



Mavis Rose-Roth, PWCS
Virginia 2020 SOL Edition
Health – GR2-SAF-3
2nd grade- Safety and
Prevention (SOL2.2h)
Adapted lesson from
Katrina Hardgrove

Grade 2

Safety and Prevention

Learning Objectives

- ❖ I can identify ways that students can take responsibility for personal safety at home, at school, and in the community. (SOL 2.1h)

2.2 The student will identify personal health decisions and health habits that influence health and wellness throughout life.

Teacher Notes

- Visual aid-posters (attached)
- Vocabulary (personal safety, accident, injury, responsibility, smoke alarm, fire extinguisher, pedestrian cross, advice, ambulance, bleeding, attack)

Lesson Steps

Step 1 (Engage learners/access prior knowledge)

- ❖ Discussion- How do we know if something is dangerous if there is no adult around? Is there something that might help tell us what to do?

Step 2 (New information – direct instruction/teacher-facilitated learning)

- ❖ Introduce lesson by explaining to students why safety is important, whether at home, school or community. (**Role Play**) Begin the walk across the main road without stopping to look, pretend not to wear a seat belt while driving in the car. Ask students what they think will happen in those two scenarios. Explain to students that these actions are not safe and have the potential to cause harm.
- ❖ Brainstorm a list of safety signs and signals (as a class). Write answers on white board.
- ❖ **Advice for students**-* never play with sharp objects, such as pencils or pens. They may seem harmless, but they can cause damage to eyes, ears and even break the skin and cause infections.

Do not ride a bike that does not fit your height, never ride a bike without your helmet. This can cause serious damage if you get into an accident or fall off bike.

Show YouTube video- Safety in the community:

<https://www.youtube.com/watch?v=DM5Ms2qJh5c>

- ❖ Each student will make a safety sign (paper, marker, crayon).
- ❖ Activity 2 – Scenario (attached adapt activity from health promotion wave website PDF lesson)



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Step 3 (Application – how student will apply/practice new learning)

Use constructed signs made in class to do a follow up activity to assess a student's comprehension of the sign's meaning (such as a more complicated version of red-light green-light).

Assessments

- ✚ Students can name and identify safety signals and signs.
- ✚ Students can accurately (for ability level) make a safety signal/sign.
- ✚ Students respond to symbols appropriately (activity).

Extensions/Connections

- Emergency, personal and safety video:
<https://www.youtube.com/watch?v=ncuvio1nRnE>

Resources/References

- Safety and Prevention- Health promotion wave website.

Handout

See next page(s) for activities.



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ACTIVITY- Adapt Activity from (health promotion wave website Pdf lesson)

Read each team one of the following scenarios. Each team who correctly identifies the scenario as safe or unsafe gets to take a 'giant' step forward. If they get one wrong, they must take a giant step backwards. The team who is the closest to you at the end of the game is the winner.

Scenarios:

1. Your friend dares you to cross the street when there is a red light. (unsafe)
2. Carlos insists that you walk home on the left side of the street, facing traffic. (safe)
3. Jasmine is busy talking to her friend when she steps off the curb to cross the street. (unsafe)
4. Lina is in a hurry and wants to cross the street in the middle of the block. (unsafe)
5. You get off the bus with your friend Tyler who is about to run across the street. You stop Tyler, make him walk ten feet in front of the bus, and then cross the street. (safe)
6. Nicole has the green light to cross the street. She looks both ways and sees a car traveling pretty fast in her direction, so she decides to wait. (safe)
7. Cynthia chases the ball into the street. (unsafe)
8. Carmen's friend insists that it is okay to cross the street when there is a red light—if there aren't any cars coming. Carmen says 'no.' (safe)
9. Joshua and his friend are having fun talking and laughing as they walk home from school. When they reach the corner, Joshua stops talking, looks left, right, and left again, and then crosses with the green light at the crosswalk. (safe)
10. You yell at your friend to 'stop' as he starts to chase the ball into the street. (safe)
11. When the crossing guard gives you the signal to walk, you look the driver in the eye before you start crossing the street. (safe)
12. Sarah steps off the curb and waits for the signal to cross the street. (unsafe)

Show student Pictures of safety signs-
examples

Safety Signs

