



Second Grade Unit 3: Navigate My World

Essential Question #1: How do geographic skills help us understand the world?

Lesson Title: Safety Safari

SS Standard III, Objective 1

Implementation Time: Two 45 minute lessons

Media Resources Needed: *Officer Buckle and Gloria* by Peggy Rathman

Materials Needed:

Graph paper (1 piece per student)
Chart paper/butcher paper (7 pieces)
Clipboard or hard surface for writing (1 per student)
Empty toilet paper/paper towel rolls (2 per student)
36-inch piece of yarn (1 per student)
Tape
Writing or drawing paper (1 per student)

Procedure:

Lesson One

1. Give each student a sheet of graph paper. Illustrate on the white board how to outline four columns, draw a horizontal line a line at the bottom of the graph and begin numbering rows vertically from the bottom up to create a bar graph. Have students write walk, car, bike, and bus at the bottom of the four columns.
2. Ask students who walk to school to raise their hand. Count the students together and have the class color in the number of squares to match the number of students who walk. Model on the white board.
3. Repeat for car, bike, and bus.
4. Read *Officer Buckle and Gloria* as a class. Discuss.
5. Activate students' background knowledge of what they learned in Kindergarten and first grade about safety. Place chart paper/butcher paper with the following headings



around the room or in the hallway at student eye level: *How to be Safe When Walking to School; How to be Safe When Riding in a Car; How to be Safe When Riding a Bike; How to be Safe at Home; How to be Safe at School; How to be Safe When Riding the Bus; Other Safety Considerations* (sunscreen, poison, animals, 911)

6. Give each student a marker and allow them to stroll from poster to poster adding information to each poster. Encourage students to read what has been written and not repeat any of the same suggestions/safety rules. Students should include relevant traffic signs that apply to each topic. Note: you may want to dismiss 4-6 students at a time to visit the poster stroll in order to prevent crowding or create several sets of posters.

7. Collect posters. Review as a class, circling all the suggestions that the class agrees are good safety practice/precautions. Clarify any misconceptions and make any additions or changes as necessary.

Lesson Two

1. Tell students they are going on a class “safety safari” to identify community traffic signs and symbols and will be practicing safety procedures along the way. Explain that a safari is an exploring or hunting expedition on the continent of Africa (point out Africa on the classroom world map). The class will be exploring safety and hunting for traffic signs and symbols in the community.

2. Prepare for the “safety safari” by making binoculars out of toilet paper/paper towel rolls and yarn. Make binoculars by taping the two empty rolls of toilet paper together and attach a string to either side. Tell students to put the binoculars around their necks so they will be ready to go on the “safety safari.”

3. Review cardinal directions and articulate directional locations throughout the safari and their relevance to safety topics; example: “The buses load on the north side of the building. This side of the building doesn’t get as much sun in the winter and tends to be icier than most. We need to be extra careful when getting on and off the bus.”

4. Give each student a clipboard and sheet of paper to draw community and traffic signs and symbols they discover. Pay careful attention to following all traffic and safety rules and procedures with the children.

Extension:

Have students write about three new safety procedures/traffic signs or symbols they learned about and why they are important.

Extension:

Go on a “safety safari” in the school building and search for safety items in the



classroom, hallway, playground, etc. Look for exit signs, fire extinguishers, fire alarms, door locks, street signs, employee identification badges, etc.

Students may take their binoculars home and conduct a Safety Safari in their home or neighborhood. They can look in their homes for smoke detectors, first aid kits, window and door locks, safe places to keep poisons (including medicines), etc. They can look in their neighborhoods for crosswalks, road signs, McGruff Houses, hazardous areas, etc.