

Table of Contents

Safety

Getting Started	1
Student Learning Objectives	7
Health Education Standards	8
Materials	9
Lesson 1: Three Keys to Passenger Safety (30 minutes)	13
Teacher Reference: "Vehicle Safety"	20
Teacher Master: "Passenger Safety Rules"	22
Teacher Reference: "Sample Family Letter Introducing the Personal Safety Lesson"	23
Family Resource Sheet: "What to Know Before You Go"	24
Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Safety Rhymes and Skits"	26
Lesson 2: Safety Belt Smarts (30 minutes)	27
Teacher Reference: "Buckle Up the Right Way"	35
Student Worksheet: "No Excuses—Safety First!"	37
Teacher Key: "No Excuses—Safety First!"	38
Student Worksheet: "Safety Belt and Booster Seat Chart"	39
Family Resource Sheet: "Buckle Up for Safety"	40
Teacher Reference—Assessment: "Assessment Checklist for Skill Development: Safety Belt and Booster Seat Use"	41
Student Self-Assessment Checklist: "Safety Belt and Booster Seat Use"	42
Lesson 3: Safety First (35 minutes)	43
Student Worksheet: "The Three D's for Telling"	51
Student Worksheet: "Detecting Unsafe Situations"	52
Family Resource Sheet: "Playing It Safe"	53
Teacher Reference—Assessment: "Assessment Rubric for Skill Development: The Three D's"	55
Student Self-Assessment Checklist: "Rule for Dangerous Objects"	56
Teacher Reference—Assessment: "Assessment Rubric for Skill Development: How to Make an Emergency Phone Call"	57
Teacher Reference—Assessment: "Assessment Checklist for Skill Development: How to Make an Emergency Phone Call"	58
Student Self-Assessment Checklist: "How to Make an Emergency Phone Call"	59
Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Safety Detective"	60

Safety (continued)

Lesson 4: Street Smarts (35 minutes)	61
Teacher Reference: "Strategies for Safe Internet Use"	67
Teacher Reference: "Teaching Personal Safety"	70
Teacher Reference: "What to Do If a Student Discloses Abuse"	74
Teacher Reference: "Questions on Safety Tips"	78
Teacher Reference: "Sample Family Letter Following the Personal Safety Lesson"	81
Family Resource Sheet: "Child Sexual Abuse: What Every Family Should Know"	82
Family Resource Sheet: "What You Can Do to Protect Your Child From Sexual Abuse"	84
Family Resource Sheet: "A Quick Guide to the Internet for Families"	86

Getting Started



Safety

Four Lessons

Unit Goals

Students will demonstrate the ability to determine what is safe and unsafe passenger behavior.

Students will demonstrate the ability to wear a safety belt properly.

Students will comprehend the safest ways to ride in a vehicle, including the use of booster seats and safety belts and riding in the back seat.

Students will analyze how personal behaviors influence safe passenger behavior.





Students will comprehend concepts related to safe and unsafe situations and those that need to be reported to an adult.

Students will demonstrate the ability to determine safe and unsafe places and how to stay safe in potentially harmful situations.

Students will demonstrate the ability to ask a trusted adult for help and to access help when feeling threatened.

Students will comprehend concepts related to appropriate and inappropriate touch.

Before You Begin

1. Review the lessons and the materials you will need.
2. Duplicate the needed student worksheets , family resource sheets , and assessment rubrics  or checklists.
3. Read the Extension Activities  described in each lesson and decide which ones you want to use with your students. Extension Activities are designed to accomplish two things:
 - Reinforce the health messages taught in the lessons by promoting a healthy environment outside the classroom, such as in the cafeteria, on the playground, and in the community.



- Integrate health education into other academic areas, such as language arts, social studies, science, and art.

If the Extension Activities require materials, check to see if they are provided with your instructional materials. If they are not, contact your Regional Health Coordinator, the vendor indicated in the lesson, or the Michigan Model for Health Clearinghouse (888-517-6195). If the activities require guest presenters, contact them early.

4. Schedule the distribution of the first family letter regarding Lesson 4, the personal safety lesson. This lesson provides students with information about inappropriate touch, or child sexual abuse. It emphasizes the skills students need to protect themselves. Two family letters and two family resource sheets are included on this critical topic.

The first family letter should be duplicated on your school stationery and mailed or distributed to families about two weeks before teaching Lesson 4. A sample letter is provided with Lesson 1. This letter invites families to preview the materials if they wish. If you choose to modify the letter, please do not provide the exact dates you will teach the lessons. Often children who are abused are not allowed to come to school on the days the lessons are taught if specific dates are given.

The family resource sheets and second family letter should be sent home the day Lesson 4 is taught. The purpose of the second letter and family resource sheets is to prepare families for questions that may be asked as a result of students participating in the lessons.

Vocabulary Words

absorbs	danger	gas fumes
accident	dangerous	guns
air bag	dashboard	hazards
alcohol	destructive	immediate help
approved	disturbing	impact
attached file	download	influence
avoid	drugs	inhalants
bad touch	e-mail	injure
blood	emergency	Internet
booster seats	encourage	imitates
broken glass	escape	knives
buckle	excuses	lap belt
bullying	explosion	law
caring touch	fastened	modeling
chest	fault	neck
child safety seat	file	needles
crash	firecrackers	online
cushion	force	passengers

password	safety belts	trust
permission	seatback	unsafe
powerful	security guards	upright
private	shoulder belt	user name
protective	skit	vehicle
recognize	snug	weapons
respond	stomach	web surfing
rhyme	stranger	website
rifle	tightening	World Wide Web
safety	tobacco	

Assessment

Review the information on using assessment with students in these sections of this manual: Overview of the *Michigan Model for Health™* and How to Use the Manual.

Curriculum-embedded assessment tools are provided at the end of many lessons in the form of rubrics and checklists for scoring student work. These assessments were developed specifically for the instructional activities in the lessons. In this unit, they are found in the following lessons:

Lesson 1: Three Keys to Passenger Safety: Safety Belts, Booster Seats, Back Seat
 “Assessment Rubric for Skill Development: Safety Rhymes and Skits”

Lesson 2: Safety Belt Smarts
 “Assessment Checklist for Skill Development: Safety Belt and Booster Seat Use”
 Student Self-Assessment Checklist: “Safety Belt and Booster Seat Use”

Lesson 3: Safety First
 “Assessment Rubric for Skill Development: The Three D’s”
 “Assessment Rubric for Skill Development: How to Make an Emergency Phone Call”
 “Assessment Checklist for Skill Development: How to Make an Emergency Phone Call”
 “Assessment Rubric for Skill Development: Safety Detective”
 Student Self-Assessment Checklist: “Rule for Dangerous Objects”
 Student Self-Assessment Checklist: “How to Make an Emergency Phone Call”



Family Involvement

A cooperative partnership with your students' families will go a long way towards making health education as effective as possible. Young people need consistent messages regarding health habits. This can happen when families and other caring adults model health habits, talk with young people about health, and reinforce positive health behaviors they notice. To help you achieve this partnership, families and other caring adults are encouraged to take an active role. In this unit, families can be invited to serve as classroom assistants in any of the lessons. Family resource sheets are also included. Duplicate these handouts for distribution to the families of your students. They contain health information that complements the topics covered in the unit and activities families can do together to augment and reinforce the learning occurring at school. Family resource sheets are available with the following lessons:

Lesson 1: Three Keys to Passenger Safety: Safety Belts, Booster Seats, Back Seat
"What to Know Before You Go"

Lesson 2: Safety Belt Smarts
"Buckle Up for Safety"

Lesson 3: Safety First
"Playing It Safe"

Lesson 4: Street Smarts
"Child Sexual Abuse: What Every Family Should Know"
"What You Can Do to Protect Your Child From Sexual Abuse"
"A Quick Guide to the Internet for Families"

Review the suggestions for use of these family resource sheets in the How to Use the Manual section.

Informational Resources: Websites and Phone Numbers

The following websites and phone numbers offer reliable information on safety and related topics. Many of the sites are noted in the lessons. Other sites are included as references for you. Check the Michigan Model for Health Clearinghouse website for additional Internet links that have been placed on their site as a service to you at www.mmhclearinghouse.org.

- American Academy of Dermatology, Skin Care and Safety: www.add.org
OR (888) 462-DERM (462-3376)
- American Academy of Pediatrics, Skin Care for Children and Related Topics: www.aap.org
- American Automobile Association (AAA): www.aaa.com
- American Cancer Society, Information on Sun Safety: www.cancer.org
OR (800) 227-2345
- American Red Cross: www.redcross.org/

- Centers for Disease Control and Prevention, Statistical, Injury Prevention, and Violence Prevention Information: www.cdc.gov.
- Child Abuse and Neglect Council of Oakland County, Online Mandated Reporter Training: www.carehouse.org
- Crimes Against Children Research Center: www.unh.edu/ccrc/
- Chrysler's Free Child Safety Seat Inspection Program, "Fit for a Kid": www.fitforakid.org
- iSafe: www.isafe.org
- Michigan Department of Education, Revised School Code Related to Weapons: www.michigan.gov/mde
- Michigan Department of Health and Human Services, Child Protection Law: www.michigan.gov/mdhhs
- Michigan Department of Health and Human Services, "Mandated Reporter's Resource Guide": www.michigan.gov/mdhhs
- Michigan Office of Highway Safety Planning: www.Michigan.gov/ohsp
- Michigan State Police: www.michigan.gov/msp
- National Highway Traffic Safety Administration (NHTSA): www.nhtsa.gov
- National Safety Council: www.nsc.org/library/facts.htm.
- Skin Cancer Foundation, Information on Sun Safety and Skin Cancer: www.skincancer.org OR (800) SKIN-490 (754-6490)
- State of Michigan, Laws Governing Weapons: www.michiganlegislature.org
- U.S. Consumer Product Safety Commission: www.cpsc.gov
- U.S. Department of Health and Human Services, Administration for Children and Families: www.acf.hhs.gov
- U.S. Department of Health and Human Services, Child Welfare Information Gateway: www.childwelfare.gov/
- U.S. Department of Justice, National Center for Missing and Exploited Children: www.missingkids.com
- U.S. Environmental Protection Agency, Information on Sun Safety and the UV Index: www.epa.gov OR (202) 272-0167

Student Learning Objectives

Lesson Titles and Objectives, Correlated With National Health Education Standards

Safety	
Lesson Objectives	National Health Education Standards
Lesson 1: Three Keys to Passenger Safety: Safety Belts, Booster Seats, Back Seat	
Identify safe and unsafe passenger behaviors.	Self Management
Describe how booster seats and safety belts help passengers to stay safe.	Core Concepts
Describe why the back seat is the safest place for young people to ride in a vehicle.	Core Concepts
Lesson 2: Safety Belt Smarts	
Practice the proper wearing of a safety belt.	Self Management
Analyze how personal behaviors influence safety belt and booster seat use of others.	Analyzing Influences
Lesson 3: Safety First	
Describe characteristics of safe and unsafe places.	Core Concepts
Identify dangerous, destructive, and disturbing situations that need to be reported to an adult.	Core Concepts
Analyze environments to determine whether they are safe places.	Self Management
Describe how to access help when feeling threatened.	Self Management and Accessing Information
Lesson 4: Street Smarts	
Describe strategies to stay safe in potentially harmful situations.	Self Management
Identify appropriate and inappropriate touch.	Core Concepts
Explain that a child is not at fault if someone touches him or her in an inappropriate way.	Core Concepts
Describe how to ask a trusted adult for help.	Accessing Information

Health Education Standards

Lesson #	Core Concepts	Analyzing Influences	Accessing Information	Interpersonal Communication	Decision Making	Goal Setting	Self Management	Advocacy
Lesson 1: Three Keys to Passenger Safety	X						X	
Lesson 2: Safety Belt Smarts		X					X	
Lesson 3: Safety First	X		X				X	
Lesson 4: Street Smarts	X		X				X	

Materials

The materials used in the *Michigan Model for Health™* are categorized into three types:

- **Health Education Resources:** Materials obtained from your Regional Health Coordinator, regional materials center, or ordered from the vendor*
- **Teacher Manual Resources:** Materials found in the manual, such as student worksheets, teacher references, and so on
- **Supplied by the Teacher:** Materials typically found in the classroom or school, such as pencils, writing paper, art supplies, and so on

* If you have questions about any of the materials used in the *Michigan Model for Health®* or how to obtain them, phone the Michigan Model for Health Clearinghouse. They will help you locate what you need.

Phone: 888-517-6195

This list includes all of the materials needed for this safety unit. Following each item listed, the number of the lesson(s) where the item is used is indicated for your reference.

MATERIALS	LESSON NUMBERS			
	1	2	3	4
Health Education Materials				
• Poster: "Passenger Safety: It's the Law!" Michigan Model for Health Clearinghouse	X			
• Poster: "Safety Belts: Use Them Every Time You Ride...Correctly," Michigan Model for Health Clearinghouse		X		
• Video [DVD]: <i>Safety Belts: For Dummies or People?</i> General Motors (8 minutes; Extension Activity)		X		
• Safety belt, one or more		X		
• Poster: "The Three D's for Telling," Michigan Model for Health Clearinghouse			X	X
• Poster: "How to Make Emergency Phone Calls," Michigan Model for Health Clearinghouse			X	
• Poster Set: "Safety Detective," Michigan Model for Health Clearinghouse			X	
• Video [DVD]: <i>Staying Safe: Strangers, Cyberspace & More</i> , Clearvue and SVE (20 minutes)				X
• Poster: "Say, NO!" Michigan Model for Health Clearinghouse				X
• Poster: "Safety Tips for Using the Internet," Michigan Model for Health Clearinghouse (Extension Activity)				X
• Poster: "Staying Safe Around Dangerous Objects," Michigan Model for Health Clearinghouse			X	X

MATERIALS	LESSON NUMBERS			
	1	2	3	4
Teacher Manual Resources				
Materials to Duplicate				
• Teacher Master: "Passenger Safety Rules"	X			
• Family Resource Sheet: "What to Know Before You Go"	X			
• Student Worksheet: "No Excuses—Safety First!"		X		
• Student Worksheet: "Safety Belt and Booster Seat Chart" (Extension Activity)		X		
• Family Resource Sheet: "Buckle Up for Safety"		X		
• Student Self-Assessment Checklist: "Safety Belt and Booster Seat Use"		X		
• Student Worksheet: "The Three D's for Telling"			X	
• Student Worksheet: "Detecting Unsafe Situations"			X	
• Family Resource Sheet: "Playing It Safe"			X	
• Student Self-Assessment Checklist: "Rule for Dangerous Objects"			X	
• Student Self-Assessment Checklist: "How to Make an Emergency Phone Call"			X	
• Family Resource Sheet: "Child Sexual Abuse: What Every Family Should Know"				X
• Family Resource Sheet: "What You Can Do to Protect Your Child From Sexual Abuse"				X
• Family Resource Sheet: "A Quick Guide to the Internet for Families" (Suggestion)				X
Teacher Keys and References				
• Teacher Reference: "Vehicle Safety"	X			
• Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Safety Rhymes and Skits"	X			
• Teacher Reference: "Sample Family Letter Introducing the Personal Safety Lesson"	X			
• Teacher Reference: "Buckle Up the Right Way"		X		
• Teacher Key: "No Excuses—Safety First!"		X		
• Teacher Reference—Assessment: "Assessment Checklist for Skill Development: Safety Belt and Booster Seat Use"		X		
• Teacher Reference—Assessment: "Assessment Rubric for Skill Development: The Three D's"			X	
• Teacher Reference—Assessment: "Assessment Rubric for Skill Development: How to Make an Emergency Phone Call"			X	
• Teacher Reference—Assessment: "Assessment Checklist for Skill Development: How to Make an Emergency Phone Call"			X	
• Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Safety Detective"			X	
• Teacher Reference: "Teaching Personal Safety"				X

MATERIALS	LESSON NUMBERS			
	1	2	3	4
• Teacher Reference: "What to Do If a Student Discloses Abuse"				X
• Teacher Reference: "Strategies for Safe Internet Use"				X
• Teacher Reference: "Questions on Safety Tips"				X
• Teacher Reference: "Sample Family Letter Following the Personal Safety Lesson"				X
Supplied by the Teacher				
Equipment				
• AV equipment		X		X
Miscellaneous				
• Yardstick or similar measuring device (Extension Activity)	X			
• Pens or pencils	X	X	X	
• Writing paper	X		X	
• Hat or similar container	X			
• Crayons or markers (Extension Activity)	X			
• 3" by 5" index cards, one per student (Extension Activity)	X			
• Chair, one or more		X		
• Booster seat (Suggestion)		X		
• Slides				
• Water-based marker				
• Art supplies (Extension Activity)			X	
• Variety of land-line, wireless, and cellular phone handsets students can use to practice dialing 911 (Extension Activity)			X	

