Don't touch it!

Hello? 911?

Playing it SAFE!

SAFETY SEAL OF APPROVAL

Play it safe!
Dear Teacher:

The newspaper offers you a unique opportunity to motivate your students. Language development, reading, math, and current events are just a few of the areas that can be taught by integrating the newspaper into daily classroom work.

In this special supplement, the very youngest students are introduced to important safety information. The section provides hands-on, newspaper-related activities, as well as activities designed to elicit classroom discussion. A “Let’s Talk About It” activity is also provided on each page to encourage students to engage parents or guardians in conversation about safe practices.

To make your Newspaper in Education experience an enjoyable one, consider these suggestions:

- During the study, read aloud the introductory information at the top of each page and have students discuss their thoughts. Instructions for conducting the activities are found on the bottom of each page.
- Give children plenty of space when using the newspaper. They can sit at tables or on the floor.
- Separate sections of the newspaper. Give children only the sections they will be using. Consider stapling the folded edge of each section for easier handling.
- Some activities will call for glue or paste, scissors, a pencil, and crayons. If you plan to use the section over a period of days, you might want to have the children use tape for cut-and-paste activities to prevent pages from sticking together.

In addition:

- The Safety Book for Active Kids from The Learning Works
- Fifty Ways to Keep Your Child Safe by Susan Golant

Resources:
Information for this supplement was gleaned, in part, from World Wide Web sites, including:
- The National SAFEKIDS Campaign Home Page
- The Parenting Resource Center Home Page
- Child Quest International Home Page
- Nationwide Insurance Safety Dock

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Sometimes we find ourselves in scary situations. That's just part of growing up. But learning what to do in those situations — and how to prevent them in the first place — is also a part of growing up. The more you know and the better prepared you are, the easier it will be to play it safe.

Name: ____________________________

Address: ____________________________

Phone Number: ____________________________

Teacher: Explain to students that one of the most important steps in playing it safe is knowing your telephone number and address. Instruct each one to write his or her address and phone number above. For further practice, have students cut out newspaper numbers that make up their phone numbers. Ask them to mix up the numbers and put them back together again in the right order. You can have them do the same activity with their addresses.
An emergency is a situation that needs quick attention and action. If you find yourself in an emergency situation, there are some important things to remember:

- Stay calm.
- Dial 911*.
- Tell the operator what is wrong.
- Give your name, address, and phone number.
- Stay on the line until you are told what to do.

Teacher: Identify some emergency situations and talk about the steps outlined above. Then show students a real telephone keypad or draw one on the chalkboard. Have students write the corresponding numbers on the keypad above. Ask them to practice “dialing” 911. Now, describe some emergency and non-emergency situations reported in today’s newspaper. Ask students to decide whether each is a 911 situation.

* Note: If your area does not use a 911 system, provide the appropriate emergency numbers, which are usually found in the front of your telephone book.
Nobody likes to think about something as scary as a house fire. But talking about it and being prepared are two of the most important things you can do to play it safe at home. Be sure to:

• Plan how you will get out of your house.
• Pick a meeting spot outside so you will know everyone is safe.
• Crawl on the floor if you see smoke. If there’s a lot of smoke, tie a shirt or towel around your nose and mouth.
• If you’re forced to wait in your room, don’t hide under the bed. Stay by the window so firefighters can get to you quickly.
• When you are safely outside, go to your meeting spot. Have someone call 911.

My family’s meeting place:

Ask your family to have a meeting to talk about ways to escape from your house or apartment in case of fire. Decide on your meeting spot outside and write it down in the space above. Then practice your escape plan so you’ll be prepared. Also, help a parent or adult check your smoke detectors to make sure they are working correctly.

Teacher: Explain to the class that firefighters are among our most important community helpers. When there’s a fire, a firefighter’s job is to help people escape safe and sound. Then talk about other community helpers, such as police officers and ambulance drivers, who help make our community a safer place. Conclude by reading selected paragraphs from today’s newspaper about emergency situations. In each case, ask which community helper(s) might have been involved.
There are lots of other water sources that can present the danger of drowning. Talk about these places with your parents or other adults. For example, never go swimming in unsupervised areas, such as quarries or ponds. Can you think of others?

**Teacher:** Have students draw a comic strip in the panels above to illustrate one of the pool safety rules. Point out your newspaper’s comic strips for examples. Then talk about other fun activities that can be dangerous if you don’t follow the safety rules. Ask them to look for newspaper pictures of people having fun and have them name some of the rules those people should be following.
Bicycle riding is a favorite of kids everywhere. You can ride your bike for fun or to get you where you need to go. Either way, make sure you know how to stay out of harm’s way.

- Ride only in areas where you have permission to ride. If you are allowed to ride in the street, ride on the right side of the road and obey all traffic signs and signals.
- ALWAYS wear a bicycle helmet.
- Be sure your bike is the right size. Bikes that are too big or too small can be dangerous.
- Only one person on a bike at a time.
- Make sure your clothes can’t get caught in the bicycle’s wheels or chain.

I can ride to _______________________
I can’t ride to _______________________

With your parents or another adult, give your bicycle a quick safety check. Make sure you can straddle the seat easily with both feet on the ground; make sure the handlebars can be reached with elbows bent; make sure the tires are properly inflated; and make sure your helmet provides the right fit.

Teacher: Talk about places the students are allowed to ride to on their bicycles. Stress the importance of knowing their boundaries and making sure their parents or guardians always know where they are. Then help the students complete the sentences above with cut-out newspaper pictures or graphics. Have them design bicycle helmets by coloring the one pictured on the right.
You are never too young — or old — to learn about street safety. Chances are, you’ve already learned a thing or two from watching the adults you walk with. Here are the basics:

- Don’t walk alone near traffic.
- Walk on the left side of the street so you can see traffic coming.
- Never run into the street.
- When crossing the street, listen and look for traffic at the left, then to the right, and back again to the left.
- When the street is clear, it’s safe to cross. Keep looking until you are safely on the other side.
- If you walk at night, wear something that will reflect light so drivers can see you.

Ask a parent or other adult to go on a walking tour through your neighborhood. Along the way, talk about the traffic signals and signs you see, including the “Walk” and “Do Not Walk” signals at intersections. Practice crossing the street with an adult.

Teacher: Talk about traffic signals and signs and how they help us stay safe. Next, ask the students if they recognize the traffic sign above by its shape. If not, give them the clue that it’s red. Have them cut out the letters S-T-O-P from the newspaper and place them onto the sign. Conclude by talking about the shapes of other familiar signs. Ask them to find items in the newspaper with the same shapes.
Have you ever seen the symbol on the bottle below? It's a skull and crossbones, and it tells you that what's in the bottle is poisonous.

There are many poisonous items around your house that can be dangerous if not used correctly. But they don't always have such noticeable warnings. Become familiar with some of these items and ALWAYS stay away from those that you’re unsure about.

Talk to your parents about what to do in case of a poisoning emergency. Have them help you find the telephone number for the local poison control center, then keep it near the telephone.

Teacher: Have students draw their own poison warning symbol in the space above. Then tell students that many items around the house are poisonous and can be dangerous when misused. Take them on a room-by-room “tour” to come up with a list of such items. In the kitchen: bug spray, drain opener, vitamins, oven cleaner. In the bathroom: nail polish remover, medicines, cosmetics, and so on. Instruct students to look through the newspaper for poisonous items. Have them cut out the items and paste them around their poison warning symbols.
It’s almost time for recess! Before you head to the playground, think about ways to keep your playtime safe. Remember, don’t stand on swings, always go down the slide feet first, and don’t push or shove other kids on the playground equipment. Can you think of others?

Talk to your parents or another adult about other outdoor activities that can be unsafe if you’re not careful, such as skateboarding, skating, and sledding. Come up with a list of rules to follow when doing your favorite activities.

Teacher: Discuss with students other unsafe practices on the playground. Then ask them to look in the newspaper’s comic strips for characters who they think play safe. Tell them to “invite” the characters to recess by cutting them out of the newspaper and pasting them around the playground equipment above. You can also have them pick out a character they think doesn’t play safe.
It’s difficult to imagine life without the telephone. It not only helps us keep in touch. It is also one of our most important safety tools.

But sometimes people use the telephone to play jokes and say scary things. Whenever this happens, remember:

• Hang up if you don’t like what you hear. Then tell your parents or another adult.

• If you are home alone, never tell the caller your parents aren’t there. Instead, say, “He can’t come to the phone right now.” Then ask the caller to call back or offer to take a message.

Something else to remember: The telephone is not a toy. Don’t play pranks on other people. And don’t ever call 911 unless it is a true emergency.

Ask a parent or other adult to help you practice recognizing unwanted telephone calls. Ask the adult to pretend he or she is a caller and role-play several situations. Be ready to act fast!

Teacher: Help the students become familiar with telephone numbers. First, have them cut out telephone numbers from newspaper ads and paste them onto the blank note paper above. Then have them fill in the Important Telephone Numbers list with numbers they’ve already identified (911, their own telephone numbers, their doctors’ numbers).
Sometimes it’s easy to get separated from your mom, dad, or other adult when you’re in a crowded place. If it happens to you, don’t panic! Instead:

- Stay in the store or in the general area where you became lost.
- Go to a cashier, security guard, or other nearby employee.
- Ask him or her to help you find the person you are with.
- Wait with the employee until that person comes to pick you up.

Teacher: Ask students how they would describe themselves if someone was looking for them. Then help them fill in their Safety Kid Identification card, including important characteristics. Allow them extra practice in recognizing characteristics by describing a classmate. For extra lost-and-found fun, tell the students that several items are “lost” in the newspaper. Then, one by one, describe the items and let the students try to locate them. Time them if desired.

Whenever you and your family go to a crowded place, such as a mall or amusement park, pick a meeting spot. Then, if someone gets lost, he or she will know where to wait for help. Ask your parents to point out cashiers, store managers, and other employees who could help you if you get lost.
You’ve probably been told that a hundred times. That’s because you should always be wary of someone you do not know.

But it’s also important to be wary of any adult if he or she:
• Offers you food or money
• Asks to take your picture
• Follows you in a car or van
• Asks for directions or for help in finding a lost pet
• Wants you to “keep a special secret” or “play a special game.”

Talk with your parents about strangers and, together, come up with a “secret code word” that only you and your parents know. It can be used if your parents need to ask someone else to pick you up. If that someone knows the code word, you’ll know it’s safe to go.

Teacher: Remind the students that any time a stranger approaches them they should run away as quickly as possible. Tell them not to hide from the stranger but to go to the nearest safe place to get help. Describe such places as gas stations, grocery stores, a trusted neighbor’s house, and the police or fire station. Point out the Safe Place sign above so they’ll recognize official Safe Places. Then ask them to find pictures, names, or signs of safe places in the newspaper. Have them cut out the pictures and paste them above.
Guns are a serious subject. The most important thing you should know is that a gun is a weapon, not a toy. It can injure or kill someone.

If you come across a gun, DON’T touch it — even if you think it’s unloaded! If you see someone else touch it, leave immediately and find an adult. If there are no adults around, call 911. Accidental shootings can happen fast.

Talk to your family about gun safety. If there is a gun in your house, make a pledge NEVER to touch it.

Teacher: Have students find newspaper pictures of things they can play with and things they can’t play with, such as guns. Ask them to paste the things they can and cannot play with above. Have them explain their thoughts. Invite a police officer to talk to your class about guns and gun safety.
No matter where you are or what you're doing, remember the A-B-Cs of safety:

Always
Be
Careful

Practice the safety rules you learned in this section. And always be willing to learn new ones. Remember: You can never be too safety smart!

My Safety Pledge:

I, ________________, promise to Always Be Careful wherever I go. I will follow all the safety rules that I've learned and will be willing to talk to my parents or other adults if I'm unsure about others.

Teacher: Conclude this study by asking students to make a “Safety Mascot” on a separate sheet of paper. Tell them to cut out characters from the newspaper comics. Then tell them to put the head of one character on the body of another. They can add the arms of another and so on until they've created their own special character. Have them give each mascot a name.
THIS SECTION HAS THE SAFETY SEAL OF APPROVAL

Play it safe!