

Topic of Study – People in the Community Who Help Keep Us Safe

Introduction to Topic

Most communities have people who are responsible for the safety of those who live there. Of particular interest to three and four year old children are fire fighters, police officers and emergency medical technicians (EMTs).

Adapt the activities to reflect the community in which children live. For example, fire fighters may be volunteers in some communities while they are city employees in others. There may be sheriff's deputies in some communities and police officers in others. The most important idea to stress to children is that these are people in their communities who help keep them safe.

Teacher Notes

Arkansas Minimum Licensing Requirements (Rev. 1.1.15) requires the following:

400 PROGRAM – 401 Program Requirements for all ages

5.a The facility shall have an approved curriculum with weekly activity plans appropriate for the developmental needs of each group of children.

To assist your program in meeting this requirement, refer to Developing Weekly Activity Plans for Adventures in Learning information on how to develop your plans. In addition, 2 different examples of blank activity plan sheets are included. Feel free to make copies of the plan sheet you select and use it each week. To help you in your planning, there are also 2 samples of completed plan sheets that you may use as guides when developing weekly activity plans for your group of children.

Adventures in Learning is an Arkansas approved curriculum.

- *This curriculum guide is a collection of activities that support the Big Ideas listed below. Choose those activities that best meet the needs of the children in your group.*
- *Consider extending this topic of study beyond a one-week period of time. There is so much for children to learn about people in the community who help keep them safe. Carry over experiences from one week to another because children enjoy and learn best through repetition.*
- *If you do not have some of the featured books, refer to the Additional Books section for other books you can use.*
- *It is important to read the same book several times to children so that they have a better understanding of the theme, plot, characters, and the sequence of events. In each of the readings presented here, there is a different focus on what is happening in the story.*

Big Ideas

Here are three big ideas about people in the community who help keep us safe you can help children explore:

- Firefighters, police officers and emergency medical technicians help keep us safe
- People who help keep us safe use different types of tools and equipment
- People who help keep us safe use different types of transportation

Materials to Collect and Make

- Pictures of fire fighters, police officers, emergency medical technicians and the vehicles they drive and the tools and equipment they use in their jobs. Laminate the pictures or cover them with clear self-adhesive paper. Place a strip of magnetic tape or Velcro on the backs of the pictures
- Chart paper and markers
- Children's books about people who help keep us safe:
Emergency by Gail Gibbons
Curious George and the Firefighters by Margret and H. A. Rey (also available in Spanish)
Fire Engines by Anne Rockwell
Curious George Visits a Police Station by Margret and H. A. Rey
- Police Officer Prop Box
- Fire Fighters Prop Box
- Walkie-Talkies
- Fire truck lacing cards. Lacing cards can easily be made from vinyl place mats or from cardstock cut in a fire truck shape. Laminate or cover the cardstock with clear self-adhesive paper for durability. Use shoe laces for lacing.

Resources

- Check with your local library for the availability of children's books.
- Children's books can be purchased online, from school supply catalogs or local bookstores.
- Contact your local fire station and/or police station and invite them to visit your program and bring their vehicles and appropriate equipment and tools.

Introducing and Concluding the Topic

Learning Goals:

CD2.4 Holds and manipulates information in memory (*short term and working memory and long-term memory*)

CD3.2 Engages in symbolic and abstract thinking (*abstract thinking*)

EL3.1 Responds to features of books and print (*print knowledge*)

Introduction: Finding out what Children Know about People Who Help Keep Us Safe

To introduce the topic of “People Who Help Keep Us Safe” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about people in our community who help keep us safe.”
- Write on chart paper, chalk board or marker board the word “People Who Help Keep Us Safe.”
- Say to children that “Sometimes there are dangerous situations when people need help. These situations are called emergencies. There are special people who help keep us safe when there is an emergency.”
- Invite children to tell you things they know about emergencies and people who respond to them. You may have to ask questions such as, “If you see a building on fire, who will you call?” “If someone is in an accident, who will they call?”
- Make a list of all of the things children know about people who help keep us safe.
- Review the list with them and say, “You already know a lot of things about people who help keep us safe and we’ll find out even more.”
- Now ask children what they would like to know about people who keep us safe.
- Make a list of things children would like to know about people who keep them safe.
- Keep the two lists until you have completed the topic of study.

What We Know about People Who Keep Us Safe	What We Would Like to Know about People Who Keep Us Safe	Things We Learned about People Who Keep Us Safe

Conclusion: Finding out What Children Have Learned about People Who Help Keep Us Safe

- Gather the children in a group at the conclusion of the study about people who help keep us safe.
- Write on chart paper, chalk board or marker board, “Things We Learned about People Who Help Keep Us Safe.”
- Invite children to tell you some things they have learned about people who help keep us safe. You may have to ask prompt questions such as “Can you name some of the people who help keep us safe?” “How do they travel to emergencies?” “What are some of the tools and equipment a fire fighter uses?”
- Make a list of all the things children learned about people who help keep us safe.
- Read the first two lists you made with the children. Then say, “Here are some new things you found out about people in our community who help keep us safe” and read today’s list with the children.

Reading Books with Children

Learning Goals:

CD2.1 Focuses and sustains attention

LD1.1 Understands and responds to language (in child's home language) (vocabulary and language comprehension)

LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language) (expressive vocabulary)

EL1.1 Shows interest in literacy experiences

EL1.2 Engages in read-alouds and conversations about books and stories

EL3.1 Responds to features of books and print (book knowledge)

Book #1: *Emergency* by Gail Gibbons, author and illustrator

First Reading of *Emergency*

- Prepare to read the book, *Emergency*
- Review the **Teacher Note** below before presenting the book to the children.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Invite children to tell you what they know about emergencies. Guide children to understand that an emergency is when there is a dangerous situation and people need help.
- Ask children to look at the cover and predict what kind of emergencies the vehicles are traveling to.
- Read/present the book so all children can see the pictures.
- Follow up by showing pictures and inviting children to name the vehicles responding to the different emergencies.

Teacher Note: Review the book and decide what information you think the children in your group can understand. You may want to read to them some of the pages and simply describe what is happening on some of the other pages. Some of the pages will have technical information that children may not understand. Know your children and pay attention to their level of interest as you are presenting this book to them. Adapt your presentation of the book to the needs and interests of the children in your classroom.

Second Reading of *Emergency*

- Show the cover, give title, author and illustrator.
- Invite children to recall some of the emergencies that are shown in the book.
- Show the 4-section page opposite the copyright page. Invite children to look at each of the sections and discuss the emergency situations they see.
- Read the book so all children can see the pictures.
- Follow up the second reading by showing the pages and inviting children to discuss the different emergency situations that the workers are responding to.

Third Reading of *Emergency*

- Show cover and invite children to recall the title. Give author and illustrator.
- Read the book so all children can see the pictures.
- Follow up the third reading by showing the pages and inviting children to identify the different tools and equipment being used. Examples include: sirens, flashing lights, stretcher, boom, fire hose, ladders, walkie-talkie.
- Make a list of the items on a chart sheet, marker or chalk board.
- Read the list back with the children, running your fingers under each word as you and children read it together.

Additional Learning Goal:

EL3.1 Responds to features of books and print (print knowledge)

Book #2: *Curious George and the Firefighters* by Margret and H. A. Rey, author and illustrator

First Reading of Curious George at the Fire Station

- Prepare to read the book, *Curious George and the Firefighters*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children if they know what the word “curious” means. Explain that curious means wanting to find out about things. Invite them to share something they are curious about.
- Invite children to look at cover and predict what George is curious about. Say, “Let’s read and find out.”
- Read the story so all children can see the pictures in the book..
- Follow up by asking children questions such as, “What surprised you about the story?” “What was your favorite part of the story?”

Teacher Note: *The children may be familiar with other stories about Curious George.*

Second Reading of Curious George and the Firefighters

- Show the cover, give title, author and illustrator.
- Read story so all children can see the pictures in the book.
- Follow up the second reading by reading to the children the Fire Safety Tips that are found on the inside back cover of the book.
- Encourage children to discuss what they know about fires and to recall some of the fire safety tips.

Additional Learning Goal:

PH3.2 Shows awareness of safe behavior (*understanding of safety rules and practices*)

Book #3: *Fire Engines* by Ann Rockwell, author and illustrator

First Reading of Fire Engines

- Prepare to read the book, *Fire Engines*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Invite children to look at cover and discuss what they know about fire engines.
- Read book so all children can see the pictures.
- Follow up by showing each page and involving children in discussing the pictures.

Teacher Note: *Read the book to your children more than once if you feel that they are interested. Consider reading it to an individual child or a small group of children who seem particularly interested in hearing it read again.*

Book #4 Curious George Visits a Police Station by Margret and H. A. Rey, author and illustrator

First Reading of Curious George Visits a Police Station

- Prepare to read the book, *Curious George Visits a Police Station*
- Show cover, give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children if they recall any other books about Curious George.
- Invite children to look at cover and predict what the story is about. Remind them that being curious means wanting to find out about things. Ask them what they think George is curious about in this story.
- Read the story so all children can see the pictures in the book.
- Pause after reading page 15 and invite children to predict what will happen if George pushes the red button. Say, "Let's read and see what happened."
- Read the next two pages and ask children if their predictions were correct.
- Continue reading the story until the end.
- Follow up by asking the children to recall what George was curious about. What trouble did George get into? Show pictures as the children discuss what happened to George.

Second Reading of Curious George Visits a Police Station

- Show cover, give title, author and illustrator.
- Invite children to recall what George was curious about at the police station.
- Read the story so all children can see the pictures in the book.
- Follow up by showing the pages and inviting children to tell the story by looking at the pictures.

Additional Books

A Chair for My Mother by Vera B. Williams

Fire Engines by Anne Rockwell

Fire! Fire! by Gail Gibbons

Fireman Small by Herbert Yee Wong

Officer Buckle and Gloria by Peggy Rathman

Language Materials and Activities

Learning Goals:

EL1.1 Shows interest in literacy experiences

EL2.1 Notices and manipulates the sounds of language (rhyme)

CA1.1 Explores through listening, singing, creating and moving to music

Police Officers

Police officer stands so tall and straight.
He holds up his hands for cars to wait.
He blows his whistle, "Tweet! Tweet! Tweet!"
Until I'm safely across the street.

Ten Fire Fighters

Ten fire fighters sleeping in a row,
(Pretend to be asleep)
Ding-dong! Goes the fire bell,
(Pretend to ring bell)
And down the pole they go.
(Pretend to slide down pole)
Jumping on the engine
(Jump into air)
And away they go.
Putting out the fire,
(Hold hose in both hands)
Then home so slow.
And back to bed again,
All in a row.
(Pretend to sleep)

Our Friends

(Sing to tune of Farmer in the Dell)

The fire fighter is our friend,
The fire fighter is our friend.
High-ho- the derry-o.
The fire fighter is our friend.

He comes when there's a fire.
He comes when there's a fire.
High-ho the derry-o.
The fire fighter is our friend.

The police officer is our friend,
The police officer is our friend.
High-ho the derry-o,
The police officer is our friend.

She helps us if we're lost,
She helps us if we're lost.
Hi-ho the derry-o,
The police officer is our friend.

The EMTs are our friends,
The EMTs are our friends.
Hi-ho the derry-o,
The EMTs are our friends.

They help us if we're hurt,
They help us if we're hurt.
Hi-ho the derry-o,
The EMTs are our friends.

Keeping Us Safe

(Sing to tune of Wheels on the Bus)

The fire fighters help to keep us safe,
Keep us safe, keep us safe.
The fire fighters help to keep us safe,
All over town.
Police officers help to keep us safe,
Keep us safe, keep us safe.
Police officers help to keep us safe,
All over town.

EMTs help keep us safe,
Keep us safe, keep us safe.
EMTs help keep us safe,
All over town.

Learning Goals:

SS1.1 Demonstrates positive connection to family and community (awareness of roles in society)

LD1.1 Understands and responds to language (in child's home language)

LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language) (expressive vocabulary)

EL3.1 Responds to features of books and print (print knowledge)

Activity: Visiting Fire Fighters

- Invite fire fighters to come to the center/school and bring a fire truck.
- Discuss with the visitors ahead of time how the visit will be conducted.
- Prepare children for the visit. Give the children the name of the fire fighters and tell them what will happen during the visit. Make sure children understand what they can and cannot do if the fire fighters bring a fire truck, for example. Discuss with them some questions they may want to ask the fire fighters.
- Encourage children to ask questions of the fire fighters. Ask questions if there are things you would like the fire fighters to share with the children.
- Follow up the visit by gathering a small group of children, three to five, and involving them in writing a story about the event.
- Discuss with the group the visit. Help children construct what they want to say and write their thoughts down on a chart sheet, marker or chalk board. An example follows.
- Read back with the children the written message.
- Invite children to draw pictures of the visit by the fire fighters.

Fire Fighters

Two fire fighters visited our classroom today. They came in a red fire truck. The whistle was loud. We saw a hose where water comes out.

Teacher Notes:

- *Make sure that children are prepared for noises such as the whistle or siren. Know your children and be prepared to offer comfort to children who may be frightened.*
- *Allow all children to be involved in the small group experience of writing a story about the visit by the fire fighters.*

Activity: Visiting Police Officers

- Invite police officers to come to the center/school and bring a police car.
- Discuss with the officers ahead of time how the visit will be conducted. Suggest that the officers focus on how they help keep children safe.
- Prepare children for the visit. Give the children the name of the officers and tell them what will happen during the visit. Make sure children understand what they can and cannot do if the police officers bring a police car, for example. Discuss with them some questions they may want to ask the police officers.
- Encourage children to ask questions of the police officers Ask questions if there are things you would like the officers to share with the children.
- Follow up the visit by gathering a small group of children, three to five, and involving them in writing a story about the event.
- Discuss with the group the visit. Help children construct what they want to say and write their thoughts down on a chart sheet, marker or chalk board. An example follows.
- Read back with the children the written message.
- Encourage children to draw pictures about the visit by the police officers.

Police Officers

Two police officers visited our classroom today. They had on blue uniforms. They let us see their badges. They said they would help us if we got lost. They are our friends.

Teacher Notes:

- *Make sure children are prepared for noises such as the whistle or siren. Some children may be afraid of persons in uniforms. Know your children and be prepared to offer comfort to those who may be frightened.*
- *Encourage children to see police officers as their friends rather than as someone to be feared.*
- *Request that one of the police officers be a female if there is one on the police force. It is important that children see both males and females in this role.*
- *Allow all children to be involved in the small group experience of writing a story about the visit by the fire fighters.*
- *Follow the same procedures for inviting emergency medical technicians to the center/school.*

Activity: Thank You Note

- Involve children in writing a thank you note to the class visitor.
- Gather children in a group and discuss with them the visit by the fire fighters or police officers, for example.
- Help children construct what they want to say and write their thoughts down on a chart sheet, marker or chalk board. An example follows.
- Read back with the children the thank you note.
- Transfer the thank you note to a sheet of paper.
- Invite children to sign the note.

Dear Officer Sanchez and Officer Cart,

Thank you for visiting our classroom today. We liked your police car. We are glad that you are our friends. Come and visit us again.

Sincerely,

Additional Learning Goal: EL3.3 Demonstrates emergent writing skills (early word writing)

Science/Discovery and Math

Learning Goals:

SE3.1 Shows awareness of self as unique individual (*preference*)

EL3.1 Responds to features of books and print (*print knowledge*)

MT1.1 Demonstrates number sense and an understanding of quantity (*comparison of quantity and connection of number, numeral and quantity*)

Activity: Favorite Ways Police Officers Travel

- Provide a choice of three ways that police officers travel: police cars, motorcycles and helicopters, for example.
- Prepare a graph with columns for each type of travel. Use a picture or drawing of the vehicle.
- Explain to children that they will choose which way they would like to travel if they were a police officer.
- Invite each child to choose which activity is his or her favorite and tape his or her name card in the correct column on the graph.
- Involve the children in counting the number of children who like each way of travel.

Favorite Ways Police Officers Travel

7			
6			
5	Jonathan		
4	James		Miguel
3	Kennedi	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	Motorcycle	Police car	Helicopter

- Write a summary story.

Favorite Ways Police Officers Travel

Five children would travel by motorcycle. Three children would travel by police car. Four children would travel by helicopter.

Learning Goal:

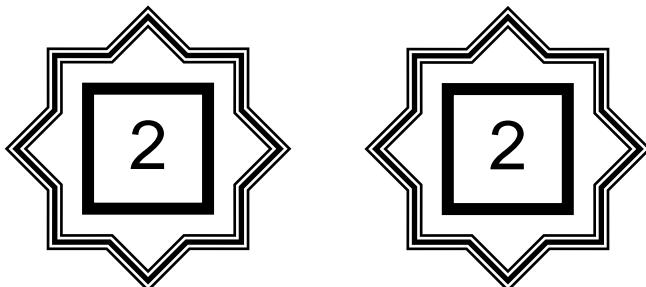
MT1.1 Demonstrates number sense and an understanding of quantity (*number names and count sequence*)

Activity: Match the Badges

- Make 20 police badges. Number ten of them from 1 to 10 and the other ten from 1 to 10.
- Laminate or cover with clear self-adhesive paper for durability. Store in a clear plastic bag that closes.
- Place the badges on the table
- Invite children to find the two badges that have the same numerals.

Teacher Notes:

- *Invite children to put the badges in order from 1 to 10 and to say the number names.*
- *All children may not be ready for this activity, but may be able to put them in order from 1 to 5.*



Learning Goals:

SE3.1 Shows awareness of self as unique individual (*sense of identity*)

MT2.1 Uses classification and patterning skills (*classification*)

Activity: Finger Prints

- Give each child 2 (3x5) unlined index cards.
- Help the children write their names on each card and turn the card over to the blank side.
- Provide a stamp pad and help the children make one index-finger print on the blank side of each card, using the same finger each time.
- Ask the children if they know why their fingers made designs on the paper. Explain that everyone has a special design in the skin of his/her fingers, and that everyone's design is different.
- Ask the children to put one of their 2 cards in the middle of the table.
- Collect the remaining cards mix them up and demonstrate how to use a magnifying glass to match up the fingerprint cards.
- Help the children to try and match the fingerprints.
- Suggest that they turn the cards over and check the names to see if they made correct matches.

Teacher Note: *Explain to children that sometimes police officers bring people into the police station and take their finger prints as a way to identify them.*

Learning Goal:**CD2.4 Holds and manipulates information in memory** (*short-term and working memory*)**Activity: What's Missing?**

- Show children a picture of a police car, fire truck and ambulance Ask them to name each one.
- Ask children to close their eyes.
- Remove one picture from the array.
- Invite children to open their eyes and say what's missing.

Food/Nutrition Experiences

Learning Goals:**PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices**
*(exploration of food experiences)***PH2.1 Demonstrates fine motor strength, control and coordination****ST1.1 Engages in scientific process to collect, analyze and communicate information****Activity: Painted Toast**

- Gather a toaster oven, 3 small bowls, 3 pastry brushes, milk, food coloring (red, blue and yellow), a slice of white wheat bread per child, small plates and napkins
- Measure $\frac{1}{2}$ cup milk in each bowl.
- Invite children to predict what will happen when food coloring is added to milk.
- Add a few drops of food coloring to each bowl.
- Invite each child to select the color to paint their piece of bread.
- Children paint their bread with the colored milk.
- Invite children to predict what they think will happen when their bread is toasted.
- Toast the bread in a toaster oven, painted side up.
- Listen to children as they observe their toasted bread.
- Eat and enjoy with a glass of milk or juice.

Teacher Notes:

- Consider doing this activity with four children at a time and allowing children to have their snack in small groups.
- Supervise the toaster oven. Keep it and the cord out of reach of children.

Movement/Physical Education

Learning Goals:

- PH1.1 Demonstrates locomotor skills** (*body movement, traveling, climbing, and complex movement*)
PH1.2 Shows stability and balance (*core stability, jumping, hopping and leaping*)

- Discuss with children that fire fighters, police officers and emergency medical technicians have to be in good physical condition in order to do their jobs; that they exercise to keep in shape. They also have to be good drivers in order to drive their vehicles.

Activity: Outdoor Obstacle Course

- Create an outdoor obstacle course for children to travel through: climb up the steps/ladder on the climbing structure, go down the slide, crawl through a box or large snap together cube, walk on a balance beam, zigzag around cones or two-liter bottles weighted with sand or rocks.
- Involve children in traveling through the obstacle course.

Activity: Driving Obstacle Course

- Create an obstacle course for children to steer tricycles through.
- Use cones or two-liter bottles weighted with sand or rocks to create the course.
- Involve children in steering the tricycles through the course.

Teacher Note: Consider giving the children a certificate for completing the obstacle courses. Involve children in completing the certificate. Read certificates with the children and send them home to share with families.

Certificate	
This is to certify that	
(Insert child's name and child's choice of Police Officer, Fire Fighter or Emergency Medical Technician)	
Completed ✓ Outdoor Obstacle Course	
✓ Driving Obstacle Course	
Signed _____	Date _____
(Teacher Signs)	

Learning Centers

Teacher Note: As children are involved in the learning centers, they are engaging in activities that support all or most of the domains of child development and early learning:

- Social and Emotional Development
- Cognitive Development
- Physical Development and Health
- Language
- Emergent Literacy
- Mathematical Thinking
- Science and Technology
- Social Studies
- Creativity and Aesthetics

However, there will also be activities included and these have specific learning goals

Learning Goals:

CA2.1 Explores, manipulates, creates, and responds to a variety of art media (exploration of art)

PH2.1 Demonstrates fine motor strength, control and coordination

PH2.2 Adjusts grasp and coordinates movement to use tools (writing and drawing tools)

Art

Fire Truck Rubbings

- Cut out fire trucks from paper doilies or sandpaper.
- Tape the fire truck shapes to the table.
- Provide thin pieces of paper and crayons with the paper peeled off.
- Invite children to make a rubbing by placing the paper over the fire truck and rub a crayon over it.
- Listen to their comments as a fire truck appears.

Easel Painting

- Have red, blue and yellow paint available at the easel.

Block Center

- Add cars, fire trucks, trucks and helicopters to the block center.
- Involve children in making small signs to attach to the vehicles that designate them as police and fire fighter vehicles.
- Add traffic signs, either purchased or teacher made to the block center.
- Add a walkie-talkie
- Add vinyl career/safety people

Library/Book Corner

- Add books about people who help keep us safe.
- Add felt or magnetic pictures of fire fighters, police officers and emergency medical technicians and their vehicles and tools and equipment.
- Add a felt or magnetic board.

Learning Goals:

- CA3.1** Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play (*exploration of drama*)
SS1.1 Demonstrates positive connection to family and community (*awareness of roles in society*)

Home Living/Dramatic Play

- Add a fire fighter prop box. Include big boots, oversized padded jackets or vests, flashlight and fire fighter hats.
- Make a fire station label for the center and post it on the wall. Invite the children to decide on the name of their fire station: **Main Street Fire Station**
- Discuss with children that fire fighters take turns cooking at the fire station. Suggest that they take turns preparing meals. Involve them in discussing what fire fighters like to eat.
- Add a stuffed Dalmatian dog.
- Add a police officer prop box. Include a blue jacket or shirt with badge, police hat, ticket book and pencil.

Manipulatives

- Add fire truck lacing cards.
- Add career puzzles: fire fighters and police officers

Water table or tub

- Add pieces of clear plastic tubing to the water table or tub.

Sand table or tub

- Add small vehicles to sand table or tub: cars, trucks, motorcycles, helicopters
- Add vinyl career/safety people to sand table or tub

Science/Discovery

Activity: Match the Police Badges

Activity: Finger Prints

Learning Goal:

- SE2.1** Experiences, expresses, and regulates a range of emotions (*emotion regulation*)

Quiet Corner

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time

Outdoors

- Attach a police insignia to a tricycle. Add a police hat, badge and ticket book and pencil.
- Decorate a tricycle to look like a fire engine. Add a siren or bell. Add pieces of hose and fire fighter hats.

Transition Times

Learning Goal:

CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts (*adjusting behavior to match context*)

Activity: Traveling to an Emergency

- Place pictures of vehicles on a magnetic or felt board: police car, motorcycle, rescue vehicle, ambulance, fire truck, boat, helicopter.
- Invite children, one at a time, to select a vehicle, name it and say what type of emergency the vehicle is traveling to.
- Child transitions to next activity.

Activity: Say, "I Am!" (Sing to tune of "If You're Happy and You Know it")

If you're cleaning up the room, say, "I am."

"I am." (children respond)

If you're cleaning up the room, say, "I am."

"I am." (children respond)

If you're cleaning up the room,

If you're cleaning up the room,

If you're cleaning up the room, say "I am."

"I am." (children respond)

Teacher Note: Use this chant during other transitions in the day. For example:

If you're ready to go outside, say "I am...."

If you want to hear a story, whisper, "I do...."

If you washed your hands for snack, say, "I did...."

Teacher Note: Keep in mind that transitions do not always have to relate directly to the Topic of Study. The "I Am" transitions are ones that can be used at any time. Add them to your file of transition activities.

Family Connection and Engagement

Send home a note to parents stating for the next few days, the children will be learning about people in the community who help keep us safe. Suggest some ways families can be involved in the topic of study:

- Collect and bring to the center pictures of police officers, fire fighter, emergency medical technicians and vehicles such as police cars, motorcycles, rescue vehicles, ambulances, fire trucks, boats and helicopters.
- Include the titles and authors of some of the children's books about people in the community who help keep us safe. Suggest that they look for these books in the local library, check them out and read them with their child.

Teacher Note: Know your families and their occupations. If family members are police officers, fire fighters or emergency medical technicians, for example, consider involving them in visiting the classroom.