

Safety Awareness

Objective: Describe the conditions and behaviors that are threats to safety.

Materials: Examples of accidents as reported in periodicals, newspapers, and magazines; Worksheet for each student, "Potential Sources of Accidents," may be accessed at

- http://www.cteresource.org/attachments/atb/aai/potential_accid.pdf (PDF) or
- http://www.cteresource.org/attachments/atb/aai/potential_accid.doc (Word)

Notes to the Teacher

1. Introduce the objective. Have students respond in small groups to some of the following questions: (1) How important is safety or accident prevention in our daily personal lives? (2) How seriously do we take the topic and why? (3) To what degree do you think accidents are the result of human error? (4) Do you know someone who has been hurt seriously in an accident? What pain, suffering, and inconvenience did they encounter? (5) What advice would you give a friend about driving that might keep him or her safe?
2. Distribute the worksheet "Potential Sources of Accidents" to each student, and give an extra copy to each group to record collective responses. The worksheet heading is titled "Home (School/Workplace)" to give you flexibility in approaching the activity. You may have different teams investigate and report on their area.
3. Ask each student to do a mental inspection of the inside and outside of his or her home. Are there things that might hurt someone or cause them to trip or fall? Have students do a mental survey of each room. What and where are the safety hazards? Tell students to note anything they want to improve (They do not have to list every single item.).
4. Ask small groups of students to share their lists with each other and discuss each category in detail. Ask for a recorder to list some of the specific items cited by team members to share with the class. Post responses on transparency film, flip chart paper, or the board.
5. Ask for group reports by category, taking Environment first. They might report on potential sources of accidents outside the home, such as yard, work area, storage houses, other. Doing some on-the-spot problem solving and question asking would be appropriate; e.g., asking how to fix the problem and/or asking periodically, "What are the consequences of not taking action to remedy the situation?"
6. Ask students to complete each category for the home.
7. Have students repeat the process for their school (Distribute a new form.), perhaps doing it together as a large group. Give particular attention to what students do/do not do to contribute to safety as listed under "Personal."
8. Have students repeat the process for the workplace. This should be done in small groups. Have them select one or two businesses with which they are familiar.
9. Have students list under "other" only items they can think of that do not fit into the previous categories.

Variations/Extensions

1. Have the students identify worthwhile safety-related projects to undertake. There might be an elderly person who needs his/her leaves raked and yard cleaned. There could be a play area in need of repair/cleaning. A fire alarm may need to be installed. A campaign to alert the community to check their fire alarms could be undertaken.
2. Students could investigate online the relationship between sleep deprivation and driving accidents among teenagers as well as drivers in general. Sources include National Sleep (<http://www.sleepfoundation.org/>) and AAA (<http://www.aaa.com/>).
3. Invite representatives from business and industry to visit the class and talk about ways they promote safety in their organizations.

Ideas for Differentiation

- For students/classes who struggle with recall, allow them to complete the home inspection as a homework assignment as they physically go through their homes. Alternatively, allow students to walk through the school to identify school hazards.
- If the activity is assigned over time, allow students to visit a business over a weekend to do physical "inspection" instead of items being identified through recall.
- Project or post questions for students to see during the class discussion.