

SAFETY FIRST

Performance Standard 13A.B

Students will apply the appropriate principles of safety accordingly:

- *Knowledge*: Know the classroom and building rules, precautions, signals and actions to take when advised of the threat of fire, weather or safety hazards.
- *Application*: Identifying safety needs and mapping possible pathways to leave classroom when warning signals are given.
- *Communication*: Explain the safety situations that could require classroom evacuation, its warning signal and the departure route.

Procedures

1. ***In order to know and apply appropriate principles of safety (13A)*** students should experience sufficient learning opportunities to develop the following:
 - Know safety rules and precautions to take for severe weather, fire and general safety situations.
 - Know the warning signals and escape routes and procedures for classroom evacuation.
 - Map the route from the classroom to an established safe meeting place for class in such circumstances.Note to teacher: The term, general safety, will differ locally; in some areas this could refer to building lockdown or intruder alert. Vary the term to your specific needs.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Begin guided inquiry by having students ask questions about safety rules and practices in and around the classroom, including the playground. Develop a chart with headings of Fire, Severe Weather, General Safety. Classify rules that apply and record them in the appropriate columns. Generate plans for safe passage from the classroom, as needed.
4. Provide each student with a blank page (or building map, possibly) and instruct them to draw a map of the room that shows what they should do for each of these hazards:
 - FIRE: Mark the route in red.
 - SEVERE WEATHER: Mark the route in blue.
 - GENERAL SAFETY: Mark the route in orange.
5. Allow students to present their maps to the class (or teacher, individually, if appropriate) and provide explanations for each situation, as appropriate.
6. Evaluate each student's work using the Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: Knowledge of safety rules, precautions, warnings and actions was complete and correct.
 - *Application*: The mapping and necessary responses actions were well-executed and well-organized.
 - *Communication*: The explanations were thorough, well-reasoned and well-detailed.

Teacher notes: See your building guidelines for details; general rules can be:

MEETS:

- *FIRE*: follow the teacher outside
- *SEVERE WEATHER*: get under your desk
- *GENERAL*: stay quiet, listen to the teacher

EXCEEDS:

- *FIRE*: lineup and follow the teacher; listen quietly for directions
- *SEVERE WEATHER*: kneel under your desk with your head protected by your hands
- *GENERAL*: Go to your seat, stay quiet for directions and then do what the teacher says

Examples of Student Work not available

Time Requirements

- 1 class period for rules and mapping
- 2 – 3 minutes for each presentation