

15 Identify and Prevent Home Safety Hazards

TRANSITION OBJECTIVE

Students will identify safety hazards in a home and practice correcting potentially dangerous situations for young children.

RELEVANCE TO SUCCESSFUL TRANSITION

Child safety is one of the most important considerations for a parent. To be prepared for the many situations that can occur with children in the house, a parent must be able to predict hazards and take responsibility to prevent harm to their child.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I have a safe home when . . .

❑ STEP 2: Convene Roundtable

"A home should be safe because ____."

❑ STEP 3: Advance Organizer

"Today you will learn how to make a home safe and healthy for young children."

❑ STEP 4: Activity - 20 Minutes

Hold a short discussion about safety and small children. Have students close their eyes and imagine they are very small. Say the following: "Imagine you are walking around your house. Start at the front door and go through each room.

You are in the living room. What do you see? Look at the furniture. Look at what is on the floor and under a table. Do you see cords from the lights or where they are plugged into the wall? Now go into the kitchen. You are looking at cupboard doors near the floor. Open the door under the sink. Are there any cleaning supplies? Notice any bottles made of glass. Now go into the bathroom. As a small person what can you see? If you lean over the tub, could you fall in? Think about things that could hurt a young child. Now open your eyes and remember the possible safety problems in your home."

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LIFE MANAGEMENT: Unit 4 LESSON 15

Child Safety Facts

INFANTS

Keep infants from getting hurt:

- Infants can fall or crawl off of high places.
- Infants can drown in only 4" of water.
- Infants can choke on small objects.
- Infants can hurt themselves if they are left alone.

Safety Rules:

- Support an infant in high places like a highchair, bed or table.
- Use safety belts in highchair, car seats and strollers.
- Block off dangerous areas like steps or the garage.
- Keep small objects away from infants.
- Always use approved child seats when traveling.

TODDLERS

Keep toddlers from getting hurt:

- Toddlers can put things into electrical outlets.
- Toddlers may reach for hot pans on the stove.
- Toddlers may fall when going up and down stairs.
- Toddlers can open doors and cabinets to find chemicals or sharp objects.
- Toddlers can put small things into their mouths and choke.

Safety Rules:

- Keep electrical cords out of reach and use safety plugs in outlets.
- Keep sharp objects secure.
- Keep hot pan handles turned in on the stove.
- Watch toddlers on stairs.
- Use safety locks on doors, drawers and cabinets.
- Teach toddlers that chemicals are a "no-no."
- Always use an approved child seat when traveling.

PRESCHOOLERS

Keep preschoolers from getting hurt:

- Preschoolers can get trapped in small places.
- Preschoolers can wander away and become lost.
- Preschoolers may excite a dog and cause it to attack.
- Preschoolers may chase a toy into the street in front of a car.
- Preschoolers can get into cabinets and eat medicine.

Safety Precautions:

- Remove doors of unused refrigerators and stoves.
- Keep preschoolers away from strange animals or dogs.
- Watch a preschooler carefully when around water.
- Use safety locks on cabinets and doors.
- Teach preschoolers that cleaners and medicine are a "no-no."
- Always use safety belts when riding in a car.

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LIFE MANAGEMENT: Unit 4 LESSON 15

Safety Situations

With your partner, discuss and write the best solution to the following situations

1. You have a one-year-old child who loves to open cupboard doors and pull out everything. How will you child proof your home to keep your one-year-old safe?

2. Your two-year-old can reach the front door handle. This leads to the front yard and the street. How will you make sure your two-year-old cannot get out of the door?

3. Your neighbor has invited you and your three-year-old for lunch. She is a nice person, but her house is not child proof. As you are watching your three-year-old, you notice a mouse trap. You also see a bottle of bleach within reach of your child. How can you make sure your child is safe while you are there?

4. Your four-year-old likes to put objects into small openings. For example he put a stick into the crack of a wall vent. What can you do in your home to keep him from putting objects in places where he could get hurt?

5. Your four-year-old likes to take medicine. She thinks it's candy. What can you do to keep her from eating colorful pills?

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Give definitions and examples for the words: *predict*, *precaution*, *prevent*. Divide the class into three groups. Assign each group one of the following safety-related topics: “*predicting safety problems*,” “*taking safety precautions*,” and “*preventing safety problems*.” Have each group participate in a brainstorming activity on its topic. After five minutes, have each group share at least five ideas with the class.

❑ **STEP 5: Activity - 25 Minutes**

Go over the handout **Child Safety Facts** with the class, using a screen image. Give examples for each topic. Have students

work in pairs to determine the best remedy for the five scenarios on the handout **Safety Situations**. After ten minutes, call on pairs to share their answers. Ask for other safety ideas as time allows.

❑ **STEP 6: Evaluate Outcomes**

One way to make a home safe for young children is “_____.”

❑ **STEP 7: Connecting Activity**

Visit a store specializing in items for children and make a list of five items related to childproofing a home.

KEY WORDS

precautions

predict

hazard

poison

childproof

MATERIALS AND PREPARATION

- Student Handouts: **Child Safety Facts**, page 169; **Safety Situations**, page 170.
- Prepare for imaging activity.
- Become familiar with handouts.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Listening, Speaking
- Thinking Skills: Problem Solving, Visualizing, Reasoning
- Personal Qualities: Responsibility, Self-Management