

Is It Safe?

Introduction: In today's world, parents and teachers are concerned with safety conditions for their children. During this activity, students will determine whether a location is a safe place to be or not. The knowledge of safe and unsafe places will reassure parents and teachers when the children are out and about in any location.

Grade Level and Subject: Kindergarten Health and P.E.

TEKS: Health – 2B
P.E. – 1A, 1B, 3A, 3B, 6A, 6B, 7A

Materials: Chalk

Activity: Before beginning the outdoor portion of this activity, the teacher and students will need to discuss and identify safe and unsafe places to play. The teacher can begin by developing a list of safe and unsafe places on the board. An example of a safe place would be the backyard, while an example of an unsafe place to play would be the street. The students and teacher will generate a list of several places to play that would be considered either safe or unsafe. The teacher should write the list down on paper and have it readily available for the outdoor activity.

On the day of the outdoor activity, the teacher should draw two parallel lines with chalk, both approximately 20 feet long and about 30-50 feet apart. One line should be designated the "safe place," and the other line will be known as the "unsafe place." The teacher should also draw a line (approximately 20 feet long) right in the middle of the two parallel lines. The students will stand on this line to begin the activity.

The teacher and students will proceed to the three chalk lines. The students will stand on the middle line, leaving approximately 2-3 feet between themselves and the other students. The teacher will stand where he or she can be heard by all students.

The teacher will use the list of safe and unsafe places generated by the students during the classroom discussion. He or she will call out a location. The students, upon hearing that location, will either run to the "safe" line or the "unsafe" line and stand there quietly. The teacher will lead a discussion on the called location and whether it is a safe place or not. The students will then run back to the center line to wait for another location to be called by the teacher. The lesson will be completed once the teacher has called out the "safe places to be" list generated by the students during a previous lesson.

Of course, the teacher might want to vary the activity by adding different locomotive skills to be performed by the students as they move to the correct line. Some examples of different locomotive skills would be running, walking, crab walking (students walk on both hands and feet), hopping, galloping, skipping, etc.

Evaluation: The teacher will observe to see which students understand which locations are safe or unsafe. He or she might want to have more discussion if some students are confused as to whether a location is safe or unsafe.



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