

**THE MICHIGAN MODEL
FOR COMPREHENSIVE SCHOOL HEALTH
EDUCATION**

GRADE TWO

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The revision of the Grade Two Michigan Model for Comprehensive School Health Curriculum was a cooperative effort by parents, teachers, and professional organizations statewide. Their unselfish contributions have made this revision possible.

Miscellaneous

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Pamphlet: "Buckle Up, Michigan," Michigan Coalition for Safety Belt Use, L-II-3
Sample Family Letter Introducing the Personal Safety Lesson, L-II-6
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"First Aid for Dental Emergencies," American Academy of Pediatric Dentistry, L-II-9
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Good for You!

Working Together to Keep Our Youth Healthy
Family Resource



Pedestrian Safety

- Walk on the sidewalk if a sidewalk is present. If there is no sidewalk, walk off the edge of the road, facing traffic.
- Cross streets at the corners.
- Always look left-right-left. Look in front and over your shoulders when crossing the street.
- Always stop before going into the street.
- Do not walk on railroad tracks. Stay off railroad cars. Stay at least 50 feet from where a train is crossing.
- When walking at night, wear light colored clothing. Also, carry a flashlight and/or wear reflective tape on your clothes.
- When walking in snow, rain, or fog, look and listen carefully. Walk slowly and wear bright-colored clothes.
- Follow the traffic signs.

Car and Bicycle Safety

- Michigan law says anyone under the age of sixteen must wear a safety belt. The law also says that anyone riding in the front seat must wear a safety belt. So wear your safety belt when riding in a car and urge others to wear their safety belts, too.
- It is safest for children to be buckled in the back seat of the car to avoid injury if the air bags deploy.
- Always wear your helmet when you ride your bicycle.
- The safest place to ride your bicycle is on the sidewalk.
- Watch for cars going into or out of driveways.
- Stop for people walking.
- Never ride with two people on a bicycle.
- When there are no sidewalks, ride on the **EDGE** of the street.
- Keep to the right and ride **WITH** the traffic.
- **WALK** your bicycle across busy crossroads.
- Be sure to **STOP** at stop signs.
- Signal before turning and before stopping.



Swimming and Boating Safety

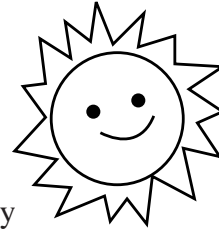
- Swim with a buddy. Only swim in an area that is watched over by a parent or adult.
- Look before you jump or dive into a swimming pool, lake, or stream.
- Don't just pack it; wear your life jacket.

Good for You!

Working Together to Keep Our Youth Healthy
Family Resource

Sun Safety

- Wear clothes (a shirt) that will help block the sun. Also, wear a hat with a brim that will shade your face.
- Take an umbrella to shade you from the sun. This is very important at the beach. Or play in a shaded area where there are many trees.
- Use a sunblock with a sun protection rating of #15 or higher. Reapply it often.
- Wear sunglasses that protect against both kinds of ultraviolet (UV) rays: UVA and UVB.
- Limit the amount of time spent in the sun.



Safety at Home and School

- Be very careful when using scissors, knives, forks, and other sharp objects.
- Pot handles should be turned toward the back of the stove.
- Don't ever put fingers, or anything else, in electrical sockets.
- Wipe up spills right away. Then people won't slip and fall on the floor.
- Put toys and tools away as soon as you are done with them. Left out, they may hurt young children. Left on the floor, someone might trip or fall over them.
- Don't play with plastic bags. NEVER put them over your head.
- An electrical appliance should never be handled with wet hands. Never use electrical gadgets when near water.
- Never climb inside an old refrigerator or trunk. You may get trapped inside.
- Don't leave cabinet doors or dresser drawers open.
- Be kind to pets. Don't tease them, or you might get bitten.
- Know the poison warning signs. If you aren't sure something is safe, don't sniff, taste, swallow, or play with it.
- Watch where you are going!



Dental Safety

- Wearing a safety belt when riding in a car. It protects you and your teeth.
- Don't trip or push anyone at the drinking fountain. It can cause dental injuries.
- Don't horse around on the playground. It might result in broken or lost teeth.
- If a tooth is knocked out, go to the dentist immediately.

Four Things to Do in a Dangerous Situation

- 1) Say No.
- 2) Get away quickly.
- 3) Be sure to tell someone what has happened.
- 4) Keep telling until you get help.

AIRBAG ALERT

Get your children in the back seat!

The Facts:

Air bags are designed for frontal impact crashes, the kind of crashes which account for more than half of all passenger vehicle occupant deaths. The bags are designed to limit head and chest injuries. In fact, air bags saved nearly 500 lives in 1995 alone, but they pose a threat to young children riding in the front seat of a car. The National Highway Traffic Safety Administration reports that air bags can be fatal when children ride in the front seat, especially when they are improperly wearing safety belts.

In order for it to do its job, an air bag comes out of the dashboard as fast as 200 miles per hour—a tremendous force that can hurt those who are sitting too close to it, especially children.

OHSP 880

Safety Tips:

- **Infants should never be placed in a rear-facing safety seat in the front seat**—the seat rides too close to the deploying air bag.
- **Children riding in the front seat are also at deadly risk** if they are improperly belted, completely unbelted, out of position, or too small for the safety belts to fit correctly. In a crash, they can easily slide forward on the seat, and the inflating air bag could hit them in the head or neck.
- **Children are up to 29% safer riding in the back seat versus the front seat**, whether the vehicle has an air bag or not. The safest way for children to ride is buckled up in age- and size-appropriate safety seats in the back seat.
- **Drivers and all adult passengers**, particularly people under five feet, five inches tall, **should be properly belted and front seats moved back** as far as practical.

REMEMBER!

Air bag safety means...

Buckle everyone! Children in back!



Office of Highway
Safety Planning



LESSON II-6: Staying Safe Around Water

Student Learning Objective:

- II-9. Students will explain safety rules dealing with aquatic activities: swimming, boating, and non-swimming rescues.

Preparation

- Gather the needed materials.
- Prepare a student volunteer for the skit in the Introduction.
- Assign students to six groups, making sure of a heterogeneous mix of abilities in each group.
- Given the maturity of your class, you may wish to ask parents or older students to assist with the groups in Activity 1.
- Personalize and then duplicate the Family Letter Introducing the Personal Safety Lesson to be sent home at the end of this lesson.
- Make one copy of the Script Master, Life Jacket Skit Script, for use in the Introduction.

Materials

Equipment

- VCR and monitor

Resources

- Video: *Longfellow's Whale Tales*, American Red Cross (13 minutes)
- Posters (set of eight): "Longfellow's Whale Tales," American Red Cross
- Teacher Reference: Sample Family Letter Introducing the Personal Safety Lesson
- Coast Guard Approved PFD (Personal Flotation Device or life jacket)
- Script Master: Life Jacket Skit Script

Time: 45 minutes

Lesson Procedure

Introduction: 2 minutes

Connect this lesson on water safety to the previous lessons on safety.

1. Select one of your students to go out into the hall and put on a life jacket. Prepare the student to help you with the following short skit by providing him or her with a copy of the Script Master, Life Jacket Skit Script. Instruct him or her to read through the script, and then enter the room as soon as he or she is ready and come to the front of the class.

Student: *Miss/Ms./Mrs./Mr. _____, I'm ready to ride my bike.*

Teacher: *I'm afraid you're a little mixed up. Class, what does _____ need to wear to ride a bike? [helmet]*

Student: *Oh, that's right! I meant I was ready to go for a ride in a car.*

Teacher: *Oh, no! Class, remind _____ what do we need to put on to ride safely in a car. [a safety belt]*

Student: *Well, what is this thing for?*

Teacher: *That's what we will be learning all about today.*

Life Jacket Skit Script

Directions:

1. Put on the life jacket.
2. Read through the student parts of the skit.
3. The blanks in the script are for the teacher's name or your own name.
4. Come back into the room as soon as you are ready and come to the front of the class.
5. Say your first line to your teacher.

STUDENT: Ms./Mr. _____, I'm ready to ride my bike.

TEACHER: I'm afraid you're a little mixed up. Class, what does _____ need to wear to ride a bike?
(Wait for the students to answer "helmet.")

STUDENT: Oh, that's right! I meant I was ready to go for a ride in a car.

TEACHER: Oh, no! Class, remind _____ what we need to put on to ride safely in a car.
(Wait for the students to answer "a safety belt.")

STUDENT: Well, what is this thing for?

TEACHER: That's what we will be learning all about today.

Student Worksheets

My Senses Are Working Together When I..., L-IV-1
Optical Illusions (D, E, F, G), E-IV-2
Parts of the Eye, L-IV-3
Braille Code, L-IV-5

Teacher Keys

Optical Illusions (D, E, F, G), E-IV-2
Parts of the Eye, L-IV-3
Braille Code, L-IV-5

Teacher References

Sample Family Letter Recruiting Dissection Assistants, L-IV-1
The Eye, L-IV-3
Pamphlet: *The Eyes and How We See*, National Society for the Prevention of Blindness,
L-IV-3
Eye Dissection Procedure, E-IV-3A
Bird in a Cage, E-IV-3B

Family Resource Sheet

Our Sense of Sight, L-IV-6

Miscellaneous

The Fabulous Five Senses Cards, L-IV-1
Transparency Masters: Optical Illusions (A, B, C), E-IV-2
Knife, scalpel, or scissors, E-IV-3A
Master: Eye Anatomy Mat, E-IV-3A
Eye specimens, E-IV-3A
Magnifying glass, L-IV-5
Pamphlet: *You Seem Like a Regular Kid to Me!*, American Foundation for the Blind, L-IV-5
(Optional Activity)
Pamphlet: *A Different Way of Seeing*, American Foundation for the Blind, L-IV-5 (Optional
Activity)
Eye Safety Prop Cards: Pictures of aerosol can, firecrackers, lamp, television, and darts,
L-IV-6

LESSON IV-1: Identify Five Senses

Student Learning Objectives:

IV-1. Students will name the five senses of the body.

IV-2. Students will explain how the senses work together to help them.

Preparation

- Gather the needed materials.
- Prepare a space on the bulletin board or chalkboard to display the Fabulous Five Senses Cards.
- Place the cassette player and music tape in a location unfamiliar to the students and have it ready to play.
- Ask a student helper to be ready to turn the cassette player on when you give the signal.
- Duplicate one Student Worksheet, My Senses Are Working Together When I..., per student.
- Personalize and duplicate the Teacher Reference, Sample Family Letter Recruiting Dissection Assistants, to be sent home following this lesson.

Materials

Equipment

- Cassette player

Resources

- The Fabulous Five Senses Cards
- Student Worksheet: My Senses Are Working Together When I...
- Teacher Reference: Sample Family Letter Recruiting Dissection Assistants

Realia

- Music (any choice) on cassette
- Blindfold
- Orange and grapefruit sections or two flavors of breadsticks
- Crayons or markers

Time: 35 minutes

Lesson Procedure

Introduction: 2 minutes

Connect this lesson on the five senses with the previous lessons on pollution.

1. Ask the students:

If you have ever been somewhere that was polluted, stand up. How could you tell the area was polluted? [You could see and smell smog or smoke, see litter, hear noise, etc.]

2. Ask the students to take their pictures and find a partner, or assign partners.
3. Share with them:

I would like the person in each pair whose first name begins with a letter closest to "A" to share his or her picture with his or her partner first.

Raise your hand if you will be sharing your picture first.

Allow a few minutes.

Raise your hand if you just talked about your picture. Those of you with your hand in the air, ask your partner to name the senses your activity used. As your partner names the senses, write them on your picture.

Repeat the procedure for the other student in the pair.

Closure: 1 minute

- Ask the students:

What are the names of the five senses we reviewed today? [hearing, tasting, seeing, smelling, touching]

What is an example of an activity where our senses work together?

- Send home the Family Letter Recruiting Dissection Assistants.
- State:

In our next health lesson, we will explore how one of our senses helps us learn new things and helps to protect and entertain us.

Integration Ideas

Social Studies

- Provide an opportunity for students to experience the sights, smells, tastes, and textures of foods from other countries. Invite parents to bring in foods that are representative of their cultural heritage.

Science

- Compare and contrast the way various animals use their senses.

Sample Family Letter Recruiting Dissection Assistants

Dear Family Member,

In class, we have been learning about our eyes. We are learning how the sense of sight helps us learn, lets us enjoy our world, and protects us from danger. We are beginning to learn the parts of the eye and how it works. Part of our study will include a dissection of an eye from a sheep, pig, or cow. This helps the students understand the importance of taking good care of their eyes.

I would like your help in working with a group of four or five students as we dissect the eyes. I will work with you to get prepared, so no experience is necessary.

- The dissection is scheduled for _____ (day and date) _____ at _____ (time) _____.
- A practice session will be held _____ (day and date) _____ at _____ (time) _____.

If you can help, please give me a call at _____ (phone) _____. The best time to reach me is _____. I will be glad to explain exactly what is involved in the dissection when you call.

Thanks for your help!

Sincerely,

STATION VI

FRIENDS

Purpose:

Students will draw pictures of activities they might do as a friend of a person with visual and or hearing impairments.

Preparation

- Gather the needed materials.

Materials

Resources

- Book: *My Friend Leslie: The Story of a Handicapped Child (Optional)*
- Station VI Direction Card

Realia

- Crayons or markers
- Drawing paper

Station Procedure

1. If the book, *My Friend Leslie: The Story of a Handicapped Child*, is available, take turns reading it aloud to each other. Each student will read a couple of pages, then pass it to the next person until the book is finished.
2. Distribute crayons, markers, and drawing paper to each student.
3. Each student will draw a picture of an activity he or she might enjoy doing if he or she had a friend like Leslie.
4. When the drawings are completed, each student will share his or her picture with the others.

STATION VI CARD—Directions

FRIENDS

- 1. If you have the book, *My Friend Leslie: The Story of a Handicapped Child*, take turns reading it aloud to each other. Each student will read a couple of pages, then pass it to the next person until the book is finished.**
- 2. Distribute crayons, markers, and drawing paper to each student.**
- 3. Draw a picture of an activity you might enjoy doing if you had a friend who could not see or hear very well.**
- 4. When the drawings are completed, show your picture to the other students in your group.**

Jogging Our Memories on...

Safety Rules

Students may not remember all of the rules discussed in previous lessons. This is a compilation of information for you to use as you assist the small group in reviewing some of the rules learned.

What rules do you remember for walking safely?

- Walk on the sidewalk if a sidewalk is present.
- If there isn't a sidewalk, walk off the edge of the road facing traffic.
- Use the safest route when walking.
- Always stop before going into the street.
- Look for yourself; don't depend on others.
- Cross streets at the corners.
- Cross in the middle of the street only if it is not a busy street, but never between parked cars.
- Always look left-right-left, in front, and over your shoulders when crossing the street.
- Listen when crossing the street.
- Be seen by drivers. Look them in the eye.
- Be alert at driveways. Watch for cars backing out.
- Do not shove when near a street.
- Know what traffic signals mean. Obey them.
- Follow family rules for walking.
- Never accept a ride without your parent's permission.
- If you are walking on a narrow bridge, let all cars pass first.
- If you are walking on the shoulder (edge) of a road without a sidewalk and there is a break in shoulder, walk as far left as possible and return to the shoulder as soon as possible.
- If there are railroad tracks close by, do not walk on them. Stay off railroad cars and stay at least 50 feet from where a train is crossing.
- When walking at night, wear light clothing. Also, carry a flashlight, and/or wear reflective tape.
- If you are walking in snow, rain, or fog, look and listen carefully. Walk slowly and wear bright-colored clothes.
- Follow the traffic signs.

What should you wear when riding in a car?

- Wear your seatbelt when riding in a car and encourage others to wear their seatbelts, too.
- Ride buckled in the back seat.