

## MODULE 2

# ◆◆◆ COMMUNITY AND HOME SAFETY ◆◆◆

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## TEACHER NOTES

To introduce the topic of safety, show the vocabulary pictures of common safety equipment referred to in the reading passage (e.g., smoke alarm, first aid kit, seat belt, infant car seat, etc.). Ask students what these things are and why they are important.

After students recognize the theme of the module, ask them where it is important to practice safety. Elicit answers of at home, at work, in the car, on the street, and so on. Explore with them the safety precautions people need to know: first aid, CPR, poison control, transportation safety, and others. As adults they will have concerns about personal safety for themselves and their children as well as public safety in their community.

Supplemental information about community and home safety can be added at your discretion. If the level of the class and student interest warrant more detail, you can include additional information such as:

- Putting together a home first aid kit
- Specific safety requirements for students' jobs
- Finding out the curriculum for the community liaison officer (Officer Friendly) or D.A.R.E. programs for school children

## COMPETENCIES FOR MODULE 2

Students will learn to:

1. Call 911 (or other police/fire emergency telephone numbers) to report an emergency.
2. Distinguish between emergency and non-emergency situations.
3. State the laws regarding safe transportation of themselves and their children (e.g., proper use of restraints) in motor vehicles.
4. Develop an emergency escape plan for their house or apartment.
5. Identify safety education programs available in their community for adults and children.
6. Prepare a list of emergency telephone numbers for their community.
7. Participate in community outreach programs to enhance personal and community safety.

## THE VOCABULARY ACTIVITIES AND THE READING PASSAGE

The Reading Passage contains a large number of vocabulary words that may be unfamiliar to students. To facilitate the teaching of this module, Vocabulary Activities 1-A and 1-B correspond to the first part of the Reading Passage only (through "Transportation Safety"), while Vocabulary Activities 2-A and 2-B correspond to the rest of the Reading Passage ("Home Safety" through the end). You may choose to teach the Reading Passage in two parts, at two different class meetings, depending on the level of your class.

**TEACHER NOTES continued****THE DIALOGUES**

When preparing to teach the dialogues, please note the following:

- Some communities have the AT & T Language Line to assist with interpreting for 911 calls. When the dispatcher realizes that the caller is limited English proficient, she will ask the caller's native language. The dispatcher then contacts the Language Line for an interpreter to facilitate the call.
- When there is a medical emergency, the dispatcher will ask numerous questions, such as "Is the victim breathing?" "How old is the victim?" "Is the victim male or female?" If the dispatcher feels that CPR is needed, she will ask the caller if he knows how to administer CPR. If the caller doesn't know CPR, the dispatcher will give directions. For more advanced students, you can add this information to the dialogues and role plays.
- For many emergency calls, the dispatcher will tell the caller to remain on the line until told to hang up.

**THE WRITING ACTIVITY**

For the writing activity, students will need actual addresses of agencies, networks and associations that provide free materials on safety issues. A short list is under Resources, below. (You may want to contact the agencies by telephone to be sure that the information is still current.) Additional resources are often suggested in reference books and pamphlets on safety issues.

**POSSIBLE AUTHENTIC MATERIALS**

- Safety brochures from your local police and fire department
- Safety information from the web sites of your police/fire department and city hall or township office
- Newsletters from your local community college, park district, or YMCA which list training opportunities for CPR and first aid

**RESOURCES\***Print Materials

Free brochures on crime prevention and street smarts are available from McGruff, 120 S. Riverside Plaza, Suite 1016, Chicago, IL 60606, (312) 793-8550. Check [www.icjia.state.il.us](http://www.icjia.state.il.us) for a complete list of free brochures.

Information and brochures (some downloadable) on preventing crime are available from The National Crime Prevention Council at [www.npc.org](http://www.npc.org).

A checklist of tips on traffic safety and other safety issues is available from The National Safe Kids Campaign, 111 Michigan Avenue NW, Washington, D.C. 20010-2970, (202) 939-4993.

**TEACHER NOTES** continued

A complete program on school bus safety is available from the National Safety Council, 444 N. Michigan Avenue, Chicago, IL 60611, (312) 285-1121. (Must be ordered by a teacher or a school.)

Information on hidden hazards in the home is available from the Gas Appliance Manufacturers Association, 4 West Nebraska Street, Frankfort, IL 60423, (800) 426-2811.

Safety-related information is available from the National Safety Council, 1121 Spring Lake Road, Itasca, IL 60143-3201, (800) 621-7619.

Many safety-related publications, services, and links to state and local offices are available from the Red Cross at [www.redcross.org](http://www.redcross.org)

Web Sites

There are many Internet web sites on specific safety issues. Often web sites designed for children are also appropriate for beginning and intermediate adult ESL students because of the graphics and simplified language. Here are a few good web sites to get you started:

**Sparky the Fire Dog**

[www.sparky.org/](http://www.sparky.org/)

An award-winning web site by the National Fire Prevention Association with games and more about fire safety.

**U.S. Fire Administration Kid's Page**

[www.usfa.fema.gov/kids/](http://www.usfa.fema.gov/kids/)

Tips, quizzes, and games on fire safety.

**Maryland Community Crime Prevention Institute Neighborhood Watch Program**

[www.dpscs.state.md.us/pct/ccpi/neighbor.htm](http://www.dpscs.state.md.us/pct/ccpi/neighbor.htm)

Information on how to organize a neighborhood watch program.

**National Highway Traffic Safety Administration**

[www.nhtsa.dot.gov](http://www.nhtsa.dot.gov)

Information and publications on air bags, child safety seats, school bus safety, and other traffic issues.

**National Safe Kids Campaign**

[www.safekids.org](http://www.safekids.org)

Information on product recalls, a car seat guide, safety resources (some in Spanish), and a kids' corner with puzzles and games.

**National Safety Council**

[www.nsc.org](http://www.nsc.org)

Articles, facts sheets, and links on topics such as driving, emergencies, first aid, and safety products.

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**TEACHER NOTES** continuedVideos

*Crossroads Café* (1996). Unit 5, “Lost and Found,” Unit 9, “Rush to Judgment,” and Unit 12, “Turning Points.” A 26-part video series set in a neighborhood restaurant featuring real-world social and cultural issues. Videos and tape scripts available from Intelcom, (800) 576-2988 or [www.intelecom.org](http://www.intelecom.org). Textbooks are available from Heinle & Heinle, [www.heinle.com](http://www.heinle.com). Videos may be used independently of textbooks.

*Plan to Get Out Alive*. An excellent fire safety video and an education resource catalog. Available from McDonald’s Education Resource Center, 310 Tech Park Drive, LaVergne, TN 37086, (800) 627-7646.

\* This list of resources is also located at [www.thecenterweb.org](http://www.thecenterweb.org) (click on “The Adult Learning Resource Center”) where it is updated annually.

PICTURES FOR VOCABULARY DEVELOPMENT

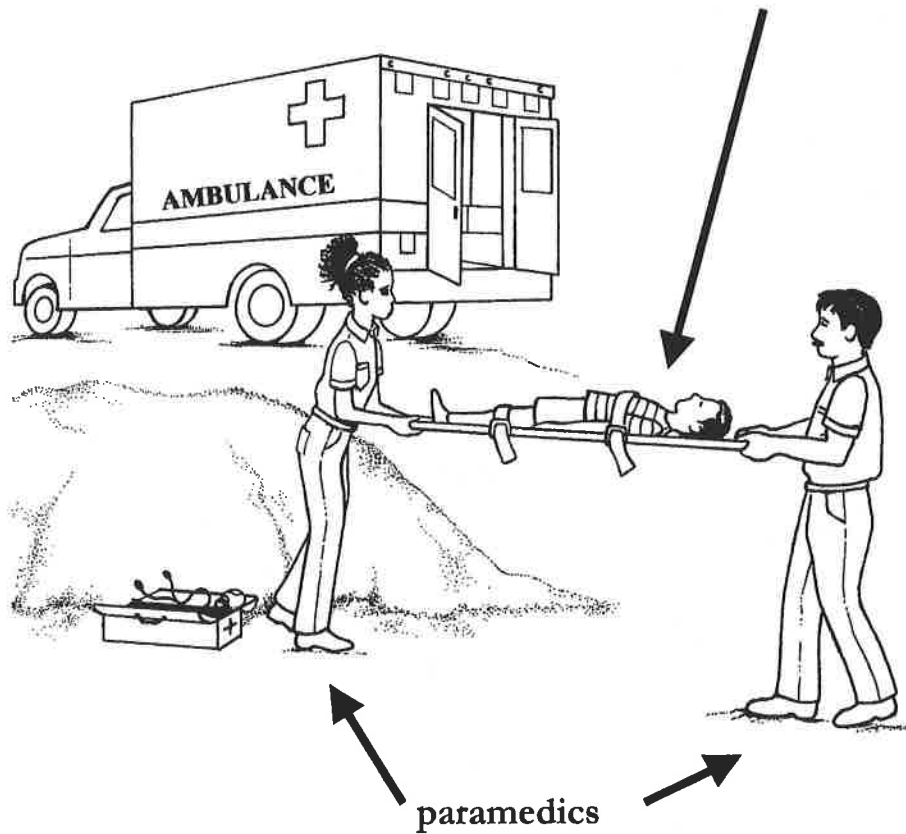
EMERGENCIES

call 911



ambulance

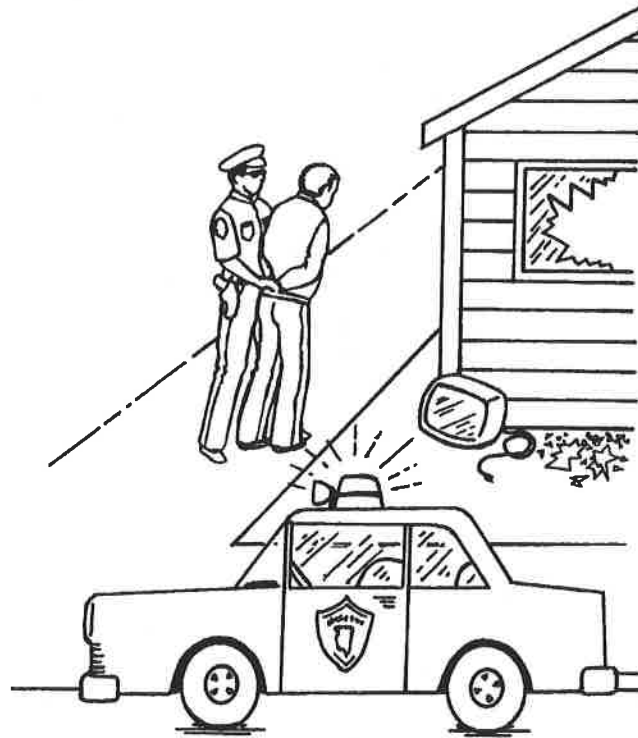
injured



PICTURES FOR VOCABULARY DEVELOPMENT continued

EMERGENCIES

police



fire



PICTURES FOR VOCABULARY DEVELOPMENT continued

NON-EMERGENCIES

report stolen property



report damaged property





PICTURES FOR VOCABULARY DEVELOPMENT continued

CHILD CAR SEATS

Remember: Always put child car seats in the back seat.  
Do not use car seats that have been in a car accident.

infant car seat



rear facing  
up to 20 pounds

child car seat



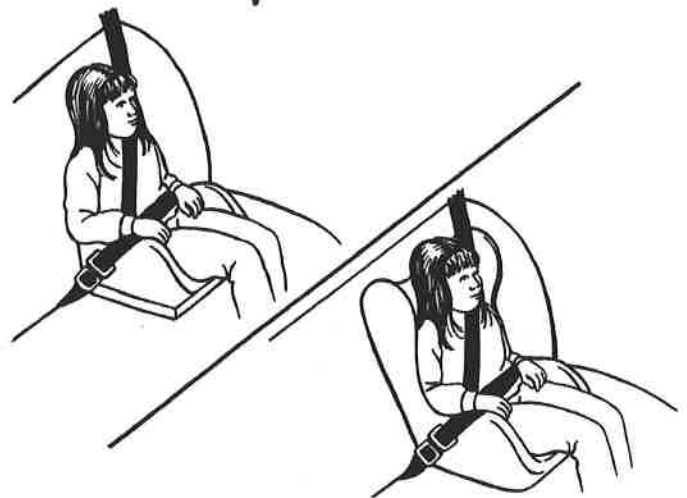
convertible  
(rear facing up to 20 pounds,  
forward facing 20 - 40 pounds)

child car seat



20 - 40 pounds

booster seats

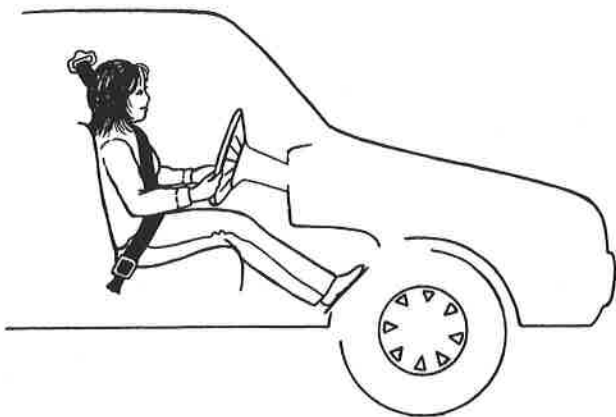


40 - 80 pounds  
up to 4'9" tall

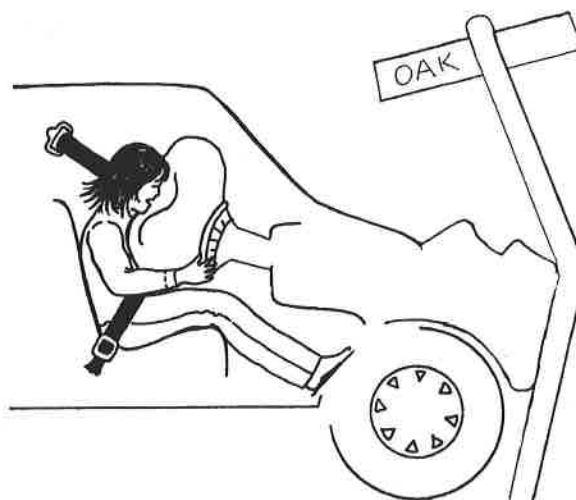
PICTURES FOR VOCABULARY DEVELOPMENT continued

TRANSPORTATION SAFETY

seat belt



airbag



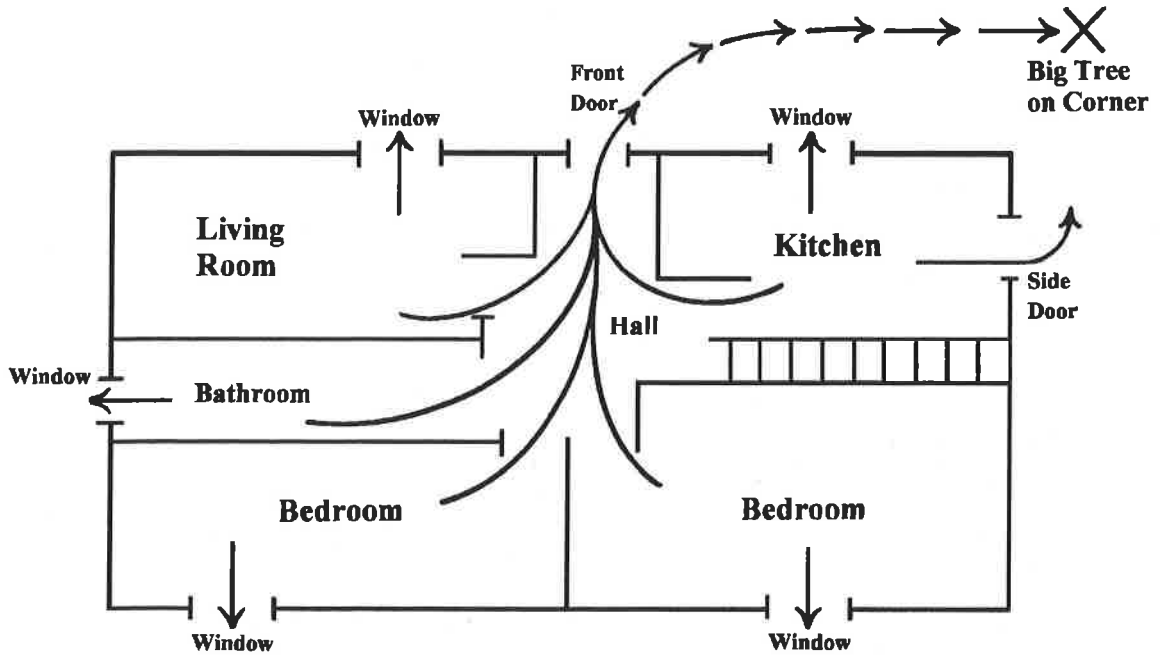
safety ordinance



PICTURES FOR VOCABULARY DEVELOPMENT continued

HOME SAFETY

fire escape plan



smoke alarm



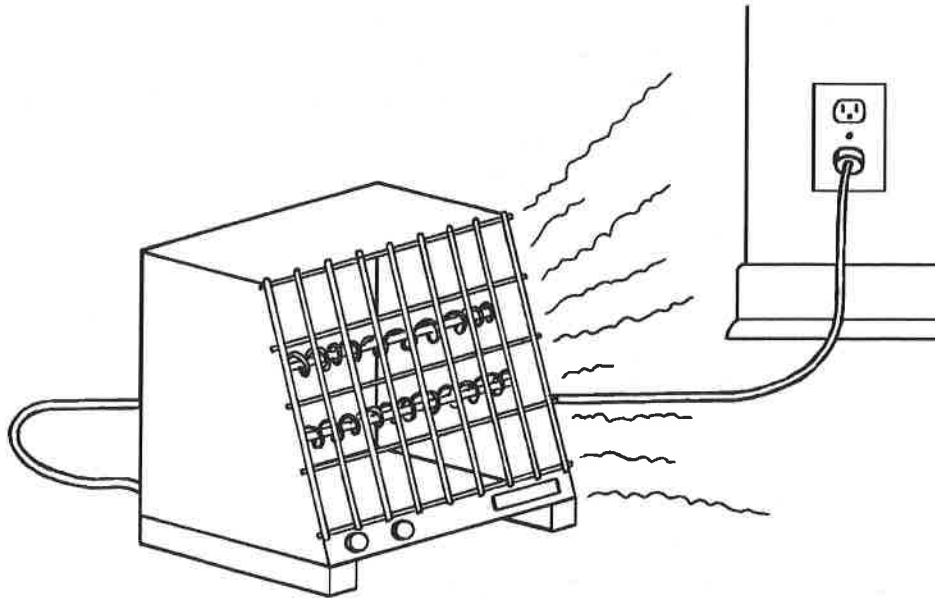
fire extinguisher



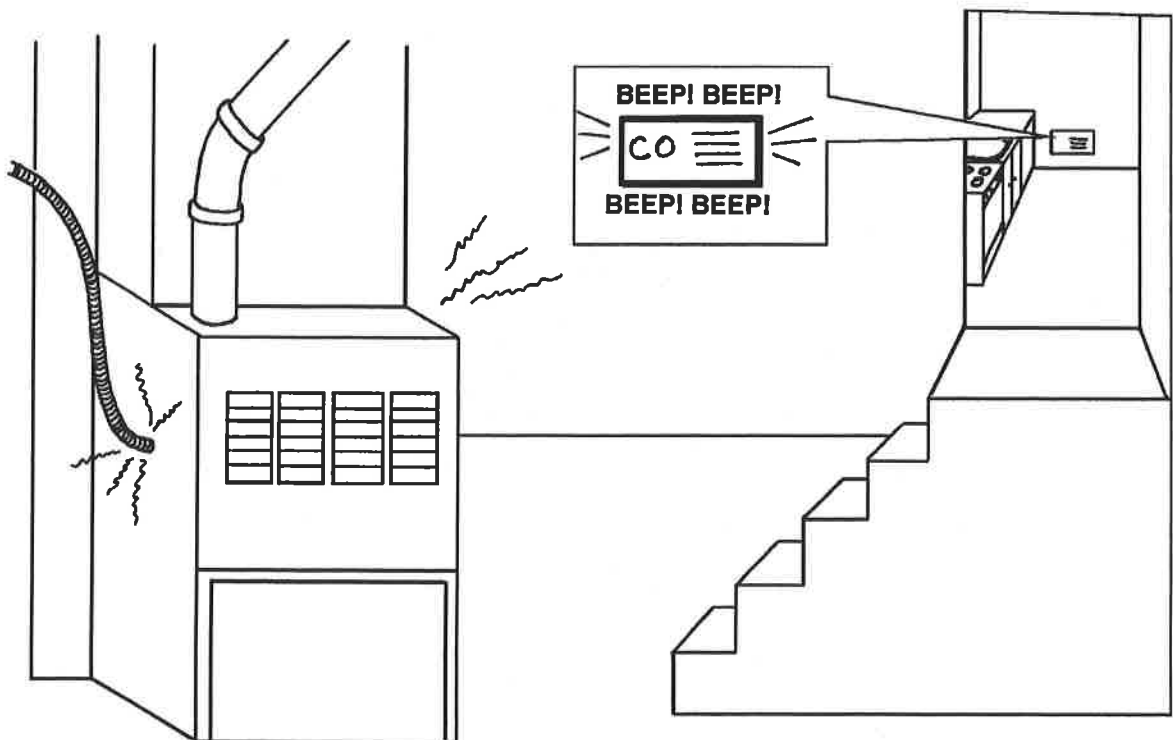
PICTURES FOR VOCABULARY DEVELOPMENT continued

HOME SAFETY

space heater



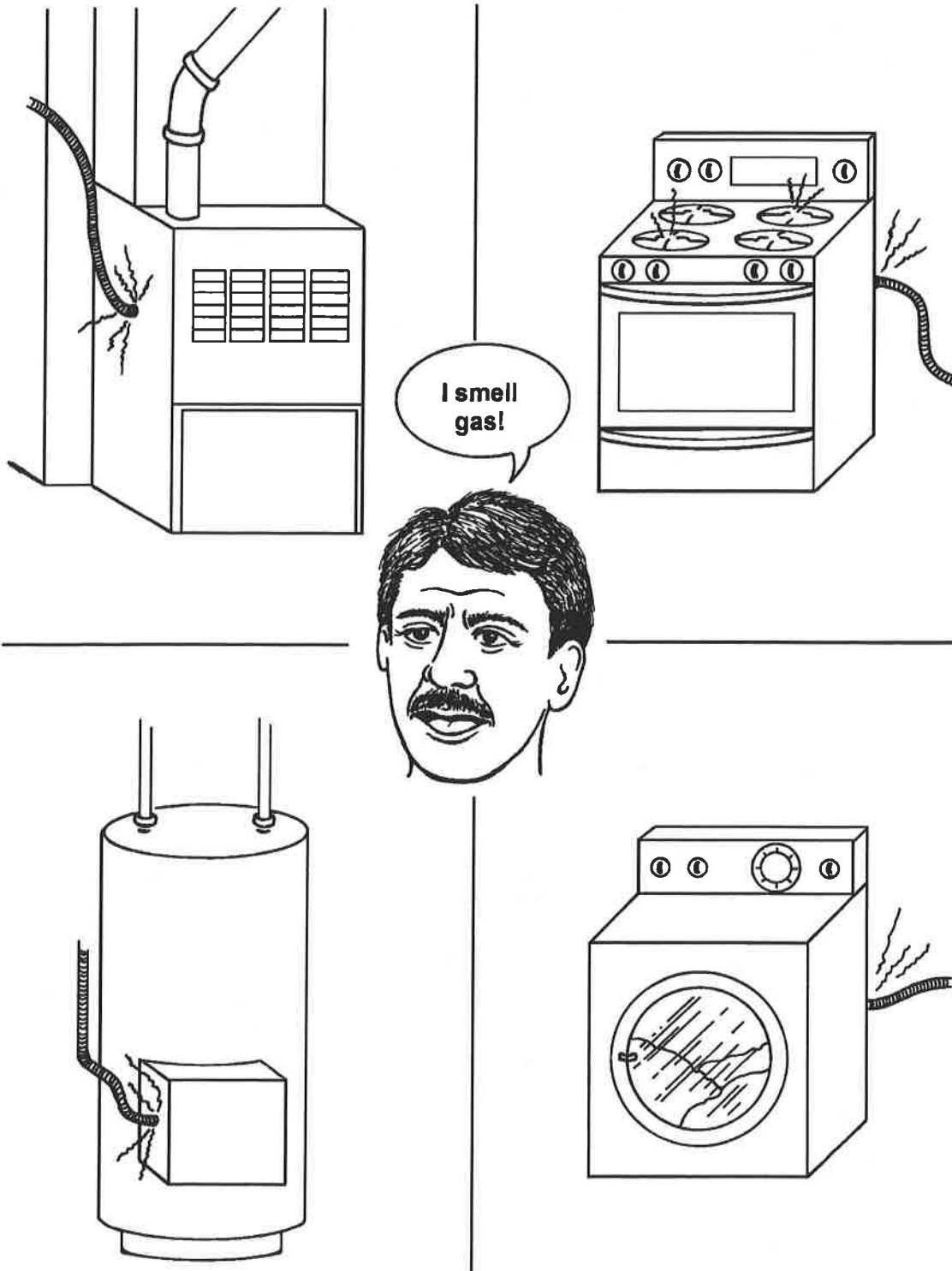
carbon monoxide detector



PICTURES FOR VOCABULARY DEVELOPMENT continued

HOME SAFETY

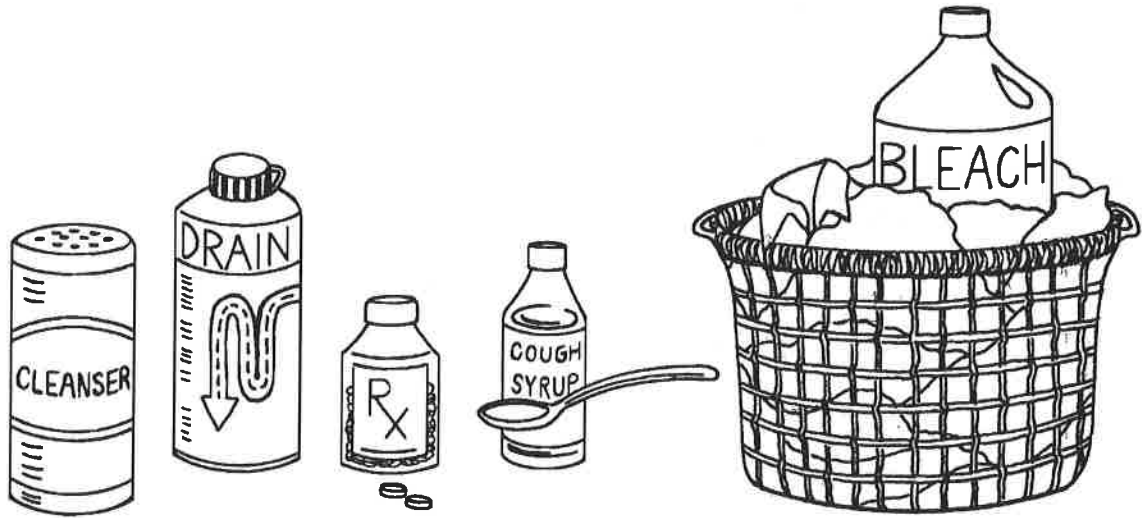
natural gas



PICTURES FOR VOCABULARY DEVELOPMENT continued

HOME SAFETY

poisons



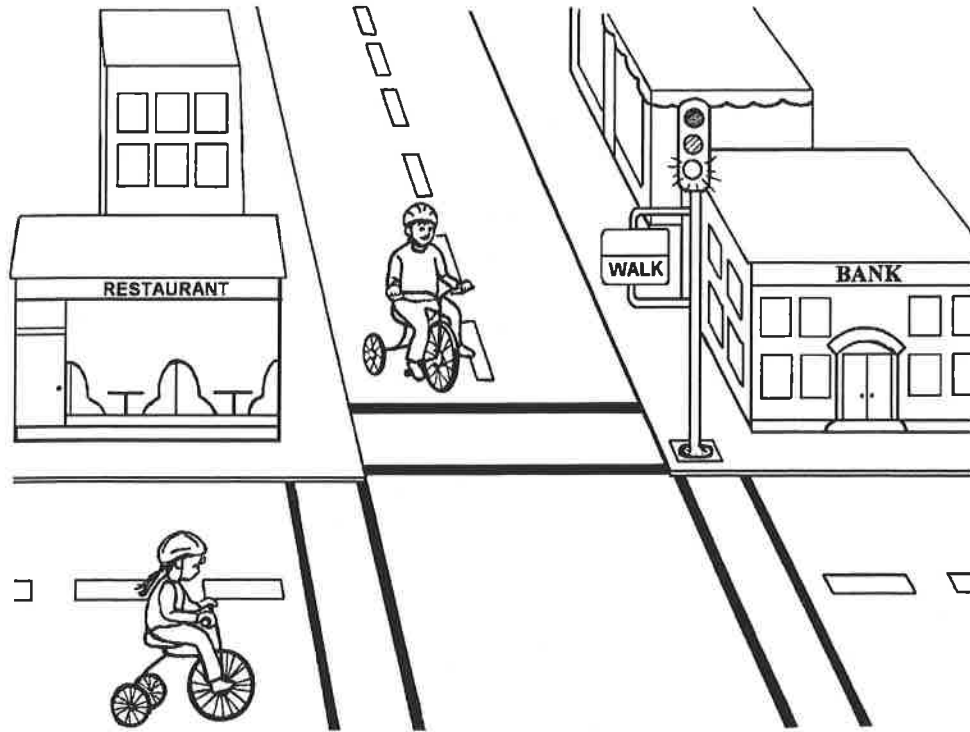
keep away from children



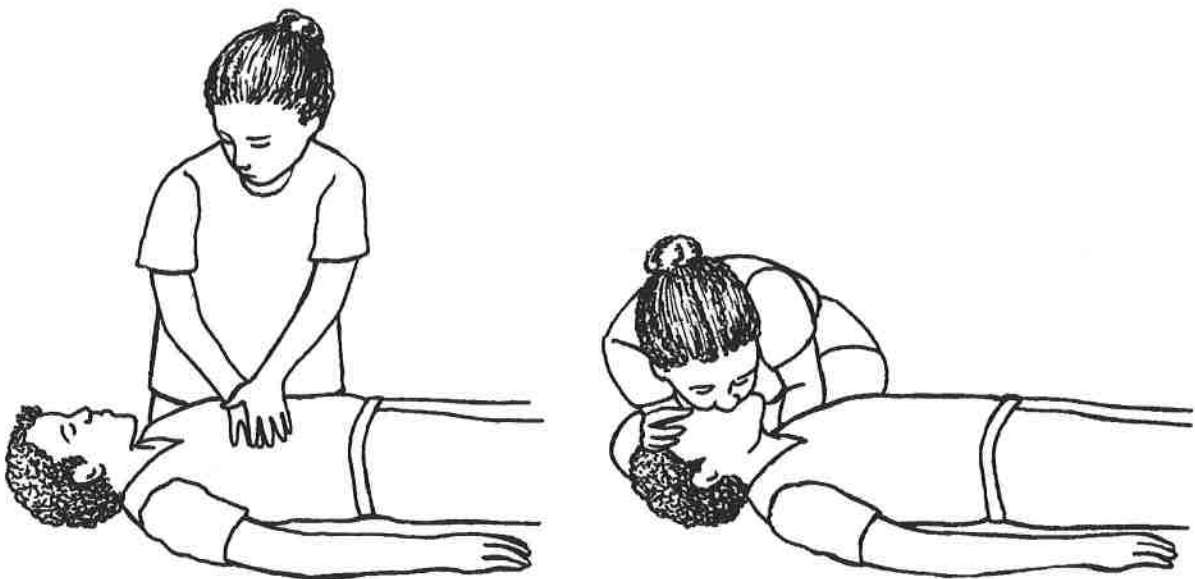
PICTURES FOR VOCABULARY DEVELOPMENT continued

SAFETY EDUCATION

Safety Town



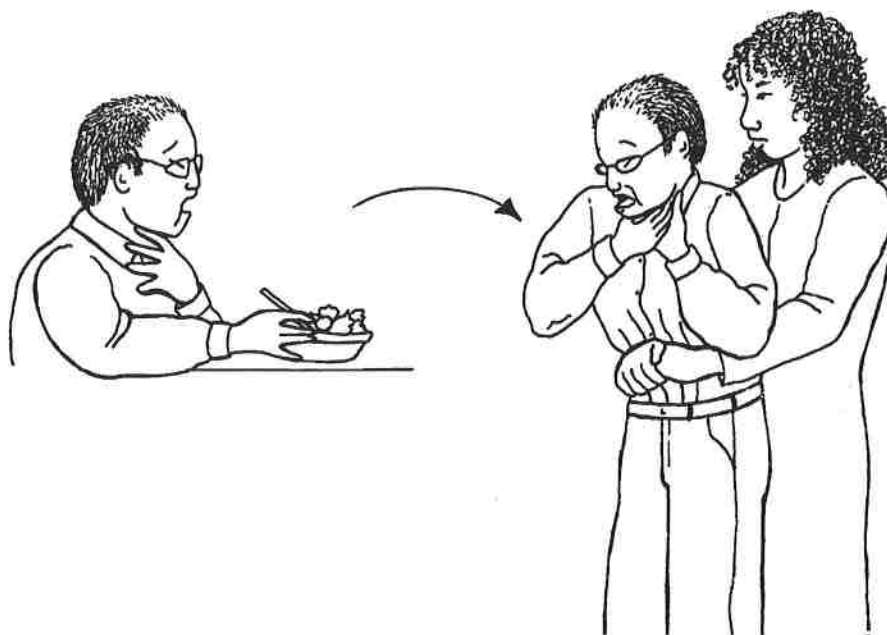
CPR



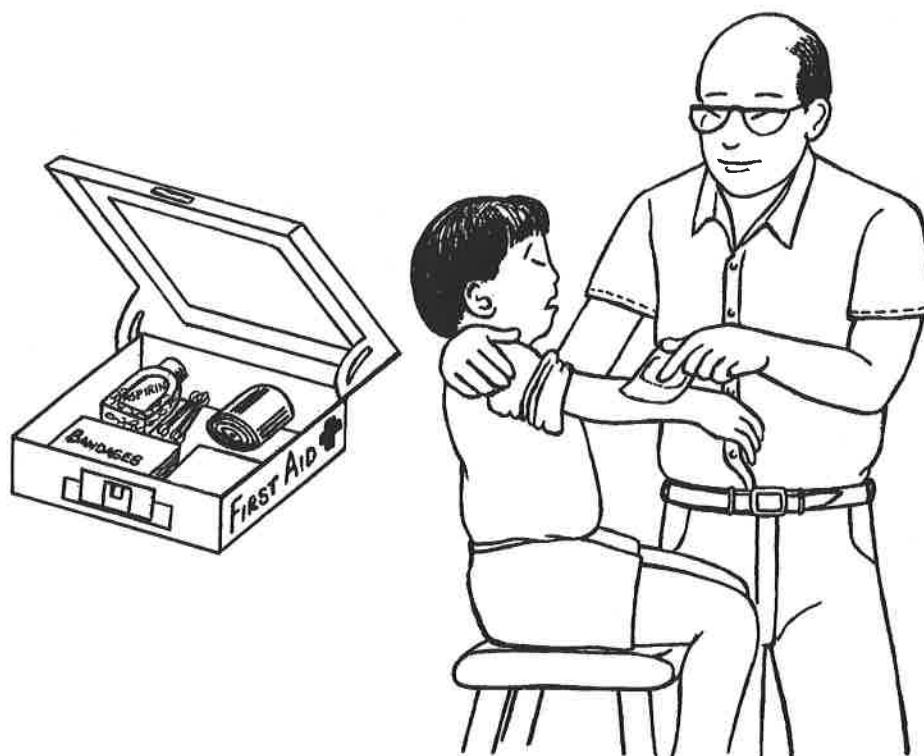
PICTURES FOR VOCABULARY DEVELOPMENT continued

SAFETY EDUCATION

choking/Heimlich maneuver



first aid





PICTURES FOR VOCABULARY DEVELOPMENT continued

CRIME/CRIMINAL ACTIVITY

mugging/robbery



burglary



PICTURES FOR VOCABULARY DEVELOPMENT continued

COMMUNITY SAFETY

report suspicious activity



report crimes anonymously

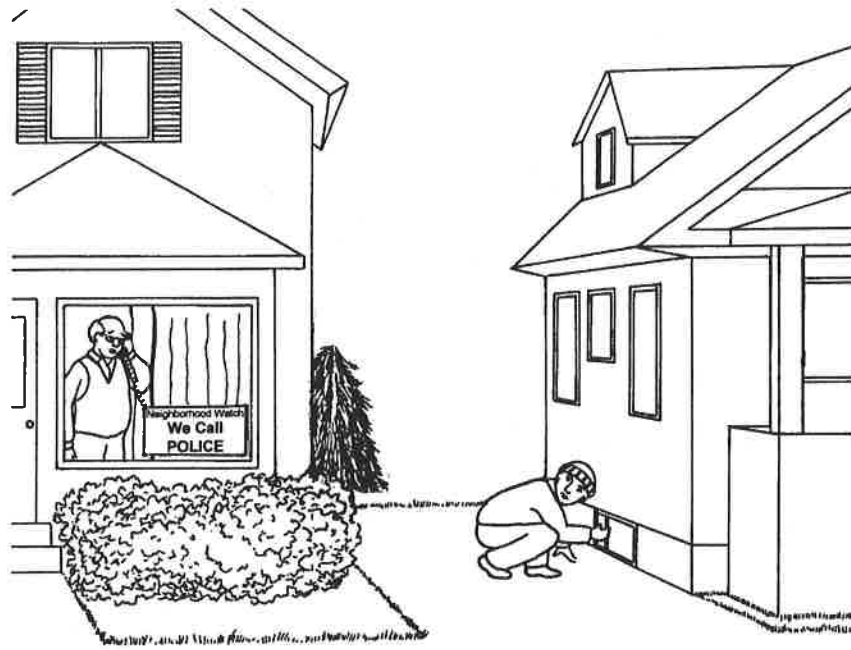


PICTURES FOR VOCABULARY DEVELOPMENT continued

COMMUNITY SAFETY

Neighborhood Watch Program

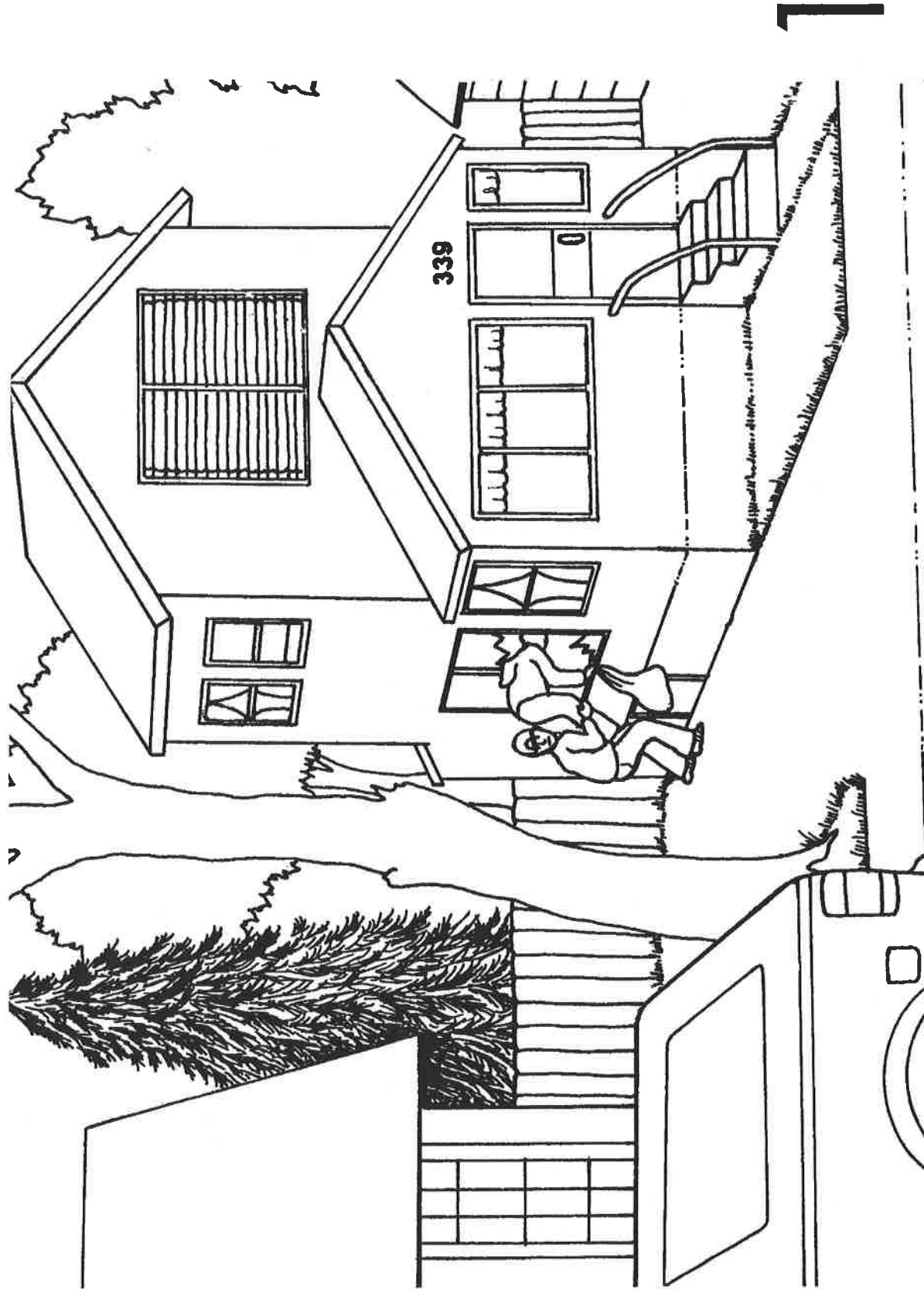
1:00 pm



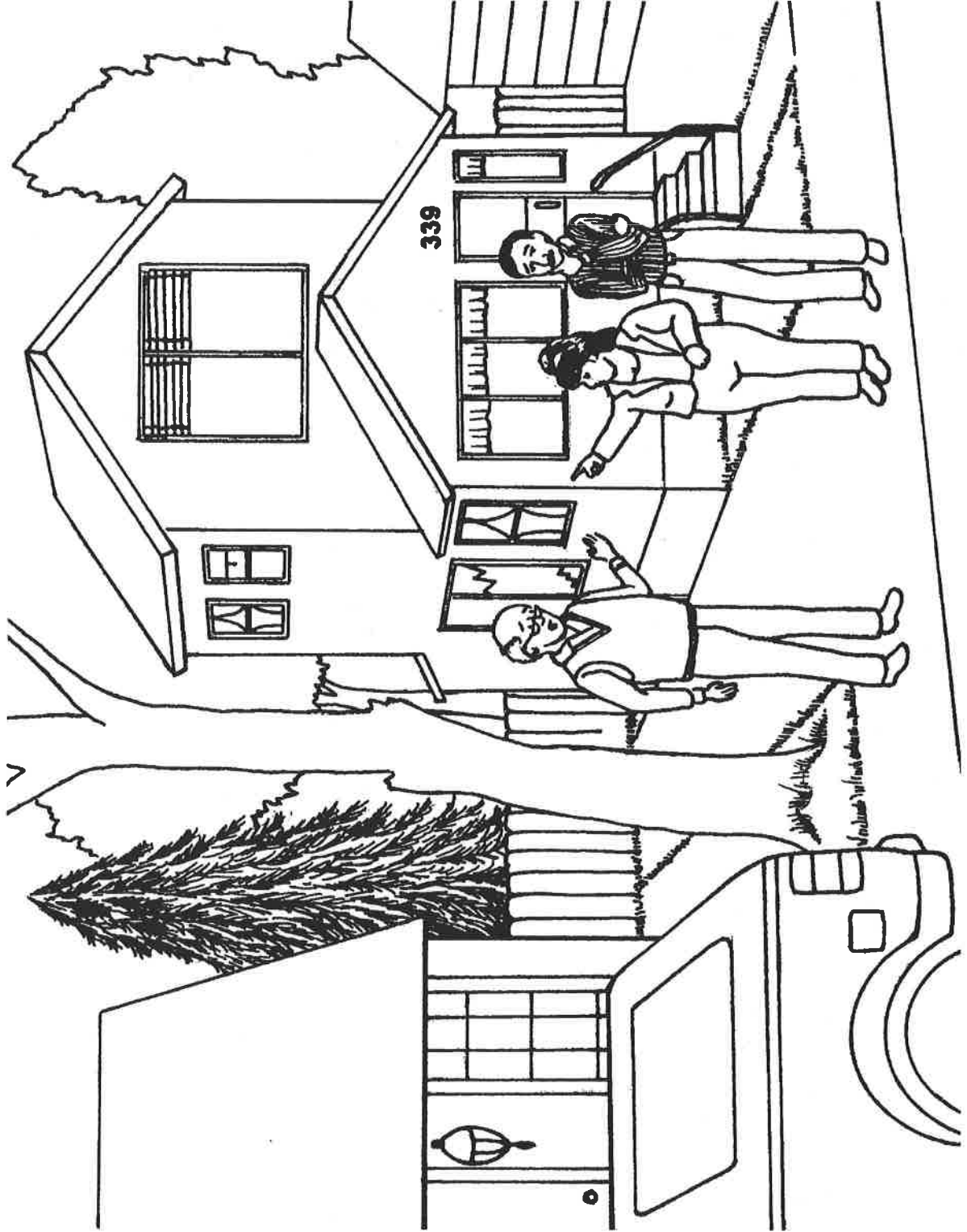
1:10 pm



PICTURES FOR LANGUAGE EXPERIENCE

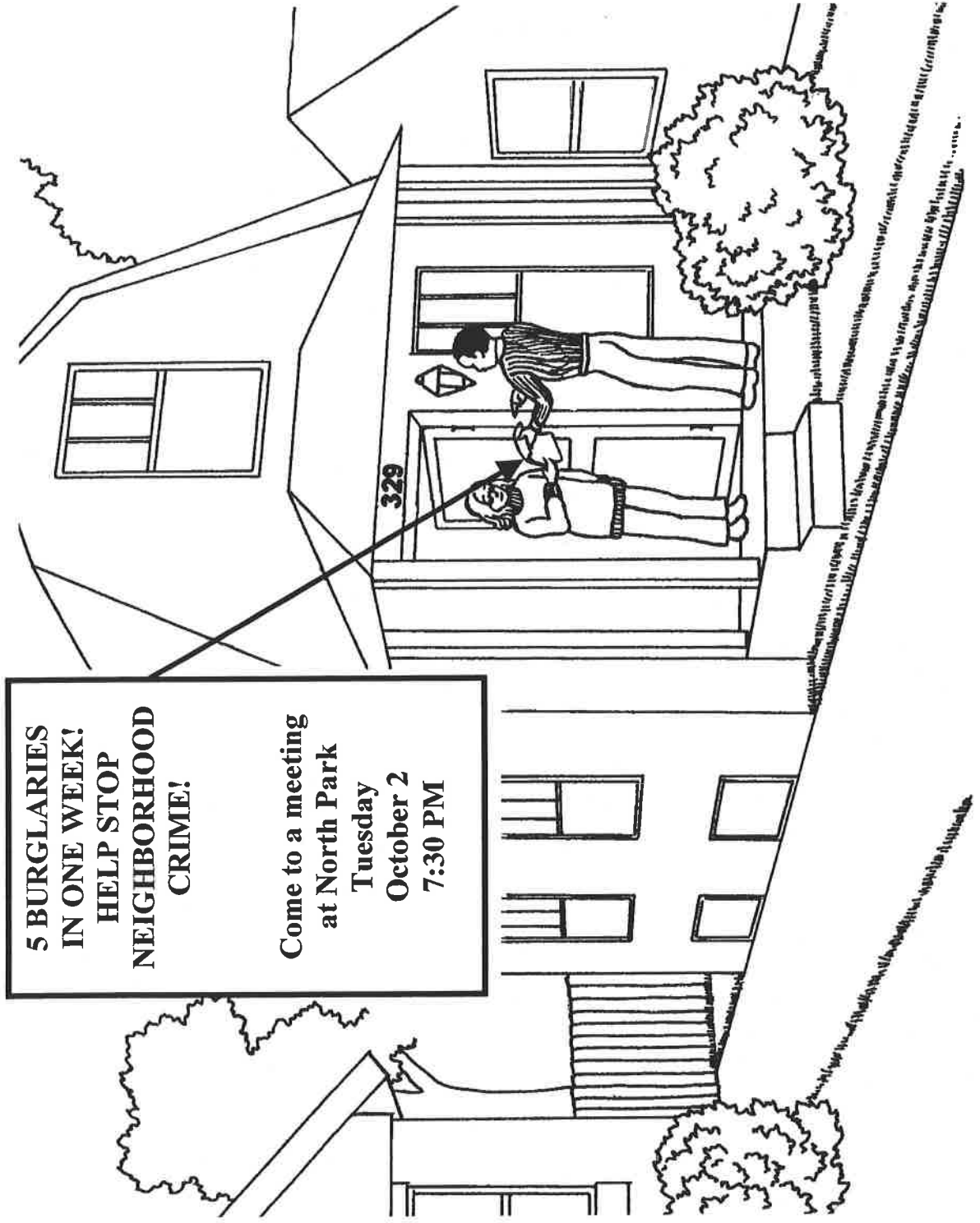


PICTURES FOR LANGUAGE EXPERIENCE continued

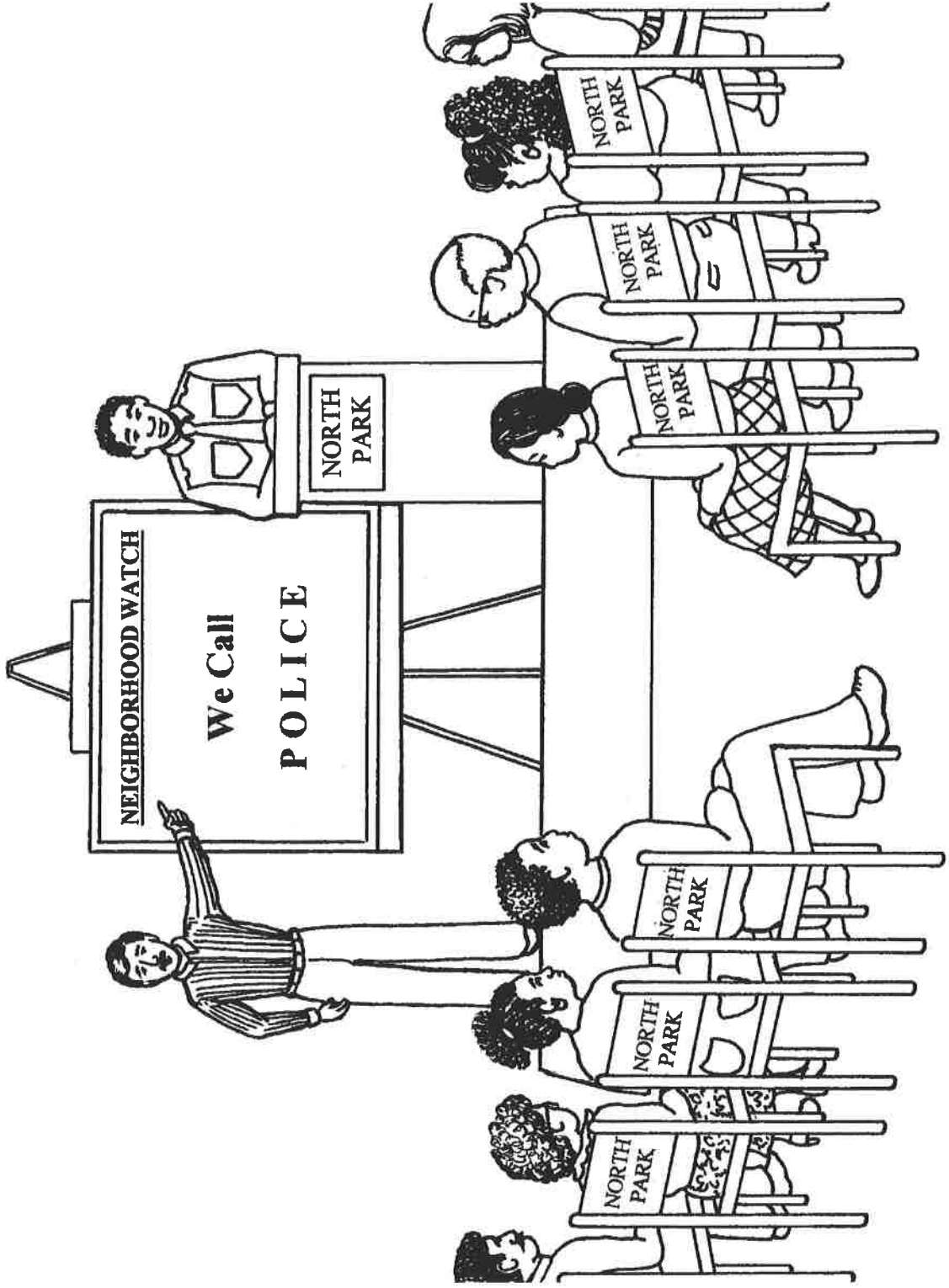


2

PICTURES FOR LANGUAGE EXPERIENCE continued

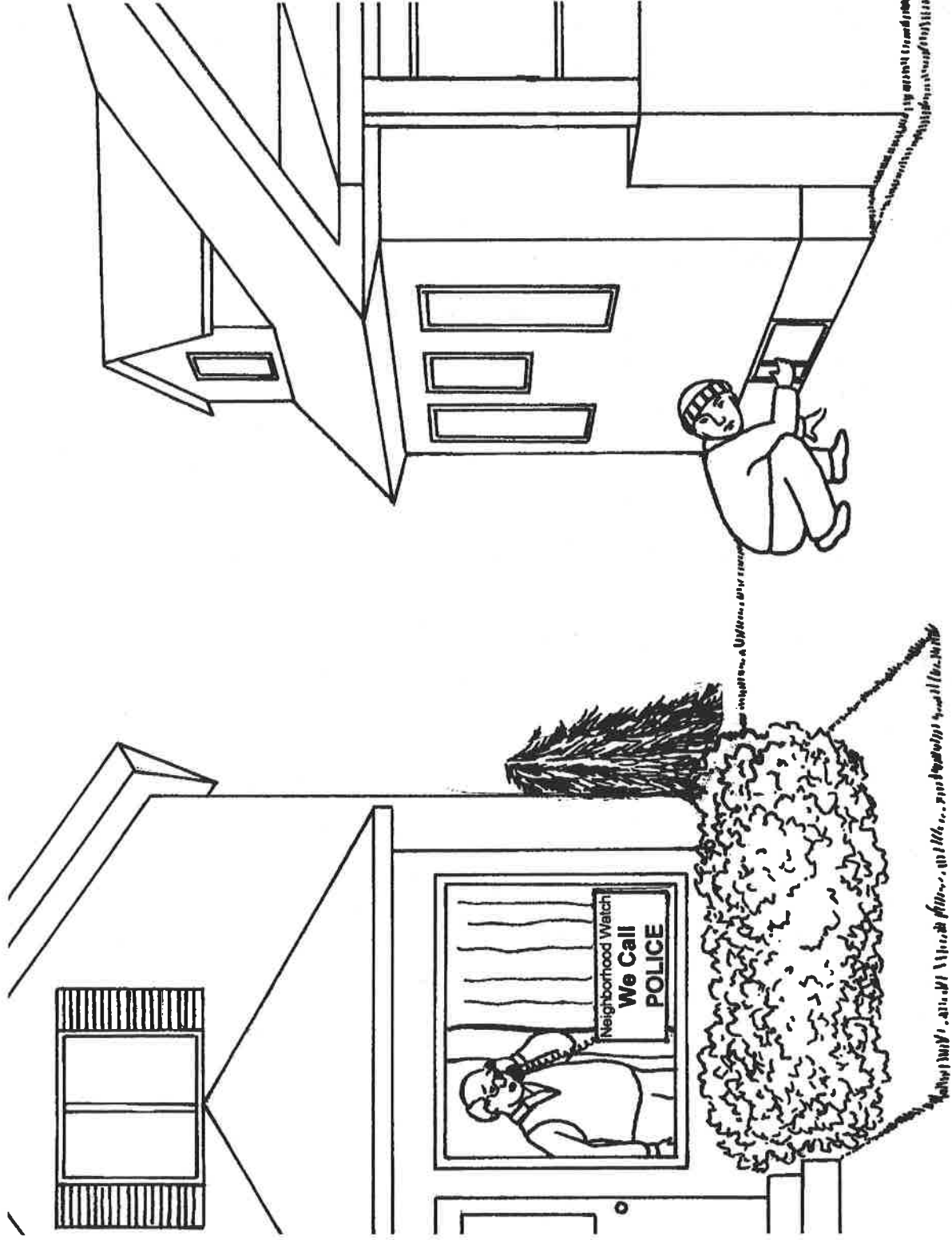


PICTURES FOR LANGUAGE EXPERIENCE continued



4

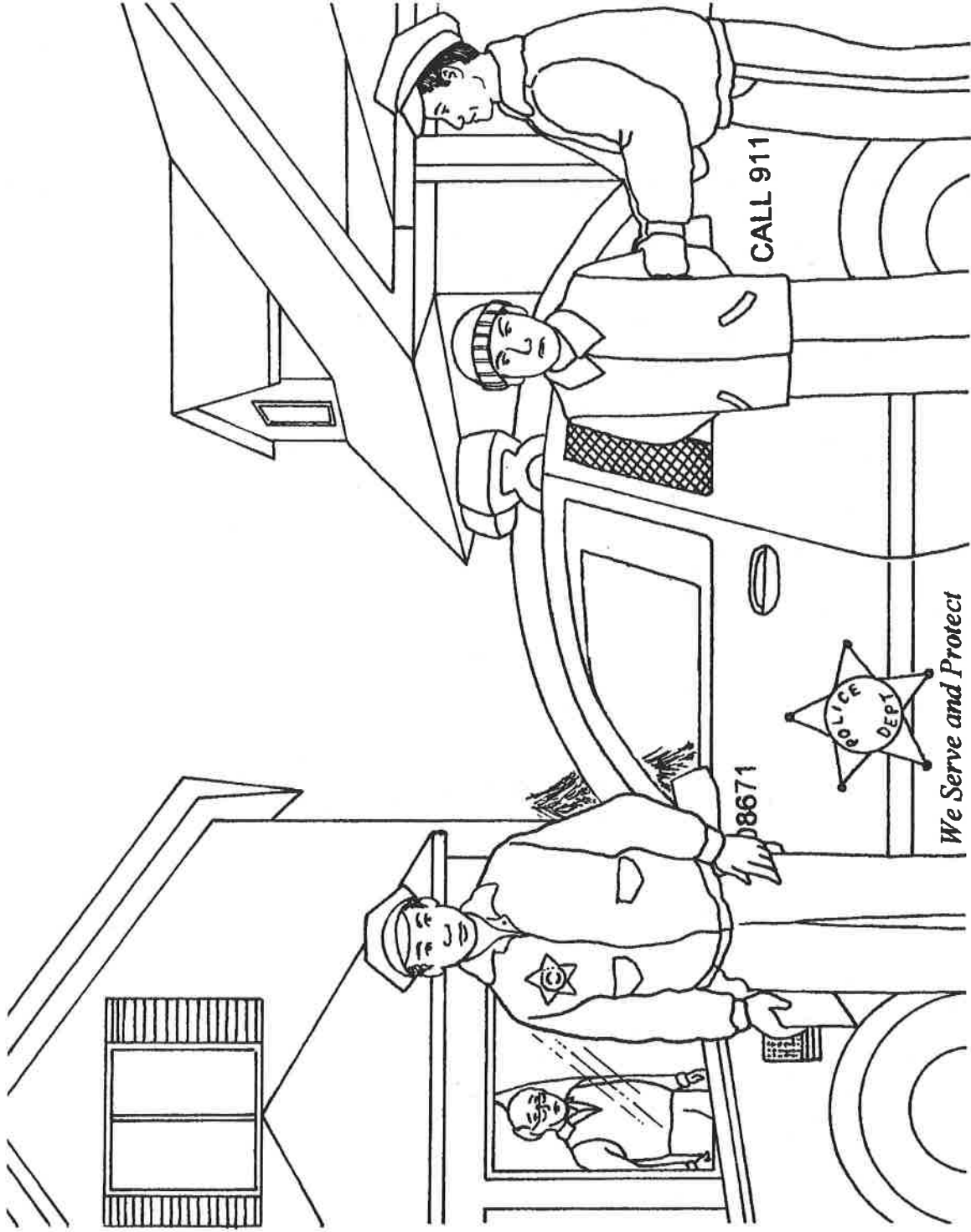
PICTURES FOR LANGUAGE EXPERIENCE continued



5



PICTURES FOR LANGUAGE EXPERIENCE continued

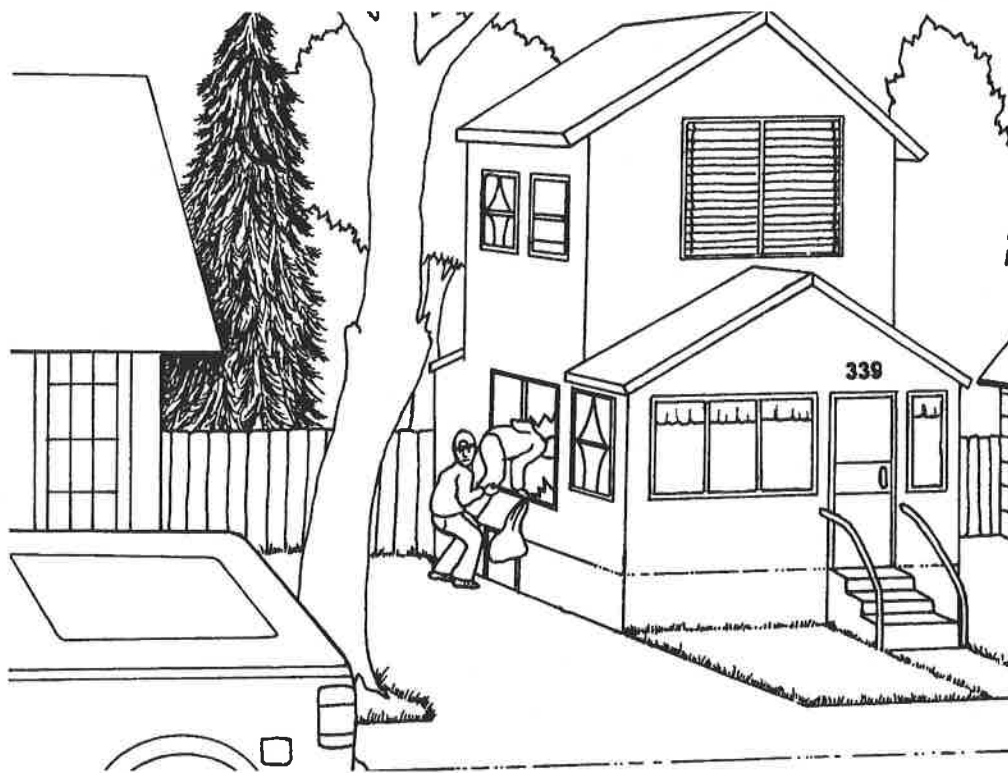


*We Serve and Protect*

6

## PICTURES FOR GROUP STORY WRITING

*Directions:* Work in groups of three or four. Write a story about the pictures below and on the next pages. Write one or more sentences for each picture. Then share your story with the class.

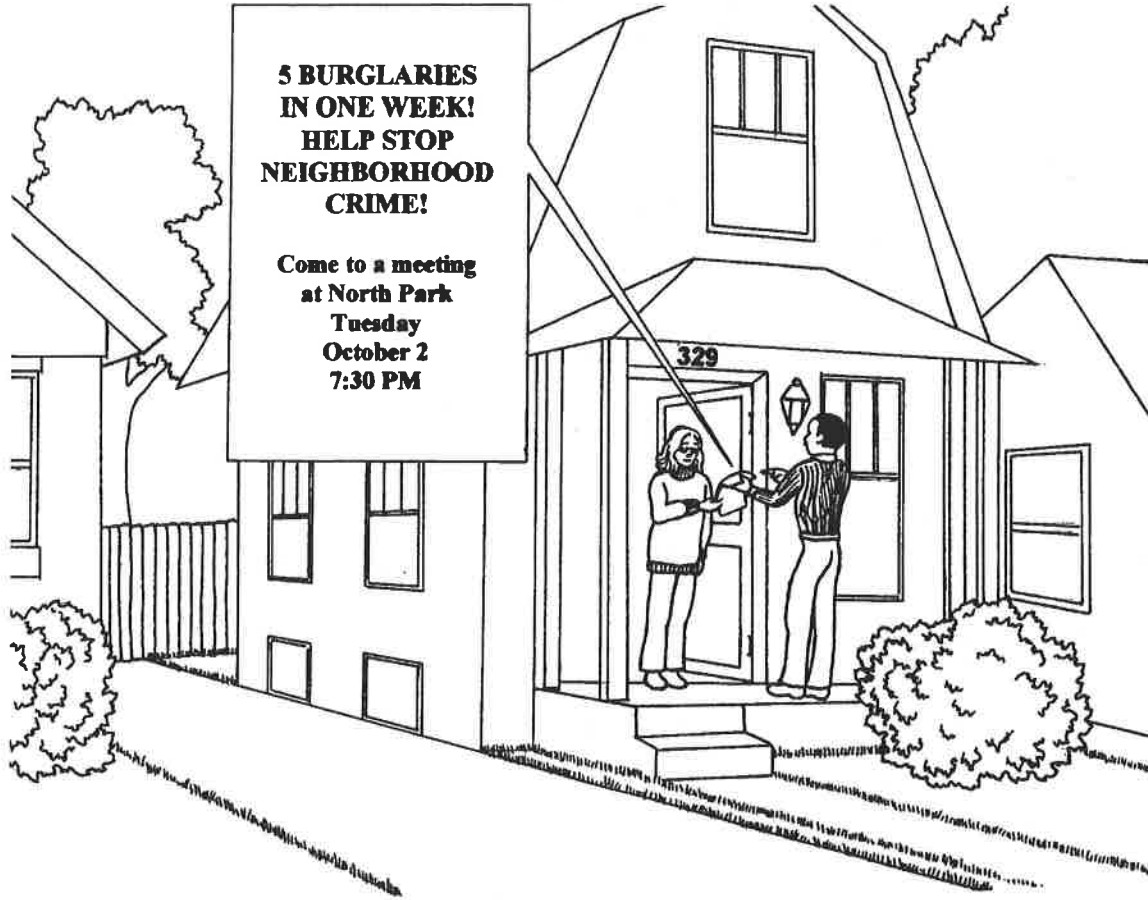


1

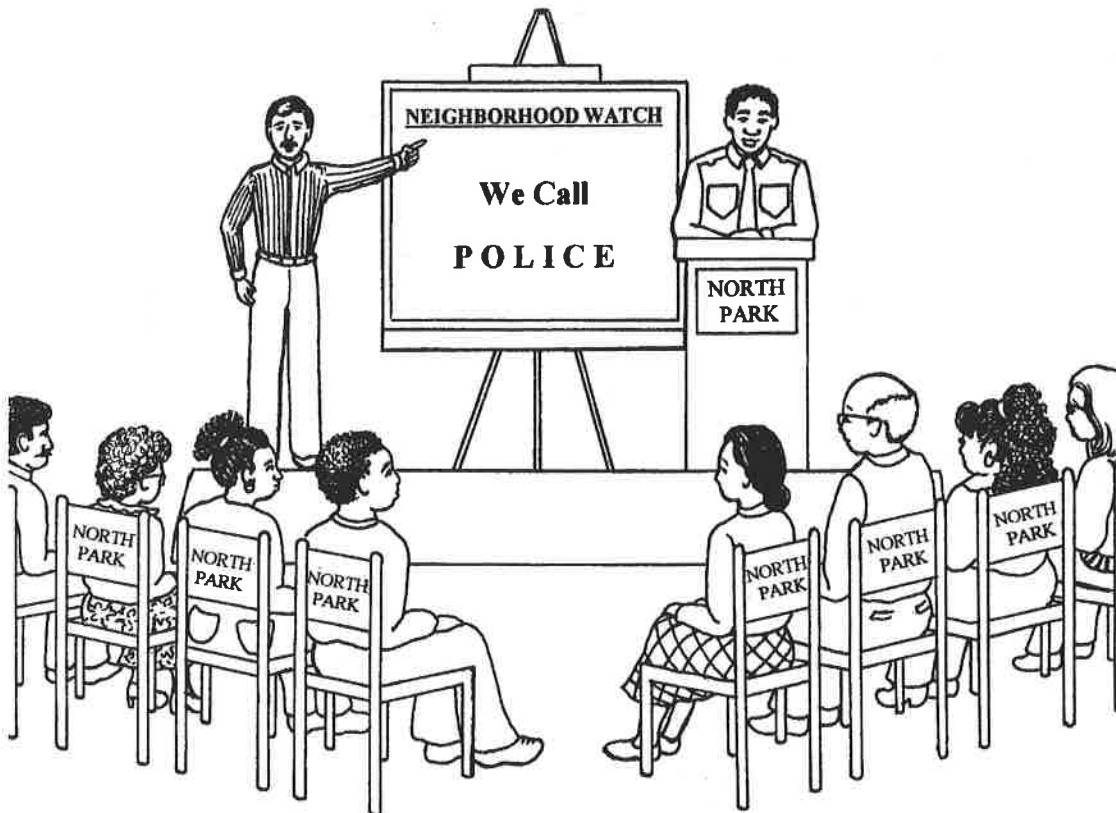


2

PICTURES FOR GROUP STORY WRITING continued

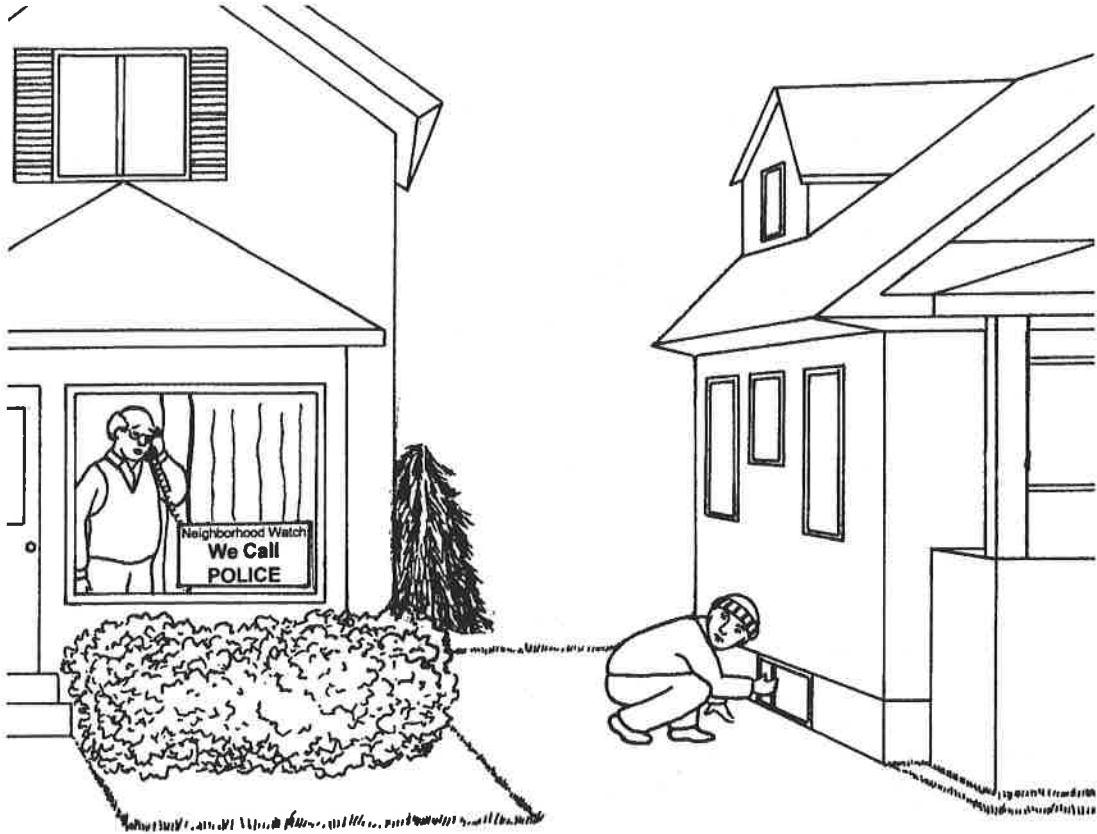


3



4

PICTURES FOR GROUP STORY WRITING continued



5



6

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**READING PASSAGE: Pre-Reading Activity**

*Directions:* Think about safety in your community. Discuss the answers to the questions below with your classmates. (Optional: Write the answers to the questions.)

1. Have you ever called the police or fire department? Why? What happened?
  
2. Have you ever been robbed? What happened?
  
3. Do you have any safety equipment in your house or apartment? Do you have smoke alarms, fire extinguishers, or carbon monoxide detectors?
  
4. Do you wear a seat belt when you drive? Do your passengers wear seat belts? Do you have special car seats for your children?
  
5. Do you know how to give CPR or help a choking person?
  
6. Is there crime in your neighborhood? What kind?

## READING PASSAGE

There are many laws and community programs to keep people safe. People must take responsibility to protect themselves and their community.

### EMERGENCIES

An emergency is a serious situation that is often life threatening. There are police, fire, and ambulance services to help people in an emergency. Most communities have the special telephone number 911 for emergencies. But in some communities, people call the police or fire department for emergencies.

Police will come when there is a dangerous situation, a serious car accident, or a crime in progress. The fire department will come for fires in homes, cars, or on property. If someone is seriously sick or injured, paramedics will respond.

To get help quickly you should:

- Call 911 (or your local police/fire emergency number). You can call 911 from any pay phone with no money.
- Give your name and explain the emergency.
- Tell where the emergency is.
- Do not hang up until the operator tells you.

### NON-EMERGENCIES

Sometimes people need to call the police or fire department when it is not an emergency. Non-emergencies require different phone numbers. These numbers are in the telephone book. People can call the non-emergency police department number to report stolen or damaged property. They can call the non-emergency fire department number for information about smoke alarms or to report a broken fire hydrant. It is important to know the difference between an emergency and a non-emergency.

### TRANSPORTATION SAFETY

There are many laws for transportation safety. The driver and front-seat passengers in a car must wear seat belts. Babies and children under 40 pounds must ride in special car seats. Many hospitals provide free or inexpensive infant car seats if parents have no money to buy them. Laws in some states require older children to use special booster seats with the regular seat belts. Car seats must be used in every car that young children ride in.

Most cars have airbags in the front seat. These airbags can hurt or kill young children. Children under 12 should sit in the back seat away from airbags.

Many cities and towns have safety ordinances about motorcycles, bicycles, roller blades, or scooters. In many communities, riders must wear helmets and follow other safety rules.

**READING PASSAGE** continued**HOME SAFETY**

There are many ways to keep houses and apartments safe from fires and poisonous fumes. Houses and apartments need special equipment such as smoke alarms, fire extinguishers, and carbon monoxide detectors. To prevent fires, people should carefully follow directions for space heaters. They should use the kitchen oven only for cooking, not for heating the house. If people smell natural gas, they should immediately call the gas company or fire department.

All families should have an emergency escape plan for their house or apartment. Family members need to know what to do in case of fire. For example, the escape plan might include window exits or fire escapes. There should be a special meeting place outside to see if everyone got out safely. By practicing their escape plan, families can prepare for a real emergency.

Many common household items can be dangerous. Parents must keep medicine and cleaning products away from children. If a child swallows medicine or cleaning products, parents should call a poison control center. They will receive directions about what to do.

**SAFETY EDUCATION PROGRAMS**

There are many safety education programs for children. Safety Town is a summer program for young children. At Safety Town, children learn not to talk to strangers, how to cross streets, and other safety rules. Sometimes the police teach safety education programs in schools. Younger children learn street and bus safety. Older children also learn about drugs. Parents can learn more about these programs from their local police department or children's schools.

Community colleges and community agencies offer safety education programs for adults. In CPR classes, people learn how to help someone having a heart attack. CPR classes also teach the Heimlich maneuver to help choking victims. There are also first aid courses where adults learn emergency care of injuries.

**COMMUNITY SAFETY**

When people keep themselves and their property safe, they keep the community safe. Some community crimes are robbery, burglary, mugging, rape, and gang violence.

Sometimes there are many crimes in the same neighborhood. To stop this problem, some communities start Neighborhood Watch Programs. In a Neighborhood Watch Program, neighbors watch each other's homes. If they see suspicious or criminal activity, they call the police immediately.

Sometimes people don't want to give their names when they report a crime to the police. If you dial \*67 before you dial a phone number, you will block caller ID. If you use a pay phone or a cell phone, you can also report crimes anonymously.

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**READING PASSAGE** continued**A TRUE STORY**

In a Chicago neighborhood there were many burglaries. Gang members were breaking into many houses in the neighborhood. The neighbors were angry and afraid. They decided to start a Neighborhood Watch Program.

First, neighborhood leaders passed out information to tell residents about the crimes. Then they held meetings where people learned how to keep their property safe. Neighbors watched each other's property and reported suspicious or criminal activity to the police. For example, a man called the police when he saw a burglary happening next door.

After two months, all the burglaries stopped, and the Neighborhood Watch Program was a success. Neighbors got to know each other and worked together to protect their community.



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**READING PASSAGE: Vocabulary Activity 1-A**

*Directions:* Say these words after your teacher. Discuss the meaning of each word.  
(Optional: Write the meaning next to each word.)

1. emergency
2. police
3. fire
4. ambulance
5. crime
6. paramedics
7. injured
8. stolen property
9. damaged property
10. seat belts
11. booster seats
12. infant car seats
13. airbags
14. safety ordinance

Other new words:

**READING PASSAGE: Vocabulary Activity 1-B**

*Directions:* Write the correct word or words in each sentence. Use the word bank for help. There is one extra word.

1. The 5-year-old child sat in a \_\_\_\_\_ in the back seat of the car.
2. The \_\_\_\_\_ took care of the man who had a heart attack.
3. The driver and front-seat passengers in a car must wear \_\_\_\_\_.
4. The seat belt law is an example of a \_\_\_\_\_.
5. People call the \_\_\_\_\_ when there is a crime.
6. A serious, life-threatening situation is an \_\_\_\_\_.
7. \_\_\_\_\_ in a car can injure children under the age of 12.
8. The man was \_\_\_\_\_ when he fell down the stairs.
9. When a thief stole Maria's purse, she made a police report for \_\_\_\_\_ property.
10. New babies coming home from the hospital must ride in \_\_\_\_\_.
11. People from the \_\_\_\_\_ department often come to schools to teach children about fire safety.
12. The paramedics put the injured man into the \_\_\_\_\_ to take him to the hospital.
13. When a gang member smashed Rosa's window, she called the police to report \_\_\_\_\_ property.
14. Stealing a car is a serious \_\_\_\_\_.

**WORD BANK**

airbags	ambulance	booster seat	crime	damaged
emergency	fire	infant car seats	injured	non-emergency
paramedics	police	safety ordinance	seat belts	stolen

---

**READING PASSAGE: Vocabulary Activity 2-A**

*Directions:* Say these words after your teacher. Discuss the meaning of each word.  
(Optional: Write the meaning next to each word.)

1. smoke alarm
2. fire extinguisher
3. carbon monoxide detector
4. space heater
5. natural gas
6. escape plan
7. poison control center
8. Safety Town
9. CPR
10. Heimlich maneuver
11. choking
12. burglary
13. mugging
14. suspicious
15. anonymously
16. Neighborhood Watch Program

Other new words:

## READING PASSAGE: Vocabulary Activity 2-B

*Directions:* Write the letter of the correct meaning next to each word.

- |                                    |   |
|------------------------------------|---|
| ___ 1. anonymously                 | a. cardiopulmonary resuscitation (a way to help someone having a heart attack)                  |
| ___ 2. Heimlich maneuver           | b. a small heater for a room  |
| ___ 3. fire extinguisher           | c. fuel for stoves, clothes dryers, and furnaces  |
| ___ 4. burglary                    | d. with no name given   |
| ___ 5. smoke alarm                 | e. a way to help a choking person   |
| ___ 6. CPR                         | f. a program to teach young children about safety   |
| ___ 7. Safety Town                 | g. a way to get out of your house or apartment in an emergency                                  |
| ___ 8. natural gas                 | h. something that looks harmful or criminal   |
| ___ 9. mugging                     | i. a warning device to signal smoke or high heat  |
| ___ 10. choking                    | j. a device for putting out a fire  |
| ___ 11. poison control center      | k. attacking a person to rob him or her   |
| ___ 12. carbon monoxide detector   | l. unable to breathe because of obstructed airway   |
| ___ 13. escape plan                | m. an agency to call if someone is poisoned   |
| ___ 14. space heater               | n. breaking into a house to steal something   |
| ___ 15. suspicious                 | o. a device that detects the poison gas, carbon monoxide  |
| ___ 16. Neighborhood Watch Program | p. a community program where neighbors watch each other's houses and report suspicious activity |

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**READING PASSAGE: Comprehension Check**

*Directions:* Take turns reading each sentence with a partner. Decide if each sentence is TRUE or FALSE. Put an X under TRUE or FALSE. (Optional: Correct the false sentences.)

	TRUE	FALSE
1. People should call 911 for an emergency.	_____	_____
2. The paramedics respond to 911 if someone is seriously sick or injured.	_____	_____
3. People can call the non-emergency police telephone number to report stolen property.	_____	_____
4. The driver of a car doesn't have to wear a seat belt.	_____	_____
5. Children under 12 should sit in the front seat of a car.	_____	_____
6. If people smell natural gas, they should call the paramedics.	_____	_____
7. All people should have an escape plan for their house or apartment.	_____	_____
8. Parents should call the poison control center if their child swallows cleaning products.	_____	_____
9. Safety Town teaches children about safety.	_____	_____
10. CPR classes teach how to help people who are choking.	_____	_____
11. In a Neighborhood Watch, neighbors watch each other's homes and report criminal or suspicious activity to the police.	_____	_____
12. People have to give their names when they report crimes to the police.	_____	_____

**DIALOGUE 1: Calling 911 to Report a Burglary**

*Directions:* Listen to the dialogue. Then practice the dialogue with your teacher and classmates.

José Martínez belongs to a Neighborhood Watch program. He sees a burglary happening next door and calls the police.

Operator: This is 911. What is your emergency?

José: I need the police. Someone is breaking into the house next door. My neighbor isn't home.

Operator: OK. What's your name?

José: I'd rather not say.

Operator: OK. What is the address of your neighbor's house?

José: It's 1223 Elm Street.

Operator: OK, we'll send the police right away. Stay on the line and tell me when you see the police car.

José: OK.

**DIALOGUE 2: Calling 911 to Report a Fire**

*Directions:* Listen to the dialogue. Then practice the dialogue with your teacher and classmates.

Mary Lis is at home. She hears her basement smoke alarm beeping and sees smoke. She takes her cordless phone outside and calls 911.

Operator: This is 911. What is your emergency?

Mary: Please help me. My smoke alarm is beeping and there is a lot of smoke in my basement.

Operator: What's your address?

Mary: 939 West Fullerton.

Operator: Is everyone out of the building?

Mary: Yes.

Operator: OK. We will send the fire department right away.

Mary: Thank you.

Operator: Sure. Goodbye.

**DIALOGUE 3: Calling 911 to Report a Medical Emergency**

*Directions:* Listen to the dialogue. Then practice the dialogue with your teacher and classmates.

Bob Miller's mother is having a heart attack. He calls 911 for an ambulance.

Operator: 911. Where is your emergency?

Bob: 1759 Crane Street, Apartment 2B, in Niles.

Operator: What's the problem?

Bob: My mother is having a lot of chest pain. I think she's having a heart attack.

Operator: We'll send the paramedics right away. Stay on the line until they get there.

Bob: OK. Thank you.



**DIALOGUE 4: Calling the Gas Company to Report a Gas Leak**

*Directions:* Listen to the dialogue. Then practice the dialogue with your teacher and classmates.

Reema Patel smells natural gas in the hallway of her apartment building. She calls the landlord but there is no answer. She calls the emergency number for the gas company.

Operator: Hello. Gas Company emergency service.

Reema: Hello. I need help. I smell gas in the hallway of my apartment building.

Operator: There might be a gas leak. We will send someone out to check it. What's your address?

Reema: I'm at 5683 Golf Road, Apartment 3, in Niles.

Operator: Please give me your name.

Reema: Reema Patel. Should I do anything now?

Operator: Yes. Open all of your windows. If the odor is strong, you and your neighbors should leave the building.

Reema: OK. I'll do that. When will somebody be here?

Operator: Within an hour.

Reema: Thank you.

Operator: You're welcome. Goodbye.

Reema: Goodbye.

**ACTION RESEARCH ACTIVITY: Important Telephone Numbers**

*Directions:* Complete this chart with important telephone numbers. Add other telephone numbers that would be useful in an emergency (for example, work, family, neighbor, or friend).

My phone number \_\_\_\_\_

My address \_\_\_\_\_

NAME	TELEPHONE NUMBER
Police Emergency	
Police Non-Emergency	
Fire Department Emergency	
Fire Department Non-Emergency	
Gas Company	
Electric Company	
Poison Control Center	

**WRITING ACTIVITY: Requesting Safety Information**

*Directions:* Helen Gould is worried about safety hazards in her apartment building. She writes to an agency for more information about home safety. Read her letter.

<p>December 13, 2004</p> <p>Gas Appliance Manufacturers Association 4 West Nebraska Street Frankfort, IL 60423</p> <p>Dear Sir or Madam:</p> <p>I would like information on safety hazards in the home. Please send me your free brochure on home safety. Thank you.</p>	<p style="text-align: right;">Helen Gould 1312 Maple Street Chicago, IL 60646</p> <p style="text-align: right; margin-top: 100px;">Sincerely,  <i>Helen Gould</i></p>
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Now write your own letter asking for safety information. Ask for information to be mailed to your home. Share the information with your class when you receive it.

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**HOME ACTIVITY 1: Car Safety for Children**

*Directions:* Think about safe car transportation for your family. Write down the name and weight of each child in your family. Change kilograms to pounds if necessary. (1 kilogram = 2.2 pounds.) Then write the appropriate type of safety restraint for each child in your family. Choose from:

- infant car seat (rear facing): 0 to 20 pounds
- child car seat (forward facing): 20-40 pounds
- booster seat: 40-80 pounds
- regular seat belt: 4' 9" tall and over 80 pounds

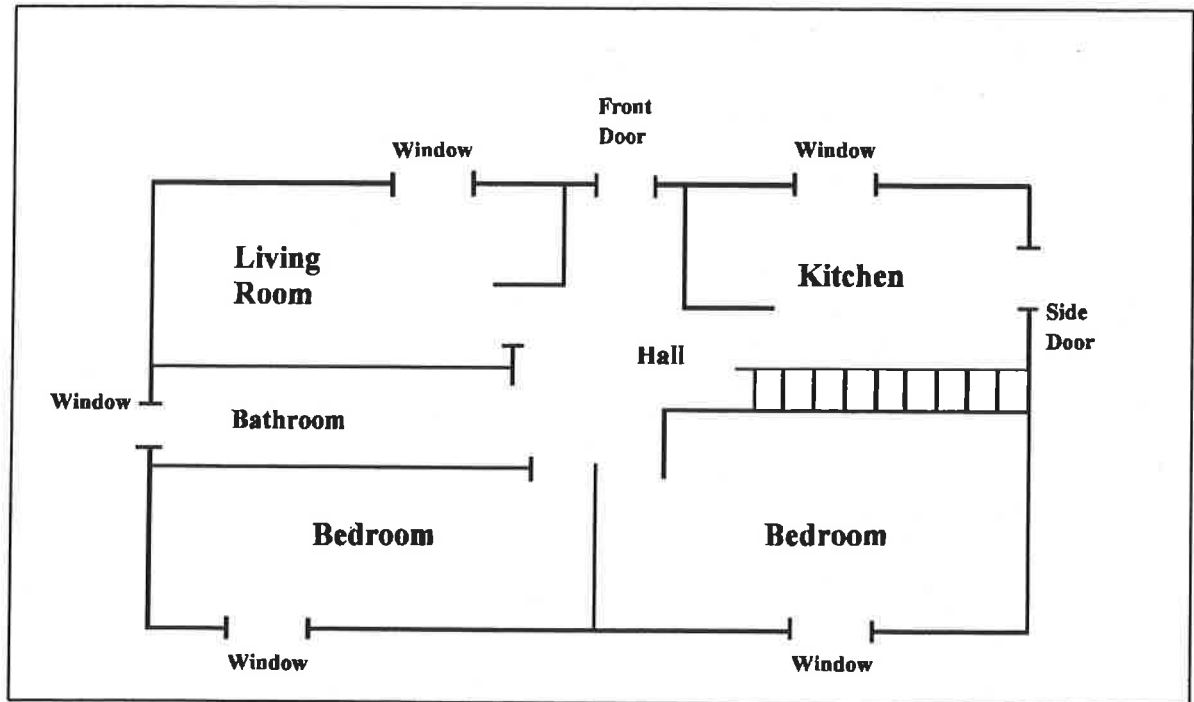
CHILD'S NAME	WEIGHT IN POUNDS	TYPE OF SAFETY RESTRAINT

**Note:**

A helpful Internet web site for this activity is The National Safe Kids Campaign at <http://www.safekids.org>. Click on the child car seat locator.

## HOME ACTIVITY 2: Emergency Escape Plan

*Directions:* Look at the floor plan below. With a partner, find 2 escape routes from each room in the house. Draw them with arrows.



Now draw an escape plan for your house or apartment. First, draw your floor plan. Show all doors, windows, and stairs. With arrows, show 2 ways to get out from each room. Also show where your family would meet outside. (Never use an elevator in your escape plan.)

**PAIR ACTIVITY: Calling For Help**

*Directions:* With a partner, decide who to call for each situation. Write A, B, C, or D. Then explain your answer to the class.

A = 911

B = non-emergency police

C = non-emergency fire department

D = poison control

- \_\_\_\_\_ 1. You see a car accident on the street outside your apartment. The cars are badly damaged and the driver of one car is lying in the street.
- \_\_\_\_\_ 2. Your 3 year-old son just ate a bottle of Tylenol pills. He thought they were candy.
- \_\_\_\_\_ 3. You want advice about where to put smoke alarms in your house.
- \_\_\_\_\_ 4. Your neighbor fell down her front stairs. She can't move one of her legs.
- \_\_\_\_\_ 5. You see some teenage gang members fighting in the street.
- \_\_\_\_\_ 6. You see some kids breaking into your neighbor's garage. One of them is taking a bicycle.
- \_\_\_\_\_ 7. You go to your garage and find that gang members have spray-painted gang signs all over it.
- \_\_\_\_\_ 8. The carbon monoxide detector in your living room is beeping.
- \_\_\_\_\_ 9. After a bad thunderstorm, you notice some electrical wires are down. They are over the fence in your backyard.
- \_\_\_\_\_ 10. You want information about crime prevention in your neighborhood.
- \_\_\_\_\_ 11. You see a leaking fire hydrant on your street.
- \_\_\_\_\_ 12. A strange dog has been around your apartment building for 2 days.

Now role play the telephone call for each situation.

## CULTURAL COMPARISON ACTIVITY: Community and Home Safety

*Directions:* Think about safety in your native country and in the United States. Discuss the answers to the questions below with your classmates.  
(Optional: Write the information in the chart.)

	IN _____ (native country)	IN THE U.S.
1. What telephone number do people call for emergencies?		
2. Can people call the police or fire department for non-emergencies? Give some examples.		
3. Do young children ride in safety seats? Is this a law?		
4. Do people make emergency escape plans for their family in case of a fire?		
5. What do people do in case of accidental poisoning?		
6. What kinds of safety programs are available in the community?		
7. How do people keep their homes and communities safe?		

## EXPERIENTIAL ACTIVITIES

As a class, identify an important issue that affects the group. Some ideas are:

- neighborhood crime
- safety hazards in the home
- CPR
- first aid
- infant/child safety
- kitchen/food safety
- safety in the workplace
- safety in the schools
- school bus safety
- traffic safety/car safety
- fire prevention
- personal safety on the street

Determine the best course of action from the suggestions below or have students generate their own plan of action. To maximize the experiential activity, choose one requiring a response from a leader or expert in the community. Also select an activity in which students have a vested interest so that they will follow through to a satisfactory conclusion

1. Invite a guest speaker from the police or fire department to the class. Possibilities from the police department include a community liaison officer, crime prevention officer, Neighborhood Watch expert, or Officer Friendly. Have students prepare questions for the speaker before the event.

*risk: medium-high*

*language level: high beginning-advanced*

2. Take a field trip to the local police or fire station. (Call ahead to make arrangements.) Have students prepare questions beforehand to ask during the visit.

*risk: medium-high*

*language level: all*

3. Have a CPR trainer conduct a hands-on demonstration and training session for the class. Provide bilingual support as necessary.

*risk: low*

*language level: all*

4. Investigate safety education programs for adults and children in the students' community. Consult neighborhood newspapers and newsletters, community college catalogs, brochures from the YMCA, hospital education programs, park district programs, etc. Have students make a poster for classroom display listing such opportunities. Optional: have students select an activity to attend (as a class, in small groups, or individually) and report on afterwards.

*risk: low*

*language level: intermediate-advanced*



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**EXPERIENTIAL ACTIVITIES** continued

5. Do Internet research on fire prevention. Have students research different web sites and share information with the class.  
*risk: low*  
*language level: intermediate-advanced*
  
6. Do Internet research on Neighborhood Watch programs. Have students find out how to get a program started.  
*risk: low*  
*language level: intermediate-advanced*
  
7. Write a letter to the editor at the local newspaper or to a city council member/village trustee on a safety issue in the community, such as a dangerous intersection, school bus safety, or gang activity in the schools.  
*risk: low*  
*language level: intermediate-advanced*