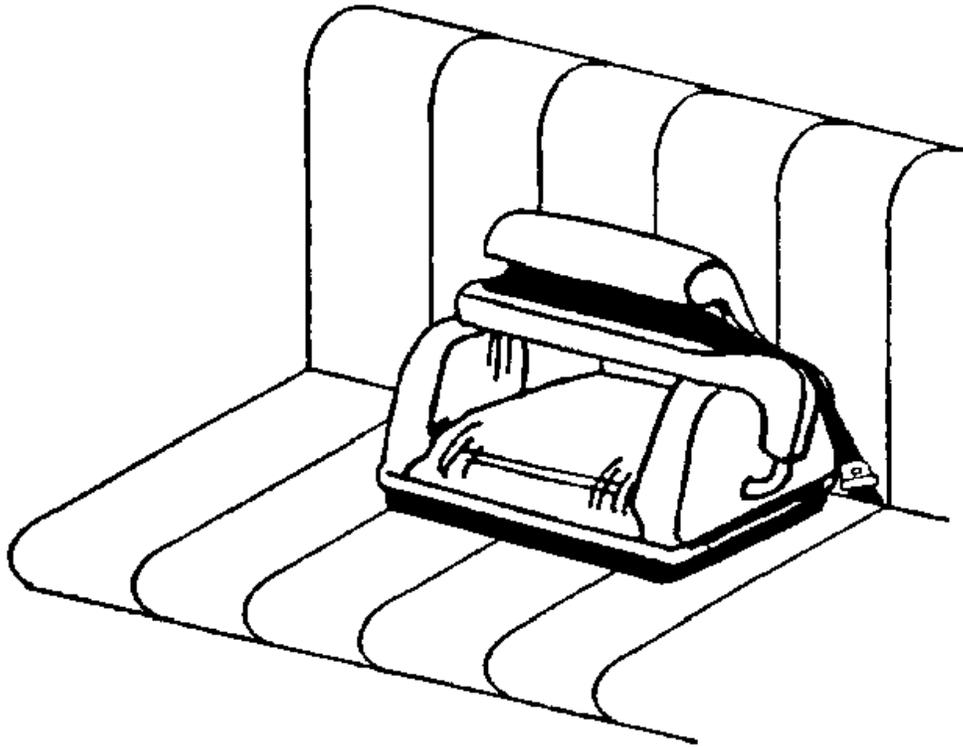
#### Reminder:

- Include car safety in the first of the year general safety discussions. Remind children before every field trip in a car or van about "vehicle manners" to sit still and always buckle up in their seat.
- For children entering into kindergarten, introduce to Bus Safety if appropriate. (See sheet on School Bus Safety)

PICTURE OF CARSEAT



PICTURE OF A BOOSTER SEAT



## School Bus Safety

Parents or adults may not always be there when children get on or off the school bus, so it is very important to teach them how to make school bus travel safe.



Teach your child to...

- Wait for the bus in a safe place off the road.
- Stand away from trees, bushes, cars, buildings or anything that can block the driver's view.
- Respect the "danger zone". This is a 10-foot wide area around all sides of the bus where the driver's view is blocked.
- Wait until seen by the driver to go near the bus.
- Step far enough away from the "danger zone" to be seen by the driver after getting off the bus. Wait for the bus to pull away before walking on that side of the road.
- Wait for the driver to signal that it is safe to cross the street.
- Look left-right-left before crossing the street.

## Lesson Four: Getting out of vehicles safely

Objective: At the end of the lesson, children should be able to demonstrate the proper way to get out of a vehicle.



Materials: 4 chairs

Directions:

1. Discuss the following safety rules:
  - Get in and out of a car with an adult.
  - Stay in your seat and keep your seat belt buckled until the vehicle stops moving.
  - Always exit on the curb-side, away from traffic.
  - Always cross the street with the help of an adult. If you have to cross after getting off a bus, wait until the bus driver or another adult motions for you to cross.
  
2. Arrange the chairs to represent the car and have the children role play safety behavior. Explain that the right side of the chairs is the busy street and the left side of the chairs is the curb side. Then switch sides and continue role playing.

## Lesson Five: Pedestrian Safety

Objective: At the end of this lesson, children will be able to discuss the proper ways to cross a street and identify the importance of making themselves visible to motorists.



Materials: Reflective tape, miscellaneous items in the classroom.

### Directions:

1. Set up dark room with reflective tape on a few objects in the classroom.
2. Take children to the room and have them try to see the items marked with tape.
3. Discuss how much more visible the items are with reflective tape on them.
4. Ask students where they could wear tape to be more visible to drivers at night. (possible answers: on hats, clothes, shoes, backpacks, helmets)
5. Talk to the children about safe habits for walking. Talk about variety of situations that can occur, what should they do?
  - ball rolls out into the road
  - need to cross the street to visit a friend
  - while walking to school, a car is backing out of a driveway
  - the crossing guard says to stop
6. Reinforce safety habits:
  - Hold an adult's hand
  - Never cross the street alone.
  - Look left, right and left again before crossing if no cars are coming.
  - Watch for cars moving out of their spaces or backing out of a driveway.
  - Cross the street only at an intersection or marked crosswalks. Don't run into the street between parked cars.
  - Always walk on sidewalks. If there are no sidewalks, walk off the roadway. Walk facing traffic so drivers can see you.
7. To reinforce the concept of drivers not being able to always see a child, play "Peek-a-boo". Remind the children of the game they might play with their younger brothers or sisters or that they may have played when they were younger. Cover your eyes with your hand. Ask the class if they can see you? "Yes". Can you see them? "No". Then reverse. Have the children all cover their eyes. Can they see you? "No." Can you see them? "Yes". Explain this is often true for drivers of cars and trucks. Even if you can see them, they may not be able to see you. Especially in the dark.

## Lesson Six: Helmet Safety

Objective: Demonstrate to the children the importance of wearing a helmet for protection of their brain. This activity will reinforce information learned in Section One.



Materials: raw egg, egg helmet (newspaper, Styrofoam, padding, tape)

Directions:

1. Explain to children whether you bike, skateboard, or rollerblade, it is a good idea to wear a helmet to protect your brain. Remind children of the activity you performed in Section One on the brain. Ask if they remember what happened when the egg fell to the ground. If necessary, remind them how messy it was when it broke into pieces. Remind them that the egg shell is like our skull and the inside of the egg is like our brain.
2. Tell children today you are making a helmet to protect the egg. This helmet can be made of paper, Styrofoam, or anything else that will cushion the egg. Drop the egg wearing the "helmet."(may want to drop over newspaper in case the helmet does not work) Notice that it remained unbroken (we hope). This should reinforce the idea that wearing helmets while biking, skating, etc. is a good idea. Actually, if the eggs break while wearing the "helmet," it is a good opportunity to ask why...was the "helmet" unsafe? Did the egg fall at an angle so that it was not protected? How would you make the best helmet?
3. Help children understand how fragile their head and brain are. Remind the children of the following concepts learned earlier: their brain tells their body what to do, their brain can not be fixed like a broken arm or leg, their brain needs extra protection when riding a bike, skateboard, rollerblades, or a scooter.
4. If available, demonstrate to children how to wear their helmet correctly. Show diagram of how to wear a helmet. Teach children that the tip of their helmet should touch the wall before the tip of their nose touches the wall Inform children to wear their helmet every time they ride, even in their own driveway or on the sidewalk in front of their house. No helmet, no bike.
5. Ask the children if they know of another type of person who might wear a helmet besides a bicyclist. If available, show pictures of the following people wearing helmets.

Football players, Baseball players (while batting), Race car drivers, Hockey players, Construction workers, Fire fighters, Motorcycle police officers.

Reminder:

- Reinforce wearing a helmet whenever children discuss riding a bike, skates or scooter, etc. during the course of a school day.

# Helmet How To's – Sencillos consejos para el uso del casco



Always wear your helmet directly on top of your head so that it fits snugly, and always tighten and fasten the chin strap as illustrated to the left.

Siempre lleva el casco de seguridad directo al tope de tu cabeza eso lo acomoda, y siempre asegúralo abrochando la correa de tu barbilla como aparece a tu izquierda.



Always wear your helmet directly on top of your head so that it fits snugly, and always tighten and fasten the chin strap as illustrated to the left.

Siempre lleva el casco de seguridad directo al tope de tu cabeza eso lo acomoda, y siempre asegúralo abrochando la correa de tu barbilla como aparece a tu izquierda.



## Lesson Seven: Bicycle Safety

**Objective:** Young children learn to ride bikes starting with tricycles; then bikes with training wheels and finally two-wheeled bikes. Bikes are a good source of fun and exercise for people of all ages. Safe bike habits need to be established (and modeled by adults) early in a child's life to ensure lifelong fun and safety.



**Materials:** Pictures of different types of bikes (bicycle, tricycle, unicycle, tandem, and bike with training wheels), crayons, paper

### **Directions:**

1. Ask children what they know about bicycles. Ask if they know that there are different bicycles with different numbers of wheels. Show pictures of the different types of bikes. Invite children to help you count the wheels on each bike. Which picture(s) best represents the bikes each student rides?
2. Ask children if they know of any safe things to do while on their tricycle or bicycle.
3. Discuss with the children the following safety rules:
  - walk bikes across streets
  - always stop, look left, look right, look left again, and listen to be sure no cars are coming before crossing a street
  - ride on sidewalks or designated paths
  - obey stop signs
  - always wear a helmet
  - always use bicycle reflectors and lights
  - only ride bike during daylight hours
  - keep both hands on the handlebars
  - know the correct way to wear a helmet
  - learn how to correctly and safely brake
4. Give each child a piece of paper. Ask them to draw a picture of themselves riding their bikes with a helmet. When everyone is finished, put the pictures on a bulletin board titled, "We're on a roll!"
5. Teach this version of the song "The Wheels on the Bus"

"The Wheels on the Bike"

"The wheels on the bike go round and round..."

"The horn on the bike goes honk, honk, honk..."

"The pedals on the bike make it go, go, go..."

"The brakes on the bike go stop, stop, stop..."

\*After Completion of Section Two, the children will receive the Safety Oath. Have each child sign the safety oath and congratulate him or her on successfully being a safe kid. Send the oath home to parents for the family to continue encouraging their children to be safe throughout the day.

## SAFETY OATH

I **PROMISE** to keep my brain safe by following some simple safety rules:

- I will **ALWAYS** wear my helmet whenever I ride my bike, roller blade, scooter, or skateboard.
- I will **ALWAYS** wear a seatbelt, even if we are driving somewhere very close.
- I will **ALWAYS** look left-right-left before crossing a street at the **CROSSWALK**.
- I will **ALWAYS** tell my parents to be **SAFE TOO!**

SIGNED: \_\_\_\_\_



For more information on brain injuries or prevention activities, visit the Brain Injury of New Jersey's website: [www.bianj.org](http://www.bianj.org) or call 1-800-669-4323



## **Section Three: Playground Safety**

### Lesson One: Being Safe on the Playground

Objectives: At the end of the lesson, children should be able to identify 3 reasons why it's important to play safely on the playground. Children should also feel part of a group that is concerned about playing safely by establishing the "Playground Safety Patrol".



Materials: Blackboard or chart for writing responses  
"I'm a Safe Kid" Badges

Crayons/Markers

Parent's Introduction Letter to Playground Safety  
"Building Bridges" Sheet for parents

#### Directions:

1. Begin by telling children that playgrounds are fun places where children play. Ask each child to say what he or she likes to do on a playground. Write their responses on a blackboard or chart.
2. Ask the children, "What happens if we don't play safely on the playground?" Provide help if needed: "What happens if we don't take turns on the playground equipment?" "What happens if we don't hold on with both hands while we climb up the steps of the slide?"...
3. Write down their responses on the blackboard or chart. Discuss with the children why it's important to play safely on the playground. Incorporate their responses plus the following reasons into the discussion:
  - We can help to prevent accidents so that no one gets hurt.
  - No one needs to go to the doctor or hospital.
  - Everybody has more fun.
  - We will not cause someone else to get hurt.
  - Toys and equipment will not get broken.
  - No one cries.
4. Tell children that over the next few days (weeks) we will be learning about ways to play safely on the playground. Get children excited about forming a "Playground Safety Patrol" to make sure everyone plays safely on the playground.
5. Make badges saying "I'm a Safe Kid". Have each child write their name on the badge and attach it to their shirt with tape. Explain to the children that the badges are a way of reminding one another to play safely on the playground. Congratulate the class on being "safe kids". (Collect and save the badges for use in Lesson 8.)
6. Send home the Introductory Letter & "Building Bridges" Sheet to parents for the family to continue encouraging their children to be safe throughout the day.

*I'm A Safe Kid Badge*



## Letter to Parents for Playground Safety - Lesson One



**Dear Parents,**

**Your child is beginning a new program to learn how to play safely on the playground. Attached is information for you about what to look out for when you take your child to a playground to make sure that it is safe. Also, there is a “Child’s Checklist” which reviews some of the lessons your child will be learning in this new program. Please discuss this information with your child and encourage them to always play safely.**

**Sincerely,**

## **“Building Bridges” Sheet for Parents**

## Lesson Two: Swing Safety

Objectives: At the end of the lesson, children should be able to demonstrate the proper distance to stay back from a swing and how to safely get off of a swing.



Materials: Picture of Child Swinging Safely  
Two Giant Feet (from Playground Activity Box)  
Swing “Safety Sign” (from Playground Activity Box)  
Playground swings or a toy swing if no swing is available (see alternate plan below)

### Directions:

1. For this lesson you will need to go outside to use playground swings. If your playground does not have swings, take a local walking trip to a neighborhood park or playground. If there is no access to a local playground, use the alternate plan at the end of this lesson.
2. On the playground, sit in a circle. Ask children what is fun about swinging. Say, “Even though swinging can be lots of fun, it’s always important to swing safely.” Show the picture of the child swinging safely.
3. Use the picture to introduce the following safety rules for swinging. After each rule, ask the children what could happen if you don’t follow the rule.
  - *Sit in the center of the swing/ never stand or kneel.*
  - *Hold on with both hands.*
  - *Stop the swing before getting off.*
  - *Walk way around the swing – stay far enough away from the front or the back.*
  - *Never push anyone else in the swing.*
  - *Have one person in one swing at one time.*
  - *Do not swing empty swings, and always swing with chains untwisted*
4. As a group, figure out how many giant steps (teacher should pace off approximately 10 feet) you should stay back from a swing (both standing in front of and behind swing). Have half of the group demonstrate taking giant steps away from the front of the swing while counting out loud. Lay down one of the giant feet from the playground activity box at this spot. Repeat this step with the other half of the group taking giant steps away from the back of the swing. Remind the children that they should stay back behind the “giant feet” while they are playing near the swings.\*

5. Reinforce this safety message by showing the class the swing “safety sign” from the playground activity box. Read the words on the sign, “Stand back from the swings” and have children repeat them with you. Post the sign near the swings as a reminder to the children.\*
6. Talk about the proper way to get off of swing:
  - *Slow down*
  - *Stop*
  - *Step off*Have a few children demonstrate how to get off of a swing.
7. Teach the hand clapping jingle below to reinforce getting off of a swing safely:

*Slow Down* (clap, clap)  
*Stop* (pause, with open hands)  
*Step Off* (clap, clap)

\* Note: Teachers can place the “giant feet” 10 feet away from the front and back of the swings and post the swing “safety sign” each time children go out to play as visual reminders to swing safely.

**(Alternate plan when real swings are not available)**

Make a toy swing by selecting a stuffed animal such as a bear or rabbit. Attach yarn or ribbon to its arms. Tie the yarn to a tree branch or clothesline. Let your children take turns pushing the stuffed toy back and forth. Sit in a circle and continue with the lesson as stated above.

Picture of Child Swinging



### Lesson Three: Slide Safety

Objectives: At the end of the lesson, children will be able to demonstrate the proper use of the slide and identify 3 safety rules for using the slide.



Materials: Picture of child sliding safely  
Sliding board “safety sign” (from Playground Activity Box)

#### Directions:

1. In the playground, sit in a circle near the slide. Ask the children how they feel when sliding down the slide. Show the picture of the child sliding safely. Solicit volunteers to point out the safe behavior the child in the picture is practicing.
2. Say, “Just like when we play on the swings, in order for everyone to have fun and be safe while using the slide, it is important to follow some safety rules.” Discuss each rule and let a different child demonstrate each one:
  - *Hold on with both hands going up the steps of the slide, taking one step at a time.*
  - *Never climb up the slide itself.*
  - *Keep at least one arm’s length between you and the child in front of you when climbing up the ladder of a slide.*
  - *Slide down feet first, always sitting up, one at a time.*
  - *Be sure no one is in front of the slide before sliding down.*
  - *Step away from the bottom of the slide after sliding down.*
  - *Be patient when waiting for a turn. Keep hands to yourself.*
  - *If it is a sunny day, check the slide first to make sure it’s not too hot.*
3. Show the sliding board “safety sign” from the Playground Activity Box. Read the words from the sign, “Always sit to go down the slide” to the children and have them repeat them with you. Post the sign near the slide to remind children to slide safely.
4. Let the children line up to take turns using the slide. Reinforce the safety rules listed above by praising children when they practice sliding safely. Point out any unsafe behaviors.

5. Teach the following song. Let the children sing the song while they are waiting in line for their turn:

*We Play Safe* (to 3 Blind Mice)

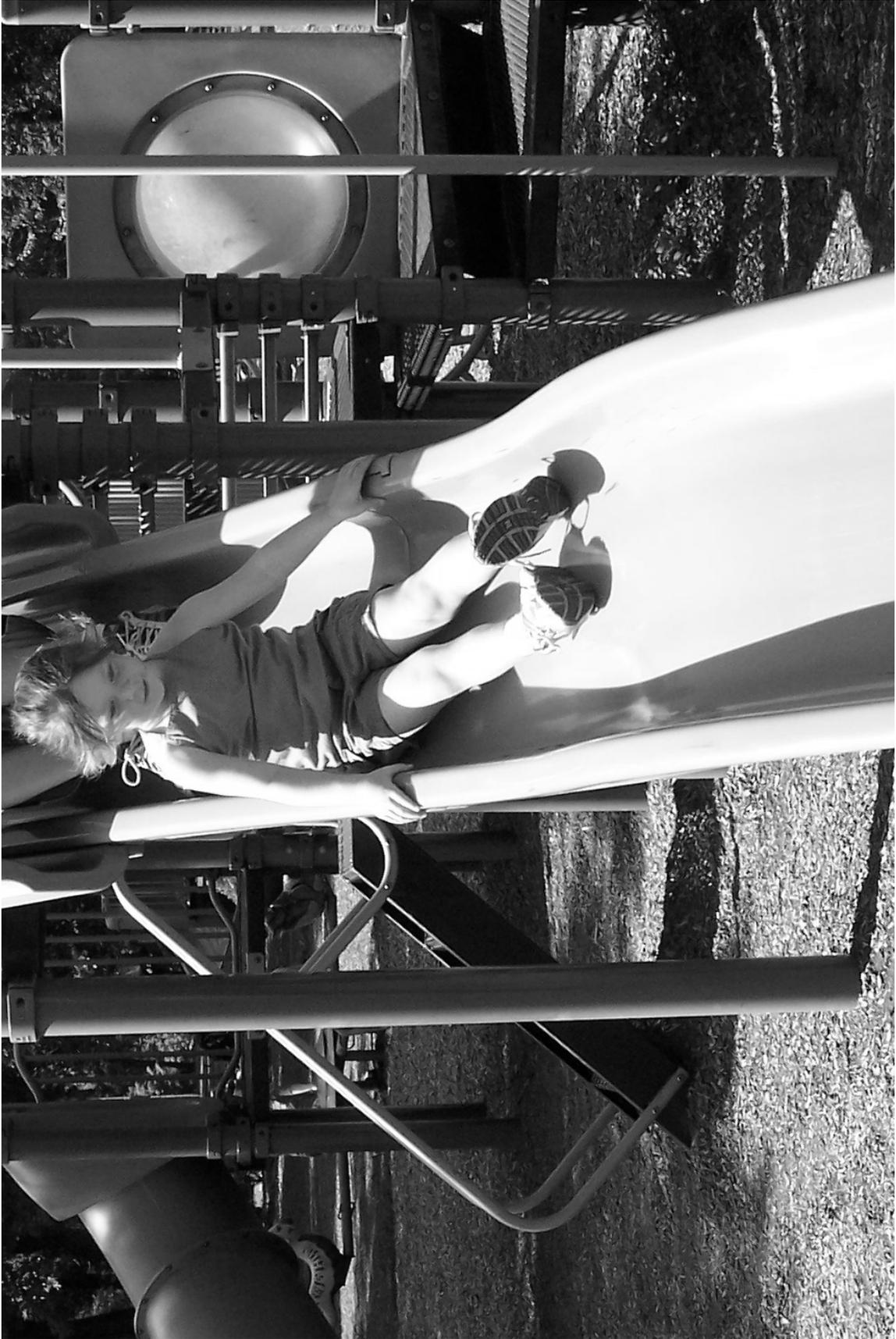
We play safe  
We play safe  
See how we play  
See how we play

We stand in line  
We take our turn  
We never push  
We're having fun

We play safe  
We play safe

Note: As a follow-up activity to this lesson, and to reinforce basic sliding safety rules, teach the children the rhyme, "The Slide" from the **Playground Songs & Rhymes** section in Appendix B.

Picture of Child Sliding



## Lesson Four: Climbing Safety

Objectives: Children will be able to identify different type of climbing apparatus on the playground and state 3 rules for climbing safely.



Materials: Pictures of climbing apparatus  
Picture of child climbing safely  
Poster – “I am climbing safely”  
Coloring Sheet – “Four Limbs on the Gym”

Crayons/Markers

Climber “safety sign” (from Playground Activity Box)  
Parent’s Sheet – “Safety Rules for Swings, Slides and Climbing”

Directions:

1. Show children pictures of different types of climbing apparatus found on playgrounds. Say, “There are lots of different ways to climb while on the playground. No matter what type is your favorite, it’s important to climb safely so that you won’t get hurt. Let’s talk about the safety rules.” Show the picture of the child climbing safely to introduce the following safety rules:
  - *Use both hands.*
  - *Only climb when the equipment is dry. Check it after a rain to make sure it is not wet.*
  - *Be careful of climbing down – watch out for those climbing up.*
  - *Stay well behind the person in front and watch out for swinging feet.*
  - *Climb slowly and carefully.*
  - *Everyone should move in the same direction.*
  - *Drop from the bars with knees slightly bent and land on both feet.*
2. Have the children stand up. Let them practice dropping from the bars by jumping up and landing with knees slightly bent.
3. Introduce the “I am climbing safely” poster. Have children draw a picture of their favorite type of climbing apparatus with themselves climbing safely.
4. As children go out to play, show them the climber “safety sign”. Read the words written on the sign, “Four limbs on the gym”. Have the children repeat the words with you. Post the sign near the climber to remind the children to practice climbing safely. Explain to the children that “four limbs on the gym” means keeping two feet on the climber and holding on with two hands while they climb. Encourage children to practice this safety rule every time they go out to climb.

5. Send posters home with children along with the “Safety Rules for Swings, Slides, and Climbers” note for parents. Encourage parents to continue practicing playground safety at home.

Note; As a follow-up activity to this lesson, and to reinforce the safety rules of climbing safely, have the children color the sheet, “Four Limbs on the Gym”.

Picture of Climber



Picture of Climber



Picture of Climber



Picture of Climber

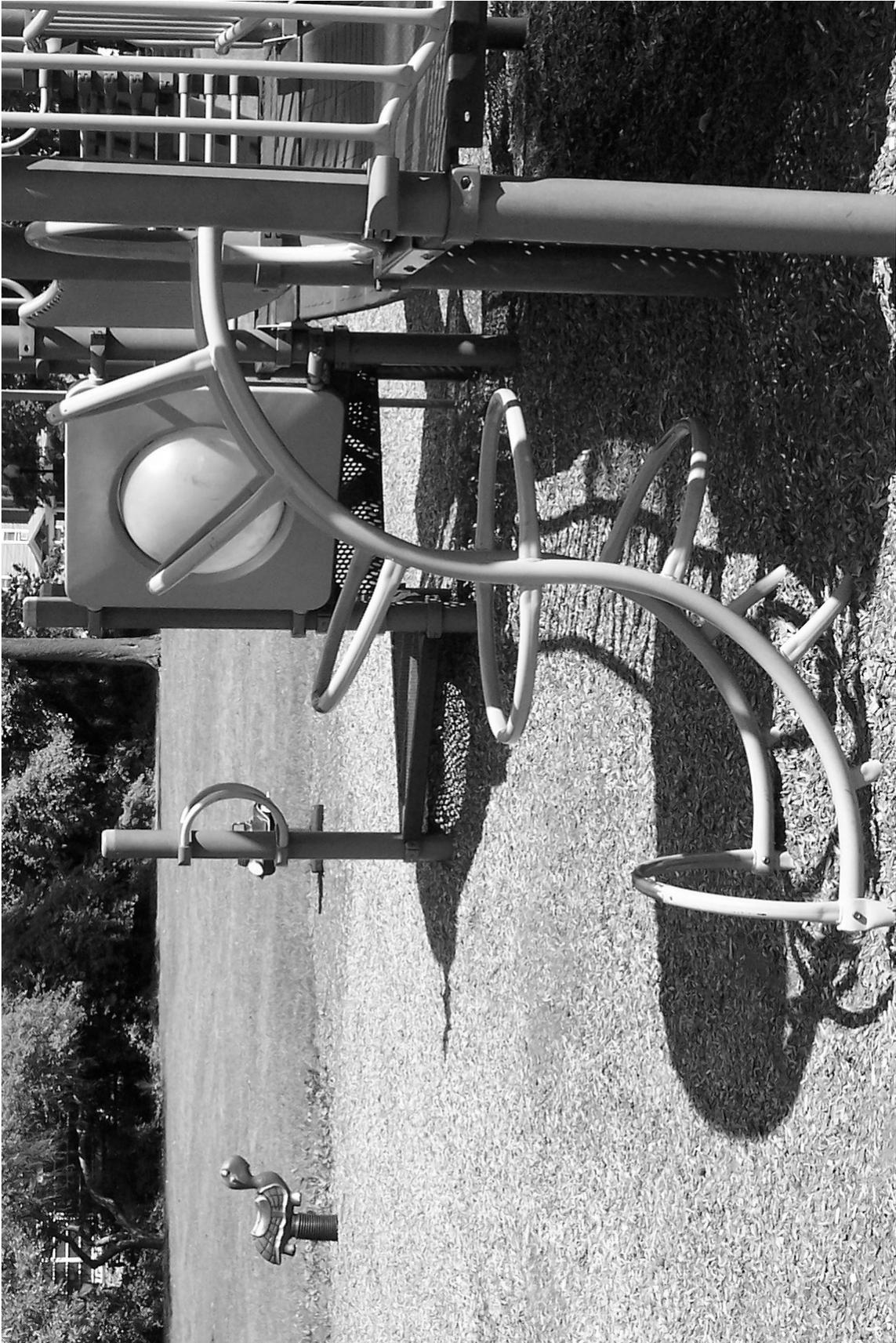


Picture of Climber



Picture of Climber





Picture of Climber

Picture of Child Climbing



## Coloring sheet “Four Limbs on the Gym”

**I am climbing safely**



## **Safely Rules for Swings, Slides, and Climbing**

### **Swings**

- *Sit in the center of the swing/ never stand or kneel.*
- *Hold on with both hands.*
- *Stop the swing before getting off.*
- *Walk way around the swing –stay 10 feet away from the front or the back.*
- *Never push anyone else in the swing.*
- *Have one person in one swing at one time.*
- *Do not swing empty swings, and always swing with chains untwisted.*

### **Slides**

- *Hold on with both hands going up the steps of the slide, taking one step at a time.*
- *Never climb up the slide itself.*
- *Keep at least one arm's length between children when climbing up ladder of slide.*
- *Slide down feet first, always sitting up, one at a time.*
- *Be sure no one is in front of the slide before sliding down.*
- *Step away from the bottom of the slide after sliding down.*
- *Be patient when waiting for a turn. Keep your hands to yourself.*
- *If it is a sunny day, check the slide first to make sure it's not too hot.*

### **Climbing**

- *Use both hands.*
- *Only climb when the equipment is dry. Check after a rain to make sure it is not wet.*
- *Be careful of climbing down – watch out for those climbing up.*
- *Stay well behind the person in front and watch out for swinging feet.*
- *Climb slowly and carefully.*
- *Everyone should move in the same direction.*
- *Drop from the bars with knees slightly bent and land on both feet.*

## Lesson Five: Review of Playground Safety

Objectives: Children will be able to identify unsafe behaviors in a playground scene as a review of what has been learned in lessons 2 - 4. Children will also be able to identify the importance of keeping their shoes tied and not wearing clothing with ties while playing on a playground. During this lesson, children will also review important transportation safety rules.



Materials: Book: *Barney Says, "Play Safely"*  
Playground scene poster  
"Tuck it in or take it off" picture

### Directions:

1. Read aloud the book, *Barney Says, "Play Safely"* to the group. Ask the children to recall the ways that Barney remembered to be safe. Let volunteers act out different safety rules talked about in the book.
2. Pass out the playground scene poster to each child. As a class, review the picture and discuss whether each bear is doing something safe or unsafe.
3. Ask the children to circle the bears who are doing things that are unsafe.
4. Pass out the "Tuck it in or take it off" picture. Remind children that Barney says we need to remember to tie our shoes to be safe. Have the children figure out as a group why it is unsafe to have untied shoes or clothing with ties when playing on the playground. Provide additional help if needed, "What could happen if you walked up the steps of the slide with untied shoes?" "What could happen if your jacket ties got twisted in the chains of the swing?"
5. Have the children take their posters and pictures home to share with their family.

Note: To reinforce the importance of playing safely, teach children the rhyme, "On the Playground" from the **Playground Songs & Rhymes** section of Appendix B.

Insert Playground Scene Poster

Insert Tuck it in or Take it Off Picture

## Lesson Six: Always swim with an adult

Objectives: Children will be able to identify objects that float or sink. Children will also be able to state reasons why it's important to always swim with an adult.



Materials: Bag of materials that sink or float (from the Playground Activity Box)  
Clear container of water  
Story – “Trouble at the Lake”  
Poster – “Always Swim with a Grown-up”  
Crayons/Markers

### Directions:

1. To introduce the lesson on playing safely in or near the water, show the children a variety of items that “sink” (go under the water) or “float” (stay on top of the water). Have the children guess which items will go under the water and which will stay on top of the water. Supervise the children as they experiment to see which items will sink (stone, large marble, iron weight) and which items will float (cork, ping pong ball, pieces of Styrofoam).
2. Have children sit in a circle. Read the story – “Trouble at the Lake”. Ask the class what the children learned in the story. Stress the importance of always having an adult nearby when swimming or playing in or near a pool, beach, lake, or any other type of water.
3. Have each child make a poster of them swimming or playing in water with an adult.
4. Have the children take their posters home along with a note to parents about swimming safety rules.

### ***Story - Trouble at the Lake***

When the weather starts getting warmer, the HIPPO family likes to spend the day at the lake. Hank and Honey HIPPO will pack a picnic lunch, and everyone in the family travels to the lake for a day of swimming and fun.

One sunny Saturday when the HIPPOs were at the lake, Hank Jr. and Hillary met some new friends. Their new friends' names were Kevin and Karen. Kevin and Karen lived in another state and had come to Safe-R-We Lake to visit their grandparents.

Hank and Hillary really liked playing with their new friends. They swam and ate lunch together. After lunch, Hillary and Karen decided to build a sand castle on the sandy part of the beach by the lake. Hank wanted to help the girls build the sand castle, but Kevin wanted to swim.

"If you won't swim with me, then I'll go swimming by myself," Kevin told Hank.

"You should never go swimming by yourself," Hank said. "You might get tired or you could get cramps in your legs and not be able to swim anymore. Then you would need someone there to help you."

"I don't have to worry about that," said Kevin. "I'm a good swimmer, and I never get tired." Kevin ran into the water.

Just the same, Hank was worried about his new friend. He went to find Kevin's parents and tell them that Kevin was swimming by himself. Kevin's parents were glad that Hank told them about Kevin being in the water. When they went to look for Kevin, they did not see him in the water.

“Kevin, Kevin,” everyone was yelling. Suddenly, Hank spotted Kevin swimming alone in deep water by the boat dock. His head went under the water. Kevin seemed to be having trouble swimming. Kevin’s dad grabbed a life jacket and ran to the edge of the dock. He threw the life jacket to Kevin. Kevin grabbed the life jacket and his dad pulled him to the dock. Kevin was scared. He had swallowed a lot of water.

“My legs started hurting, and I couldn’t swim anymore,” Kevin cried.

“You were lucky we saw you and could rescue you,” his dad said. “This is why you should never swim alone.”

“I know that now,” said Kevin. “I learned a very important lesson today. I will never swim alone again.”

*Story from “Injury Prevention Lessons for Preschool Aged Children”*

***Always swim with a grownup.***



Dear Parent,

Today at school we learned the importance of always swimming with an adult nearby. Here are some other important tips to know about water safety.

- Children less than 5 years of age do not understand what could happen if they fall into deep water. They cannot call out for help once they are in the water.
- Most children less than 5 years of age drown during lapses of adult supervision. These lapses can occur when the adult is distracted by a chore or phone call; most of child drowning victims have been seen 5 minutes or less before being missed and found in the pool.
- Drowning rates are highest for toddlers, 12 to 23 months.
- Common places where children drown include swimming pools, lakes, rivers, creeks, ponds, and bathtubs.
- Small children can even drown in small amounts of water; puddles and buckets of water pose a drowning threat to young children.
- Teach your children water safety and never leave your child unsupervised, not even for a minute, anything can happen.

### **PREVENTION**

*Constant* supervision of children around water is the best way to prevent childhood drownings.

## Lesson Seven: Taking Turns

Objectives: Children will develop and improve their social skills by taking turns, sharing, and cooperating together while using the playground equipment. Children will develop problem-solving skills that will help to keep them safe on the playground.



Materials: Book – *Playground Problem Solvers*  
Large ball (from Playground Activity Box)

### Directions:

1. Sitting in a circle, read aloud the book, *Playground Problem Solvers*.
2. Invite small groups of children to role-play the problems that take place in the book. Brainstorm as a class ways to handle the situations.
3. Ask the children if they know what taking turns means. “Taking turns means first one person goes and then another, and we don’t stop until everyone has had a turn.”
4. Demonstrate the concept of taking turns by rolling a ball to one of the children. Have that child roll the ball to another person. Continue around the circle until everyone has had a turn rolling the ball. As you roll, make statements like “Now it is Maria’s turn, next it will be Tony’s turn”.
5. On the playground, offer children opportunities to practice strategies that increase their ability to share and take turns:
  - While waiting for a turn on the slide, have children sing a short song.
  - While waiting for a turn on the swing, have children count to 20 (slowly). Everyone agrees that when 20 is reached, it is the next person’s turn.
  - When a child knows that his or her turn will be soon, waiting is a little easier.
6. Sing the song “Taking Turns”.

### **Taking Turns**

*(sung to “Mary Had a Little Lamb”)*

On the playground, please take turns  
Please take turns, please take turns  
Remember others like a turn,  
And always try to share.

## Lesson Eight: Playground Safety Review: Safety Counts!

Objectives: As a final lesson in this series, children will review safety rules learned throughout the school year. Children will be able to identify from pictures safe and unsafe behaviors on the playground. This lesson encourages problem-solving and social skills and reinforces the message that playgrounds are fun places where children play safely. Counting and sorting skills are reinforced in the activities of this lesson.



Materials: Book: *Safety Counts!*  
Safe/Unsafe Sorting Game (from Playground Activity Box)  
Strips of colored construction paper - Safety Chain Activity (from Playground Activity Box)  
Glue or paste  
Playground Safety Patrol badges from Lesson 1

### Directions:

1. In a circle, read aloud the book, *Safety Counts!* As a group, count the numbers and repeat the phrase “safety counts!” Review the safety rules discussed.
2. In small groups (or individually) children will look at pictures from the Safe/Unsafe Sorting Game and place them in two piles of safe and unsafe behaviors. Review the picture cards together as a class before the children go out to play.
3. Tape on Playground Safety Patrol badges and go outside to the playground. Walk around to each of the areas on the playground and ask children to demonstrate safe ways to play.
4. Allow children time to play on the playground. As you supervise their play, observe safe behaviors. When the children come inside, give a strip of paper to a child or group of children who demonstrated a playground safety rule. Have the children paste their links together to form a classroom chain. See how long you can make your “safety chain”.
5. Repeat the “safety chain” activity often to reinforce playground safety rules. As your classroom “safety chain” grows, it will be a visual reminder to the children to have fun and play safely on the playground.

## ***Section Seven: Final Review of Safety***

### Lesson One: Safety Patrol

Objectives: As a final lesson in this series, children will review safety rules learned through out the school year. This lesson encourages creative thinking, problem-solving skills, and life skills.



Materials: Art supplies  
Paper

#### Directions:

1. Inform children that they are going to form a School Safety Patrol for the day. They will review the important facts about safety learned throughout the year.
2. Tour the classroom, the school building, and the playground together, stopping at various sites to review safety rules. Ask children to demonstrate the safe way to go down steep stairs. What's the safe way to walk past the playground swings? Ask the children to tell you how to cross the street. What should they wear when riding their bike? Where should they sit when riding in a car?
3. At each site, write down the safety rules the children dictate. Back in the classroom, review the rules the children developed.
4. Provide each student with a piece of construction or drawing paper. Have the children draw a picture of their favorite way to stay safe at school, on the playground, in the car, or at home.
5. Encourage children to share with the class the picture they have created.
6. Send pictures home with the children. Inform parents that the lessons on safety and injury prevention have concluded. Encourage parents to continue safety lessons at home.

Reminder: If the Review of Safety occurs prior to the lesson plans on fall prevention, sports injury prevention, playground safety and violence and abuse prevention, only review the lessons that have been completed.

## Appendix A

### References:

- Safety Belt USA [www.carseat.org](http://www.carseat.org)
- Injury Prevention Service Oklahoma State Department of Health [www.health.state.ok.us/program/injury](http://www.health.state.ok.us/program/injury)
- Brain Injury Association of America HeadSmart Program
- Brain Injury Association of America I.M. Brainy R You? Awareness and Prevention Kit
- *Barney and Friends* Lesson Plans [www.pbskids.org](http://www.pbskids.org)
- *Arthur* Lesson Plans [www.pbskids.org](http://www.pbskids.org)
- Pfizer.com/brain
- An Educator's Manual: What Educators Need to Know About Students with Brain Injury *Ronald C. Savage, EdD and Gary F. Wolcott, MEd, Editors*
- The Kids on the Block, Inc. Program on Vehicle Safety
- The Kids on the Block, Inc. Program on Brain Injury Awareness
- Slyde Lesson Plans [www.slyde.com](http://www.slyde.com)
- Back to School with Brainy Bear, *Brain Injury Association of America*
- Let's Go Outside – Designing the Early Childhood Playground, *T. Theemes*
- Problem Solving Kids, *B. Backer and S. Miller*
- The Mail Box – PreSchool, June/July 2001, *The Education Center*
- National Program for Playground Safety [www.playgroundsafety.org](http://www.playgroundsafety.org)

### Songs, Rhymes & Activities:

- Busy Bee Fun for 2's & 3's, *E. McKinnon and G. Bittinger*
- 1001 Rhymes & Fingerplays, *Totline Publications*
- Open the Door, Let's Explore More! Field Trips of Discovery for Young Children, *B. Redleaf*
- Four Season Movement, *J. Warren*
- Piggyback Songs for School, *J. Warren*
- The Outside Play and Learning Book: Activities for Young Children, *K. Miller*

## Appendix B

### Transportation Safety Songs

#### Song

*Sung to "The Wheels on the Bus"*

- 1<sup>st</sup> verse: "The belts in the car get buckled up, buckled up, buckled up.  
The belts in the car get buckled up, before we drive our car."  
2<sup>nd</sup> verse: "We're all snug in our safety seats, safety seats, safety seats.  
We're all snug in our safety seats, as we drive our car."  
3<sup>rd</sup> verse: "The wheels of the car go round and round, round and round, round  
and round.  
The wheels of the car go round and round as we drive our car."  
4<sup>th</sup> verse: "We always sit in the back seat, in the back seat, in the back seat.  
We always sit in the back seat, as we drive our car"

\*Children may be taught only one verse of the song instead of all 4 verses.

#### Song

*Sung to "Frère Jacques"*

"Wear you safety belt, wear your safety belt,  
Every trip, in your car.  
You'll be safer with it, you'll be safer with it,  
So will Mom, so will Dad."

Or

"Wear your seat belt  
Wear your seat belt  
In the car  
In the car  
Hear the buckle snap snug  
Hear the buckle snap snug  
Feel it's hug!  
Feel it's hug!"

Or

Let's go driving  
Let's go driving  
In a car  
In a car  
Buckle up your seatbelt  
Buckle up your seatbelt  
In the car  
In the car.

**Song**

*Sung to "Jingle Bells"*

"Buckle up, buckle up,  
Buckle up your seat.  
Every time you're in a car,  
Buckle up your seat."

Or

"Safety belts, safety belts, wear them all the way  
Every time you're in the car, every night and day, oh.  
Safety belts, safety belts, wear them round your lap,  
Then before you start to ride, everybody snap!"

**Song**

*Sung to "Mary Had a Little Lamb"*

"Here is how we buckle up, buckle up, buckle up  
Here is how we buckle up, listen for the snap!  
Put the seatbelt 'cross your lap,  
'cross your lap, 'cross your lap.  
Put the seatbelt cross your lap and listen for the snap!"

**Rhyme**

Green, Yellow, Red

Green, yellow, red  
Green, yellow, red  
Green, yellow, red  
Green, yellow, red  
Green, yellow, red  
Green, yellow, red  
Yes, that's what I said.

Green, yellow, red  
Are you getting an ache in your head?

Oh my, oh my,  
Just imagine your plight,  
If you happened to be  
A traffic light!

## **Rhyme**

### Traffic Light

“Red says stop. (hold up left hand in “stop” gesture)  
Green says go. (right arm motioning)  
Yellow says wait. (Hold up index finger)  
You’d better go slow.  
When I reach a crossing place, (cross arms at waist)  
To the left and right I turn my face.  
I walk, not run across the street. (Use fingers to demonstrate walking)  
And use my head to guide my feet.” (Point to head and feet)

## **Song**

### *Sung to “Mulberry Bush”*

“This is the way that we are safe.  
We are safe, we are safe.  
This is the way we are safe,  
Every day of the year.

This is the way we cross the street  
Look left, then right, left then right.  
This is the way that we are safe.  
We are safe, we are safe.  
This is the way we are safe,  
Look left then right for safety.

This is the way we ride in a car.  
Sit up straight, buckle your belt.  
This is the way that we are safe.  
We are safe, we are safe.  
This is the way we are safe,  
Buckle your belt for safety.

This is the way that we are safe.  
We are safe, we are safe.  
This is the way we are safe,  
Every day of the year.”

**Song**

*Sung to "Farmer in the Dell"*

"I always buckle up,  
I always buckle up,  
When we ride in the car  
I always buckle up.

\_\_\_\_\_ buckles up,  
\_\_\_\_\_ buckles up,  
When she/he rides in the car,  
\_\_\_\_\_ buckles up."

**Song**

*Sung to "The Farmer in the Dell"*

Put your helmet on  
Put your helmet on  
Whenever it's time to ride your bike  
Put your helmet on.

**Song**

*Sung to "Where is Thumbkin"*

"Where is Tommy? – Where is Tommy?  
Here I am – Here I am.  
Riding in the back seat-  
Seat belt snapped around me.  
Safe and snug – Safe and snug.

**Song**

*Sung to "She'll be Comin' Round the Mountain"*

"You should always wear your seat belt when you ride.  
You should always wear your seat belt when you ride.  
You should always wear your seat belt,  
You should always wear your seat belt,  
You should always wear your seat belt when you ride.

You should pull your seat belt tightly 'cross your lap.  
You should pull your seat belt tightly 'cross your lap.  
You should pull your seat belt tightly,  
You should pull your seat belt tightly,  
You should pull your seat belt tightly 'cross your lap.

If you want to travel safely, buckle up!  
If you want to travel safely, buckle up!  
If you want to travel safely,  
If you want to travel safely,  
If you want to travel safely, buckle up!

**Song**

*Sung to "Twinkle, Twinkle Little Star"*

"Twinkle Twinkle little Star  
I wear my seatbelt in the car  
If my Mom or Dad forget  
I remind them it's not done up yet  
Twinkle Twinkle Little Star  
I wear my seatbelt in the car  
Twinkle Twinkle little Star  
I wear my seatbelt in the car  
Over my shoulder across my lap  
Click Clack Front 'n' Back  
Twinkle Twinkle little Star  
I wear my seatbelt in the car."

**Song**

*Sung to "Mulberry Bush"*

"Here we go walking holding hands  
Holding hands, holding hands  
Here we go walking holding hands  
Whenever we walk near a road."

**Song**

*Sung to "Twinkle, Twinkle Little Star"*

Twinkle twinkle traffic light  
twinkle twinkle traffic light  
standing on the corner bright  
when its green its time to go  
when its red its stop you know  
twinkle twinkle traffic light  
standing on the corner bright

### **Rhyme**

Stop, Look and Listen  
Stop, Look and listen,  
Before you cross the street.  
First use your eyes and ears  
Then use your feet!

### **Rhyme**

Traffic Light  
The red light means stop  
The green light means go  
The yellow light means caution  
This you should know.

## **Playground Safety Songs & Rhymes**

### **Song**

#### **I Am Swinging**

*Sung to "Frere Jacques"*

I am swinging,  
I am swinging,  
Up so high,  
Up so high.  
First I swing forward,  
Then I swing backward.  
Touch the sky,  
Touch the sky.

### **Song**

#### **Sliding**

*Sung to "Row, Row, Row Your Boat"*

Climb, Climb  
Up the slide.  
Climb up to  
The top.  
Sliding, Sliding  
Down the Slide.  
Slide until  
You stop.

## **Rhyme**

### **The Slide**

Climb up the ladder.

*(Climb fingers up arm.)*

Hang on to the side.

*(Grasp arm with fingers.)*

Sit down at the top.

*(Place fist at top of arm.)*

Then down you slide.

*(Slide fist down arm.)*

## **Song**

### **Exercise our Muscles**

*Sung to "Ring around the Rosie"*

Run around the playground.

Exercise our muscles,

Growing, growing up so strong.

Additional versus: Swing on the swings; Climb on the bars; Dig in the sandbox;  
Bounce, bounce the balls.

## **Song**

### **Playground Fun**

*Sung to "Take Me Out to the Ball Game"*

Let's go out to the playground,

Let's go out to the swings.

Seesaws and sliding boards, climbers too,

I like the jungle gym, how about you?

For it's run, jump, slide

at the playground,

If you don't have fun, it's a shame.

Oh, let's sing, play, have a safe day

At the playground.

## **Rhyme**

### **On the Playground**

Playing on the playground is a treat,

Swinging and sliding can't be beat.

The playground is

where we like to play,

We run and skip and hop each day.

We follow the rules when we play.

To make sure we have

a safe and fun day.

## **Rhyme**

### **My Turn to Slide**

Climbing, climbing up the ladder,  
*(do actions as rhyme indicates.)*  
Sliding, sliding down the slide.  
Now I stop with a bump,  
On my feet, and up I jump.  
Running, running round the slide.  
Now I'll wait my turn to slide.

## **Song**

### **This is the Way We Go to the Park**

*Sung to "Here We Go Round the Mulberry Bush"*

This is the way we go to the park, *(pretend to march)*  
Go to the park, go to the park.  
This is the way we go to the park,  
So early every morning.

This is the way we pump our swings, *(pretend to pump arms)*  
Pump our swings, pump our swings.  
This is the way we pump our swings,  
So early every morning.

This is the way we climb up high, *(pretend to use arms & legs to climb)*  
Climb up high, climb up high.  
This is the way we climb up high.  
So early every morning.

This is the way we whirl around, *(in a sitting position, spin around like tops)*  
Whirl around, whirl around.  
This is the way we whirl around,  
So early every morning.

*(add other park activities.)*

## **Song**

### **Swimming Song**

*Sung to "Sailing, Sailing"*

Swimming, swimming over the ocean blue. *(act out all swimming motions)*  
I love to dive, I love to kick.  
How about you?  
Sidestroke, back float –  
Underwater too.  
Swimming is so much fun.  
It's what I love to do!



**Song**

**Line Up**

*Sung to "Skip to My Lou"*

Line up, line up, get in line.

Line up, line up, get in line.

Line up, line up, get in line.

We're going to go to lunch.

**Song**

**Ready to Go Outside**

*Sung to "When the Saints Go Marching in"*

Oh, when we all,

Oh, when we all,

Oh, when we all are standing still,

We will be ready to go outside (or inside),

When we all are standing still.

**Song**

**Move So Fine In Line**

*Sung to "Hokey-Pokey"*

We keep our eyes straight ahead,

We keep our hands at our side,

We keep our feet so, so quiet,

As out the door we glide.

We move so fine in line,

No one turns themselves around –

That's what it's all about!

**Song**

**"We've Been Playing on the Playground"**

*Sung to "I've Been Working on the Railroad"*

We've been playing on the playground.

All the morning long.

We've been playing on the playground.

Having fun and singing songs.

Now it's time to dust ourselves off.

Go it and eat our lunch.

Then we'll brush our teeth and lay down.

Look out here we come!

## Appendix C

### Pre-school Safety Literature Resource List

Watch Out for Banana Peels and Other Sesame Street Safety Tips	Sarah Albee	2000
I Read Signs	Taria Hoban	1987
Caillou, Careful	Joceline Sanschagrin	2001
I Can Be Safe: A First Look At Safety	Pat Thomas	2003
The Safety Book for Active Kids: Teaching Your Child How to Avoid Everyday Dangers	Linda Schwartz	1995
Safety Counts	Joel Kupperstein	1996
Outdoor Safety	Nancy Loewen	1996
Bicycle Safety	Nancy Loewen	1996
Home Safety	Nancy Loewen	1996
Traffic Safety	Nancy Loewen	1996
School Safety	Nancy Loewen	1996
Healthy Me: Fun ways to develop Good Health and Safety Habits	Michelle O'Brien-Palmer	1999
Franklin's Bicycle Helmet	Paulette Bourgeois & Brenda Clark	2000
My School Bus: A Book About School Bus Safety	Heather L. Feldman	
Bee Safe	Charles Reasoner	2003
Barney Says Play Safely	Margie Larsen & Mary Ann Dudko	1996
Teaching Safety Can Be Fun: Let Ned Show You How It's Done	Ron Madison	1999
Always Be Safe	Kathy Schulz	2003
Walk, Don't Walk: Between the Lions	Tennant Redbank	2001
Bicycles are Fun: Safety Town	Dorothy Child	1992
My Trusty Car Seat: Buckling Up for Safety (Berenstein Bears)	Berenstein 1999	
I am Curious About Safety (Curious George)	Diane Molleson	1992
Playing it Safe with See-More Safety: Let's Rap and Rhyme	Janis Rafael	1997
What Would You Do If...?: A Safety Game for You and Your Child	Jeanne Ebert	1985
Riding on a Bus	Dorothy Chlad	1991
DW Rides Again (Arthur Series)	Marc Brown	1993
Sergeant Murphy's Traffic Book	Richard Scarry	2002
Red light stop, green light go	Sarah Kulman	1993
Officer Buckle and Gloria	Peggy Rathmann	1995
Playground Problem Solvers Sandi	Hill	1998
Safety on the Playground Lucia	Raatma	1999



Our mission is to support and advocate for individuals affected by brain injury and raise public awareness through education and prevention.

BIANJ members include people with brain injuries, their families and friends, corporations and non-profit organizations, physicians, therapists, attorneys and rehabilitation service providers.

The association is funded by state grants and private contributions. To find out how you can become a member or donate to support our services, contact us at 732-745-0200.

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