



# RISKY BUSINESS: PLAN FOR SAFETY FIRST

## Intended Audience:

Cloverbuds (Grades K-2)

## Learning Objectives:

Cloverbuds will:

- Describe the importance of having a safe place to work and play.
- Identify safety hazards.
- Describe ideas to make the areas they work and play safe.

## Target Essential Elements:

Creating a safe environment is essential to develop a sense of *belonging*.

**Time:** 20-30 minutes

## Supplies Needed:

Handouts

- #1 Home Safe Home
  - #2 Super Sleuth
  - #3 Evaluation
- Pencils or markers  
Tray of small items

## Do Ahead:

Youth and adult leaders teaching this lesson should review the following resources. The actual links to these resources are posted under “Additional Web Links.”

- Risk Management Checklist
- Risk Management Essentials PowerPoint
- Risk Management for 4-H Youth Development Volunteers
- Risk Management Process

## BACKGROUND

I’m going to ask you a series of questions that I want you to reflect on for a minute:

- When you were very young, who kept you safe?
- What did they do to help make you feel safe when you were playing with friends? Traveling in a car? Swimming or hiking?
- When you are safe, how does it make you feel?
- Your safety and the safety of others is very important. Being safe helps us learn better and help us feel like we belong. When it comes to your safety . . . you can take charge.



## WHAT TO DO

### Activity 1: Eagle Eyes

(Assemble a number of items on a tray. Walk through the group letting each person see the tray at least two times.) In my hands I have a tray with a number of small items. I want you to try and remember all the items that you see. (After you have walked through the group twice, take the tray away and place it out of site.) Now I would like you to list or draw all the items that you saw on the tray. (After a few minutes, bring the tray back and have everyone count how many they remembered. Then ask them these questions.)

- How did you work to remember the items?
- Why did some people remember more items than others?
- When an accident happens, why is it important to remember what you saw?
- What can you do to try to practice remembering?
- What should you do if you see an accident?
- Why should you call 911 *only* when it is an emergency?
- What can you do to prevent accidents?

### Activity 2: Home Safe Home

(Distribute Handout #1, “Home Safe Home.”) For our next activity, you will complete the “Home Safe Home” maze on this handout and then we will discuss it. (After they have completed the maze, pick out three dangers and discuss.)

- How would you handle the danger in a safe way?
- How would you prevent the danger in the future?
- What dangers might you have at home or at a 4-H meeting? How would handle these dangers in a safe way?

### Activity 3: Super Sleuth

(Divide the group into teams of 2 or 3. Provide each team with Handout #2, “Super Sleuth.”) Now we are going to play “Super Sleuth.” Each team will go around the room and find any unsafe hazards. Write or draw each hazard on your handout. You have 10 minutes. Let’s begin! (After 10 minutes, ask the groups the following questions.)

- How many unsafe hazards did you find? Give some examples.
- Pick one item and give ideas to fix the hazard. How would you have prevented the hazard?
- What is one thing you can do to help keep areas safe for you and your friends?

**Sources:**

- Developed by Sue Pleskac, Professor Youth Development, UW-Extension Cooperative Extension.
- Adaptations from *Cloverbuds: A 4-H Discovery Program for Six to Eight Year Olds*, 4H-MI-5560-S, Minnesota Cooperative Extension Service, 1990.
- Wisconsin 4-H Youth Development Risk Management web site: <http://www.uwex.edu/ces/4h/resources/mgt/risk.cfm>.

**TALK IT OVER****Reflect:**

- Why is safety important to you and your family and friends?
- What can you do to make the places you meet and play safe?
- Who do you need to include in planning for safe meetings and activities?

**Apply:**

- Give some examples of how you can help others plan for safety at meetings and activities.

**ENHANCE/SIMPLIFY****Enhance:**

- Take a field trip to the fire department or police department. Have them share how they make our communities safe.
- Invite a firefighter or police officer to a meeting and discuss safety issues they work with and the role Cloverbuds can play.
- Review the contents of a First Aid Kit. Make a personal First Aid Kit.
- Encourage families to have a fire drill at home. Include doing home inspections with all members of the family, as well as identifying fire and other hazards. Make a family plan to eliminate or reduce these risks.

**Simplify:**

- Complete Activity 1 and 3 only.

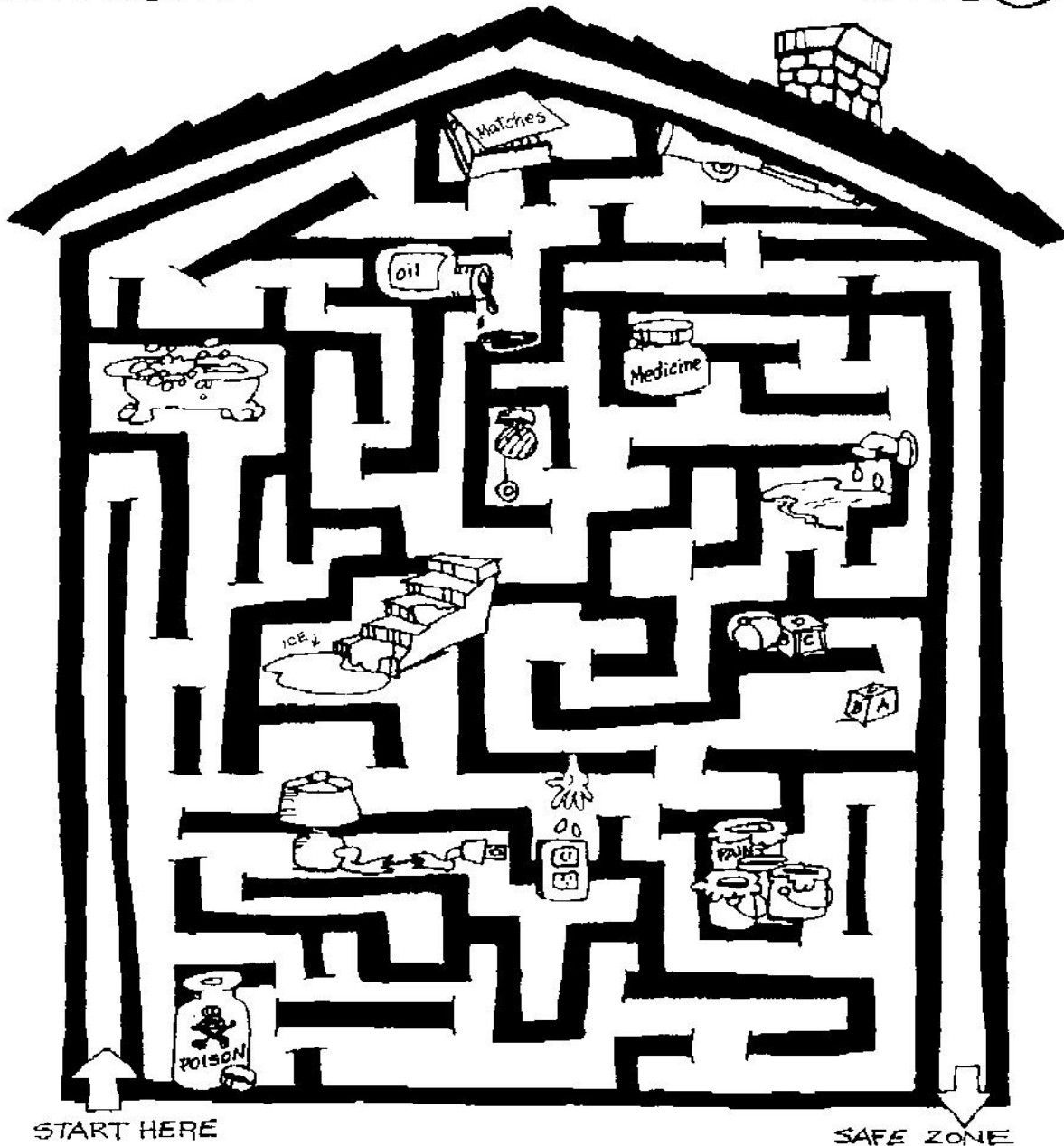
**EVALUATION**

(It is important to use an evaluation that is consistent with your teaching objectives. The short evaluation in the handouts can be modified to meet your needs. An alternative to a written evaluation is to record the Reflection discussion under "Talk It Over." Recruit someone ahead of time to take notes while you are leading the discussion. Remember to share the evaluation results with 4-H Youth Development Extension staff in your county.)

**ADDITIONAL WEB LINKS**

- Consumer Products Safety Commission KIDD SAFETY website has a number of games and activities to teach safety to young people: <http://www.cpsc.gov/kids/kidsafety/index.html>.
- Risk Management Checklist: <http://www.uwex.edu/ces/4h/resources/mgt/documents/RiskManagementChecklist12-052.pdf>.
- Risk Management Essentials PowerPoint: <http://www.uwex.edu/ces/4h/resources/mgt/documents/RiskManagementVolunteer.ppt>.
- Risk Management for 4-H Youth Development Volunteers: <http://www.uwex.edu/ces/4h/resources/mgt/documents/RiskManagementfor4-HVolunteers1.pdf>.
- Risk Management Process: <http://www.uwex.edu/ces/4h/resources/mgt/documents/RiskManagement3StepProcess12-05.pdf>.
- U.S. Fire Administration has an interactive site for youth on multiple aspects of fire safety: <http://www.usfa.dhs.gov/kids/flash.shtm>.

# Home Safe Home



Follow the maze to the safe zone. Avoid the home dangers! Pick out 3 dangers. Tell your group how to handle each one safely. Do you have any dangers to clean up in your own home?

Handout #2

**Super Sleuth**

How many things can you find that could be a safety hazard for someone?  
With your team, write or draw the hazard in the space below.



## Plan for Safety First

### Evaluation

Use as an oral evaluation. Identify another person to record the answers to questions as you facilitate the process.

1. Raise your hand if you learned something new today.
2. Ask individual youth what they learned.
3. How will you help make your 4-H meetings and activities safer? Record ideas.

