

Teacher Guide

Grades 1-2

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Can you imagine life without electricity? Without electricity, most of the things that power our lives at home and school would not exist. The way we communicate and connect with people would look and sound very different. Now, more than ever, it is easy to see how dependent we are on electricity for our way of life. Electricity is everywhere!

The Safety Sleuth Program will help your students learn about electricity and how to be safe around it. It is very important that they will also learn and practice a strategy that will help them to be safe in many situations.

PSEG Long Island is very committed to electrical safety and supporting the education of our students. We suggest that you begin this program by showing this excellent video that introduces two young people who investigate and learn about safety and electricity:

https://www.youtube.com/watch?v=cl61Dcx8gd0

Please preview this video. In the lessons you will find several opportunities to engage the students with this video. There is also an activity where students are asked to review and share what they have learned while watching this video.

Join Safety Sleuth as we look at our surroundings, think about what is safe or unsafe, make safe choices and share with others how to do the same. Just like any smart sleuth, you will want to bring your curiosity and pay attention to detail. You can make a difference in your home and school as you follow the clues to learn about electrical safety.





They will:

LOOK... Discover many ways they can "see the situation" and determine what is safe and unsafe

THINK... Learn to use and assess situations and act responsibly and safely in their homes and community.

Learn to communicate clearly and in detail about situations that may feel unsafe.

Take responsibility by making informed choices about electrical safety and other areas where they may be unsafe. Take positive actions to be careful.

SHARE... Learn how to explain to others what happened, where it happened or inform and inspire others to be careful and why.

The lessons are aligned to both the Science and Engineering Practices from the Next Generation Science Standards (NGSS), the Ten Themes of Social Studies from the National Council for Social Studies (NCSS), the New York State English and Language Arts (ELA) standards and the Core SEL Competencies from the Collaborative for Social, Academic and Social Learning (CASEL).





Begin this lesson by showing the students the PSEG Long Island Safety Sleuth video.

https://www.youtube.com/watch?v=cl61Dcx8gd0

Lead a general discussion about electrical safety in order to understand how much students are aware of what electricity is and how it can be so beneficial to our lives but that it may also prove to be a safety concern.

LOOK... Students will discover the many ways that they can improve their situational awareness and be safe in various situations.

THINK... Students will learn to use and assess situations and act responsibly and safely in their homes, communities and beyond. Students will learn to communicate clearly and in detail about situations that may feel unsafe.

Overview: 90-120 minutes

Alignment to National Standards:

NGSS Practice 1: Asking questions and defining problems

NGSS Practice 8: Obtaining, evaluating and communicating information

NGSS MS-ESS3: Earth and human activity

NCSS Theme 3: People, places and environmentsNCSS Theme 5: Individuals, groups and institutionsNCSS Theme 8: Science, technology and society





- CASEL Core Competencies: Social Awareness and Responsible Decision-Making
- **SL1:** Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
- **SL1a:** Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.
- **1W1:** Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.
- **1W3:** Write narratives which recount real or imagined experiences or events or a short sequence of events.
- 2R9: Make connections between self and text (texts and other people/ world). (RI&RL)





Facilitation Tips



How do SAFE and UNSAFE feel to me?

- Ask students what "safety" means and invite several students to share their responses.
- Invite students to think of a time when they felt safe. As students visualize a
 specific time when they felt safe, ask prompting questions (i.e. Where were you?
 Who was with you? What were you doing? What was the weather/temperature?
 What sounds did you hear? What were you thinking? How did you feel?)
- Read aloud the paragraph on the top of Activity 1. Check for understanding about "situational safety." Ask a few students to explain what they understand it to mean. Emphasize that when they "see the situation" they can determine what to do.
- Read the directions for Activity 1 aloud, or invite a student to read the directions aloud.
- Direct students to draw each face under "SAFE" and "UNSAFE."
- Invite students to share their drawings with a partner.
- VARIATION: Ask students to show their "safe face" and "unsafe face" on their actual faces.
- Read the directions for the feelings word box. As you read each feeling word aloud, direct students to circle the feeling words that match their "safe face" drawings and underline the feeling words that match their "unsafe face" drawings.
- Direct students to share their responses with a partner.







See the Situation - SAFE or UNSAFE

- Read the directions or invite a student to read the directions for Activity 2.
- Invite a student to explain the directions "using his/her own words." Check for understanding.
- Decide if you prefer students to work independently or in pairs/trios for this activity.
 Direct them to do so.
- Once students have completed the activity, review each picture and ask students
 to give a "thumbs up" if they colored the picture because it feels SAFE or a
 "thumbs down" if they did not color the picture because it feels UNSAFE. Invite
 different students to share WHY they chose SAFE or UNSAFE. If students
 disagree, invite them to explain their positions.
- SPECIAL NOTE FOR DISCUSSION: Be sure to discuss phone chargers. There
 are a number of safety incidents that involve cell phone or other device chargers
 and kids (specifically children and teens). Charging cell phones or other devices on
 a bed can pose a major fire hazard.

Quick Check In:

- Read the paragraph aloud. Ask students what things they might look for to identify a trusted adult.
- Read directions aloud or invite a student to read directions aloud.
- Direct students to match each situation with the corresponding trusted adult.
- Review the answers with the class. Ask students to share why they matched each picture with the trusted adults. Specifically, ask what clues they observed when making each match.
- Read the directions for "My Safe Person." Direct students to draw one or more people who they consider trusted adults (safe people) in their lives.
- Once students have completed their drawings, create a Gallery Walk. Hang or place each drawing around the room. Invite students to do a walk around the room to see the pictures of safe people created by their peers.



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• After students complete the Gallery Walk, debrief with a few questions:

Who are some of the safe people, or trusted adults, that you saw?

Did anyone have the same safe person as you?

Now that you saw other examples, would you add anyone to your drawing?

How do you know someone is a safe person in your life? What are the clues?



Identifying Safety Hazards

- Read the directions aloud or invite a student to read the directions aloud.
- Direct students to complete Activity 3 independently OR project the pages on a Smart Board and invite students to circle the correct answers on the board and discuss as a class.
- Go through each location (kitchen, park, school) and ask students to explain WHY the behaviors they circled are unsafe.
- This activity may be used as a formative assessment or can be completed with the class to check for understanding.

Reflection: Learning Log

- Read the directions aloud or invite a student to read the directions aloud.
- Read each sentence starter aloud.
- Direct students to complete one or more of the sentences as they reflect upon what they learned today.
 - One thing I learned about safety is...
 - If I could tell a friend about safety, I would tell them...
 - Feeling safe means...





DO... Students will take responsibility by making informed choices concerning electrical safety and other areas where they may be unsafe. Students will take positive actions to be careful.

Overview: 60-90 minutes (with individual student work outside of class)

Alignment to National Standards:

NGSS Practice 1: Asking questions and defining problems

NGSS Practice 6: Constructing explanations and designing solutions

NGSS Practice 8: Obtaining, evaluating and communicating information

NCSS Theme 3: People, places and environments

NCSS Theme 5: Individuals, groups and institutions

NCSS Theme 8: Science, technology and society

CASEL Core Competencies: Social Awareness and Responsible Decision-Making





Facilitation Tips



Electric and Nonelectric Items

- Before beginning Activity 1, review the "Helpful Definitions." Read each word. Ask students to share what they think the word means or if they have heard the word.
 Read the definition. Invite a few students to restate the definition in their own words and give an example.
- Discuss the importance of electricity in everyday life!
- Use the turbine picture to explain how we get electricity. Explain that turbines are used to create energy. That energy is transferred to our homes, schools and other recreational areas. Electricity then is passed through outlets which you can find in your home and the classroom. Point to an outlet in the classroom.
- Demonstrate how something is powered when plugged into an outlet. Plug something into the outlet.
- Read aloud the directions for Activity 1.
- Direct students to draw a SQUARE around the electric items and a CIRCLE around the nonelectric items.
- Once students independently identify each item as electric or nonelectric, read
 each item aloud. Direct students to hold up an open hand if they identified it as
 electric with a square and a closed fist if they identified it as nonelectric with a
 circle.
- If there is not a consensus, facilitate a brief conversation about why it is electric or nonelectric.
- Give students time to correct their answers as needed.







Electricity Scavenger Hunt!

- This activity may be used as a classwork or homework activity.
- Explain that a scavenger hunt is a game that people play when they need to find certain items in an environment. These items may be hard to find, but in order to complete this task they need to find the items.
- Determine how much time you will give the students to complete the scavenger hunt.
- VARIATION 1: Invite each student to share the electric and nonelectric items they
 found. Tell students to cross out items on their list that are the same. Continue
 to go around the room and have students share only items that have not been
 previously shared. Once all students have shared, have them count the number
 of electric and nonelectric items they have on their list that are unique. (In other
 words, no one else found that item on the scavenger hunt.)
- VARIATION 2: Give students a red and green card (or have index cards and draw a red circle on one and a green circle on the other). Invite students to share their lists. Direct class to hold up the GREEN card if they agree that it is correct OR hold up the RED card if they disagree. (For example, if a student says a cup of water is electric, the class should hold up the red card.)
- VARIATION 3: Direct students to write their 10 electric items and 10 nonelectric items on individual sticky notes. Have students place the sticky notes with electric items in one location in the room and the sticky notes with nonelectric items in another location in the room. Invite students to look at both locations and move any sticky notes that are in the wrong location.
- Read the directions for the "My Most Important Item!" Direct students to choose
 the electric item that they think is the most important to them in their everyday
 lives. Students will draw the item and then fill-in-the-blanks in the sentences
 below their picture.
- Invite students to share their picture and sentences with a partner.







Ways to Be Safe with Electricity

- Read the first paragraph or invite a student to read the first paragraph.
- Explain to the class that being safe with electricity is very important! The human body is not made to come in contact with electricity.
- Read each safety tip aloud. Direct students to highlight or underline any words they think are important to remember for that safety tip.
- Remind the students that whenever they are in an unsafe situation they should locate a trusted adult.
- Post the six safety tips in the room for all students to view.







Using the PSEG Long Island Website!

- Explain to the students that PSEG Long Island is a company that helps the Long Island community get electricity into homes, schools and other important places!
- Direct students to view the "Indoor Electric Safety" video on the PSEG Long Island website. This video shares important indoor electricity safety tips! psegliny.com/safetyandreliability/safetytips/personalandhomesafety
- Tell students they will view this video at least two times. As they view the video, tell students to choose one electric safety tip that they think is most important.
- After students have watched the video twice, ask students to share one fact that they learned with the class. After students share, direct students to the Activity 4 worksheet.
- Read the directions aloud.
- Direct students to draw a picture and/or write a sentence explaining a safety tip they learned.
- Invite students to share with the class.

Now that you have completed a number of activities and we know that your students are beginning to understand more about the Safety Sleuth process as well as why electrical safety is important, please show your students the PSEG Long Island Safety Sleuth video again.

https://www.youtube.com/watch?v=cl61Dcx8gd0

Divide your class into groups and ask each group to choose one of the tips illustrated in the video. The group should then think about and practice how they will use the Safety Process to share their ideas about that safety tip. What did they see happening when they **LOOK**ed at the situation? What did they **THINK** about the tip? What would they **DO** to be safe if they were in that situation? How will they **SHARE** what they have learned with their classmates?







Finishing Activity: My Safety Pledge

- Display a copy of the Safety Pledge on an anchor chart.
- Invite the class to read the safety pledge aloud and in unison.
- Invite each child to sign the anchor chart agreeing to what was just read by the whole group.
- Once all students sign the anchor chart hang it up for all students to see!
- Direct students to go to page 17 and write their names on the Super Sleuth Certificate of Completion. (If you do not have the student workbook, you may find a printable pdf of the Certificate of Completion under "Teacher Resources" on the website.)





MY SAFETY PLEDGE

I am now a certified Safety Sleuth and I understand how to be safe not only in my home and surrounding environment but also around electricity. I know that there are trusted adults in my life who are always there to be my "safe people." I will not hesitate to ask for help or for guidance when I feel unsafe. I will use and share the knowledge I gained from the Safety Sleuth program with my friends and family so we can be safe every day.



Certificate of Completion

This award is presented to

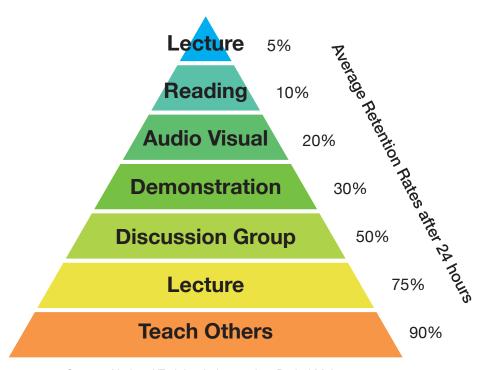
for the completion of the Safety Sleuth Program 2022-2023 School Year

Awarded By Your Friends at PSEG Long Island





The Learning Pyramid



Source: National Training Laboratories, Bethel Maine





Notes	







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