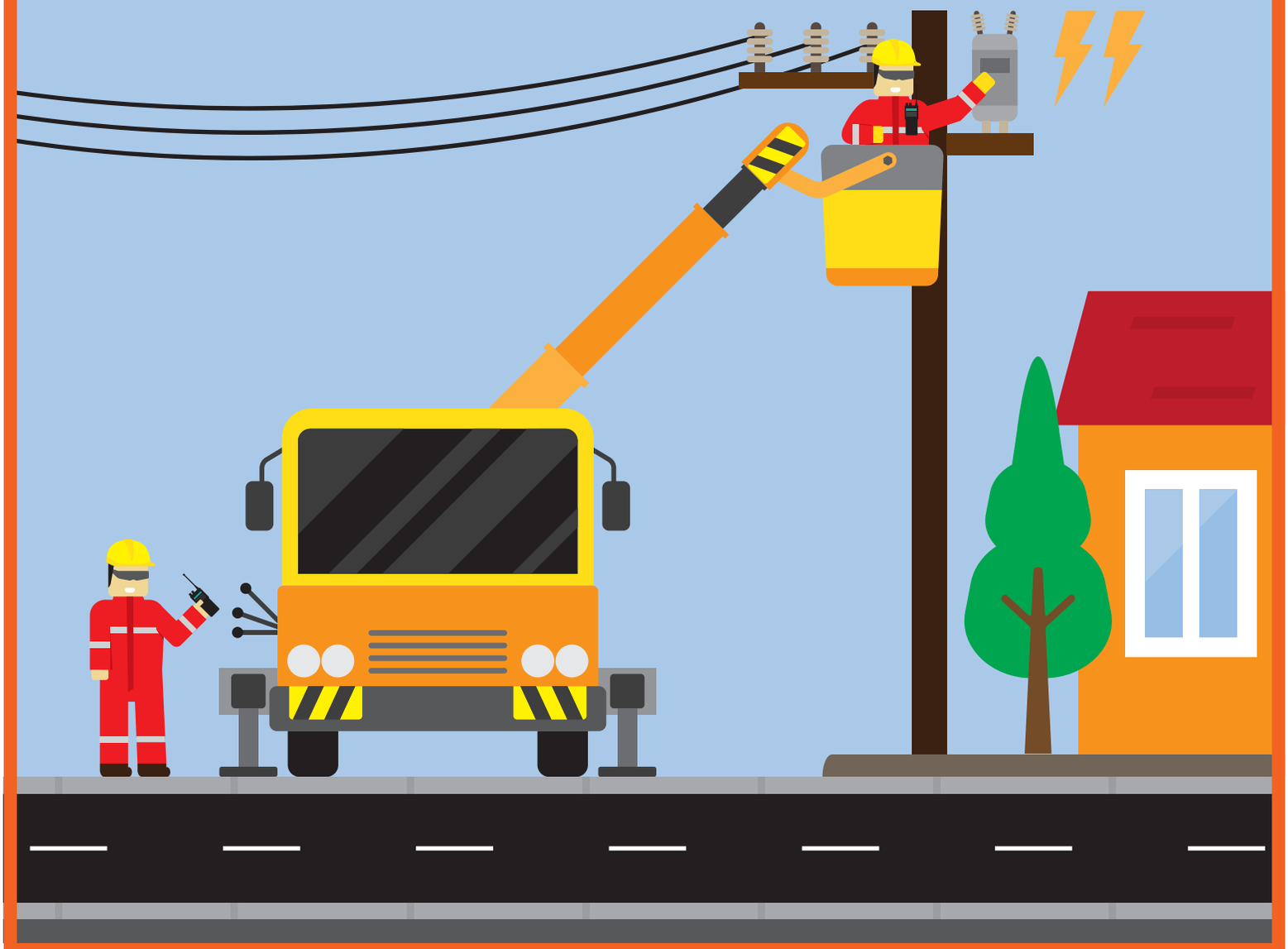
Safety Sleuth

PSEG LONG ISLAND



TEACHER GUIDE

Safety Sleuth
PSEG LONG ISLAND

INTRODUCTION

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!

Did you know that National Electrical Safety Month is in May of each year? This is a month dedicated to focusing on our own personal safety and the safety of those around us. Since we live in a world that is always plugged-in to electricity, electrical safety and awareness is always important to learn and remember.

As a Safety Sleuth, when we see a situation, we 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 you can see the situation and determine what is safe and unsafe.

THINK ...
Learn to use and assess situations and act responsibly and safely in your home and community.

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

DO ...
Take responsibility by making informed choices about electrical safety and other areas where you 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 Socal, Academic and Social Learning (CASEL).

LESSON 1

LOOK/THINK

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 environments
NCSS Theme 5: Individuals, groups and institutions
NCSS Theme 8: Science, technology and society

CASEL Core Competencies: Social Awareness and Responsible Decision-Making

3W1a: Introduce a claim, supported by details, and organize the reasons and evidence logically.
3SL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.
4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

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Facilitation Tips

Pre-Activity: Vocabulary Time

- Give students time to look up important definitions that will be referenced in upcoming lessons.
- Direct students to use this list as a reference and to add other vocabulary words if needed.

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?)
- Invite a student to read aloud the paragraph on the top of Activity 1 and the directions.
- As students write about a time when they felt safe and a time when they felt unsafe, use guiding questions to encourage details in their writing.
- Once students complete their writing, invite them to share their journal entries with a partner. Then, invite some students to share with the class.

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SAFE or UNSAFE?

- Invite a student to read aloud 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.
- Now, direct students to write and/or draw two examples of SAFE situations and two examples of UNSAFE situations.
- Give students an opportunity to share their examples in small groups (3-4 students per group). Then, invite some students to share one of their examples with the class.

Identifying Safety Hazards

- Invite a student to read the directions.
- 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. Students should record their responses on the chart.
- This activity may be used as a formative assessment or can be completed with the class to check for understanding.

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LESSON 2

DO!

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

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FacilitationTips

Pre-Activity: Vocabulary Time

- Give students time to look up important definitions that will be referenced in upcoming activities.
- Direct students to use this list as a reference and to add other vocabulary words if needed.

Electric-Nonelectric 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 5 electric items and 5 non electric 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.

Ways to Be Safe with Electricity

- 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.
- Invite different students to read each of the helpful safety tips.
- Remind students 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.

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ACTIVITY 3

Exploring 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.
- Have students watch the video independently. After each student has watched the video twice, ask students to share one fact that they learned with the class.
- Invite a student to read the directions.
- Decide if you would like students to work independently or with a partner to complete the answers. Allow students to go back to the video to identify the correct answer, if needed.
- **EXTENSION ACTIVITY:** Students will add two additional tips from the video that are not listed on the worksheet. Invite students to share their responses with the class.

Answer Key for Activity 4 fill-in-the-blank sentences:

1. Unplug small appliances (hair dryers, mixers, toasters, etc.) when **not in use**.
2. If you have small children or pets, make sure unused wall outlets have **safety coverings**.
3. Make sure extension and lamp cords are not strung through areas where people will be **walking**.
4. Never insert any **metal objects**, such as a knife or fork, into an appliance.
5. Teach all family members to avoid touching electrical devices when they are **wet**, in water, or standing on a wet surface.
6. Keep all cords away from **hot** surfaces such as a stove.
7. All outlets and switches should have **faceplates**.

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Reflect & Share By Creating Your Poster

- This activity will prompt brainstorming for the project.See teacher resources on website for project details.
- Invite a student to read the directions.
- Direct students to write their responses in the space provided.
- Once students have completed their reflective brainstorming, invite students toshare their ideas.
- As students share their ideas, record the ideas on an anchor chart or white boardthat shows the lists of ideas that the class generated! (Students may need to referto this list for the project.)

Closing Activity: Reflect and Share Your Poster

- Distribute poster paper supplied for each student.
- Ask students to draw a picture of one electrical safety tip that is important to them.
- You may submit several of the best posters to be displayed in the Safety Sleuth digital gallery.

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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

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for the completion of the Safety Sleuth Program

Awarded by PSEG LONG ISLAND

NOTES