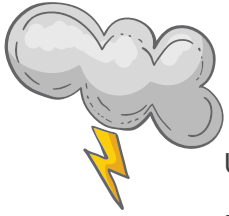


# SAFETY

## 3-8 Science Unit Study





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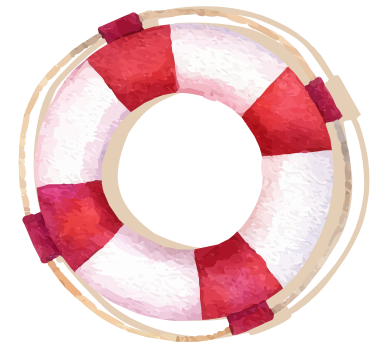
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# UNIT INFORMATION

## Student Journal



All The Good and the Beautiful science units include activities in a student journal. Each student should have his or her own student journal, and the parent or teacher will direct the student regarding when to complete the activities in the lessons. This book can be purchased by going to [goodandbeautiful.com/science](http://goodandbeautiful.com/science) and clicking on the *Safety* unit link.

## Science Wall



All The Good and the Beautiful science units include vocabulary words to be placed on your science wall, which is a wall or tri-fold presentation board in your learning area on which you can attach the vocabulary words and other images. Cut out the vocabulary word cards at the beginning of the unit. The course will indicate when to place them on the wall.

## Lesson Preparation



All The Good and the Beautiful science units include easy-to-follow lesson preparation directions at the beginning of each lesson.

## Activities



Many of The Good and the Beautiful science lessons involve hands-on activities. An adult should always closely supervise children as they participate in the activities to ensure they are following all necessary safety procedures.

## Unit Videos



Some lessons include videos that were created by The Good and the Beautiful. Have a device available that is capable of playing the videos from [goodandbeautiful.com/sciencevideos](http://goodandbeautiful.com/sciencevideos) or from the Good and Beautiful Homeschooling app.

## Content for Older Children



Some lessons include extra content that is more applicable for older children (grades 7–8). Parents or teachers may choose to skip this content if instructing only younger children.

## Content for Younger Children



Some lessons include extra content that is more applicable for younger children (grades 3–6). Parents or teachers may choose to skip this content if instructing only older children.

## Versions

Good safety practices are updated over time. This course is reviewed and revised periodically to keep information as up-to-date as possible. This version is the second edition of this unit.

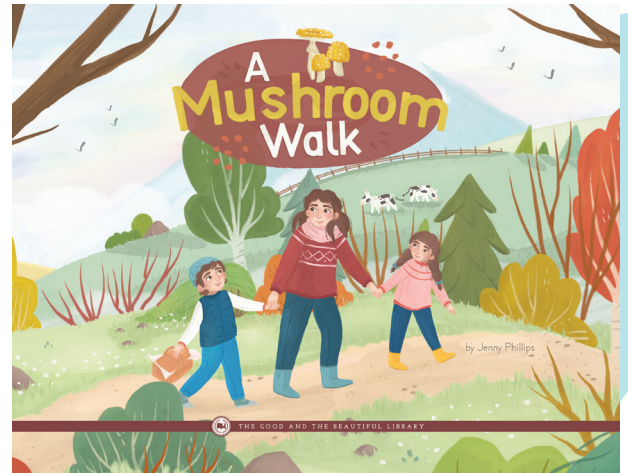


# READ-ALoud BOOK PACK

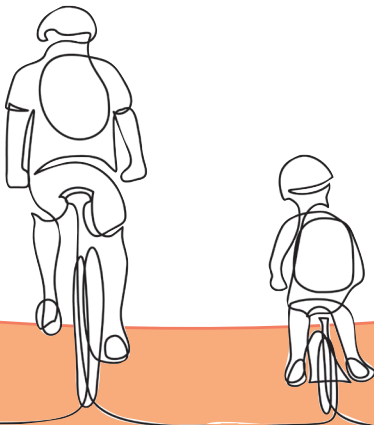
The books below are optional read-aloud books that complement this unit. These books can be purchased as a book pack by going to [goodandbeautiful.com/science](http://goodandbeautiful.com/science) and clicking on the *Safety* unit link.



*The Turn Away Game: A Gentle Book About Pornography*  
By Jenny Phillips



*A Mushroom Walk: A Gentle Book About Sexual Abuse Safety*  
By Jenny Phillips



## CORRELATED BOOKS

The Good and the Beautiful Library has several books that correlate well with the *Safety* unit. It can be a wonderful experience for children to read books at their levels that are related to the subjects they are learning. The library includes both fiction and nonfiction books organized according to reading level. Find the Correlated Books by going to [goodandbeautiful.com](http://goodandbeautiful.com) and clicking on the *Safety* unit product page.

# LESSON EXTENSIONS

## How the Extensions Work

Each lesson has an optional lesson extension for children in grades 7–8. Complete the lesson with all the children, and then have the older children complete the self-directed lesson extension. These extensions are located in the *Grades 7–8 Student Journal*.

## Answer Key

The answer key for the lesson extensions can be found on the free Good and Beautiful Homeschool app in the science section. Visit [goodandbeautiful.com/apps](http://goodandbeautiful.com/apps) for information on accessing the app. The app can be accessed from a computer, phone, or tablet.

## Flexibility

The amount of time it will take to complete each lesson extension will vary for each child. The average time is about 10–15 minutes per extension. Parents, teachers, and children may choose to omit parts of the lesson extension if desired. Encourage the children to stretch their capabilities, but also reduce work if needed.

## Taking Notes

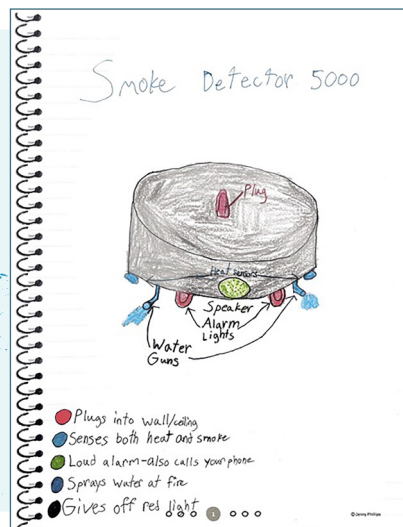
Some of the grades 7–8 lesson extensions have the children summarize the material read. Teach the children to look for key information, summarizing the most important points. Students can also add notes with their thoughts and the facts that are most interesting to them.

## Optional Grades 7–8 Reading Book

We recommend *Cyber Safety Questions & Answers Book* as extra reading for students in grades 7–8. This book can be purchased by going to [goodandbeautiful.com/science](http://goodandbeautiful.com/science) and clicking on the *Safety* unit link.



*Cyber Safety Questions & Answers Book*  
By Molly Sanchez



# SUPPLIES NEEDED



You will need the following supplies for activities.

## Lesson 1

- Tape
- 10 plastic cups
- A few pieces of paper

## Lesson 2

- A match or a candle and a lighter
- 1 pencil per child
- 1 ruler per child
- Several star stickers per child
- Colored pencils or markers

## Lesson 3

- A hair dryer or another electric device that would normally be found in the bathroom

## Lesson 4

- 1 balloon per child, inflated, with end tied
- Wintergreen round breath mints
- Mirror
- Pliers
- An electrical device with a cord and plug, such as a lamp
- Flashlights
- Candles and matches (optional)
- A simple board or card game (optional)

## Lesson 5

- Crayons or colored pencils
- Glue or glue stick

## Lesson 6

- Sidewalk chalk

## Lesson 7

- Tape
- Blank sheet of paper for each child
- Crayons, colored pencils, or markers
- Cell phone

## Lesson 8

- 2 bananas
- Pint of strawberries
- Toothpicks
- 1 bag (12 oz) semisweet or milk chocolate chips
- 1 Tbsp coconut oil or vegetable shortening
- Parchment paper
- Cookie sheet pan
- Sharp knife
- Microwaveable bowl
- Cutting board

## Lesson 9

- 1 game marker for each player (an eraser, coin, small toy, etc.)
- 1 dice

## Lesson 10

- none



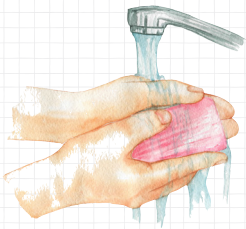
# VOCABULARY

**Instructions:** Cut out the vocabulary cards in this section. Place them on your science wall when prompted to do so in the lessons. Review the vocabulary words several times during this unit and, if desired, at various times throughout the school year.

## Safety



actions taken to remain free from harm or danger



## Prevention

the act of stopping something or ensuring something does not happen

## Fire Escape Plan

directions for exiting a building safely during an emergency



## Flotation Device



an object that floats in water and is used to prevent the wearer from drowning

# Fire Safety

## Objective

Help the children learn about the benefits and risks of fire and how to respond in case of an emergency.



### Preparation:

□ Have a smoke-alarm sound effect ready to be played. You can use your own smoke detector test button, your voice, or a device that can play the sound from the internet. (optional)

### Activity Supplies:

- A match or a candle and a lighter
- 1 ruler per child
- Colored pencils or markers
- 1 pencil per child
- Several star stickers per child

## □ What's That Smell?

Take a match or candle, light it, and then blow it out to create a burning smell. Read to the children: Close your eyes and sniff the air. This is the smell of something burning. It is what you will smell if there is a fire nearby. Have you ever noticed this scent? What was happening? [blowing out a candle at a birthday party or sitting around a campfire] Fire can be a blessing in our lives as a resource that provides us with light and heat. With it we can see when it is dark, cook food, heat our homes, and roast marshmallows with our families.



Can you think of a time when it would not be good to smell something burning? [a house on fire or something burning on a stove] Fire is a wonderful thing, but it can also be very dangerous. It is important to learn how to be safe with fire to keep ourselves and others around us safe. In this lesson you are going to learn how to prevent fires and what to do just in case you are ever in danger from a fire.



## □ Prevention Is Key

Read to the children: Benjamin Franklin once told a group of fire victims that "an ounce of prevention is worth a pound of cure." The word **prevention** means the act of stopping something from happening. Prevention is the best way to help us stay safe, especially when it comes to fire.



## □ Science Wall: Vocabulary Words



Place the vocabulary cards **PREVENTION** and **FIRE ESCAPE PLAN** on your science wall. Read and discuss the words and their definitions.





2. **Get out.** Never hide where an adult can't find you. Get out of the house or building as quickly as possible. Follow the escape plan and head straight to the family meeting spot. If you can't get out of the room you're in, lie down on the floor near the window so a firefighter can easily find you.
3. **Stay out.** This is very important—do not go back inside the house for any reason.
4. **STOP, DROP, and ROLL.** If your clothes catch fire during your escape, stop moving, drop to the ground, and roll around to put out the flames.

### □ Race the Fire! Activity



**Read to the children:** Now you are much better prepared just in case a fire ever happens! It is time to put your knowledge to the test. We are going to do a few fire drills.

A *drill* is a practice test of our new fire escape plan, and our family needs your help to remember that we should have fire drills every few months.

The first drills will be calm and slow. We will practice coming from different areas of the house, staying low, finding the exits, and meeting at our meeting spot. The final drill will be a race!

### □ Carbon Monoxide

**Read to the children:** Fire is easy to see and feel, and smoke is easy to smell. There is another danger to watch out for, and it can't be seen, heard, or smelled. *Carbon monoxide* is a tasteless and odorless gas that

comes from appliances that burn gas, such as cars, generators, gas fireplaces, clothes dryers, stoves and gas cooktops, grills, lanterns, and furnaces.

Your body can be poisoned by breathing carbon monoxide. Symptoms of carbon monoxide poisoning include headaches, shortness of breath, nausea, dizziness, and exhaustion.

Every building should have a carbon monoxide detector that alerts people when the level of carbon monoxide in the building has become too high. In your house, help your family remember to test the carbon monoxide detector once a month.

If you hear the carbon monoxide alarm, follow these steps.

1. Immediately go outside and breathe fresh air.
2. Call 911 or emergency services.
3. Make sure everyone gets outside.
4. Do not reenter the building until emergency service personnel say it's okay.

### □ Lesson 2 Extension



Have children grades 7–8 complete the self-directed Lesson 2 extension titled “The History of Smoke Detectors” in their student journals.



# Water Safety

## Objective

Help the children learn how to practice safety around different bodies of water.



### Preparation:

- Place an unplugged hair dryer or other bathroom-related electric device a few feet away from a bathtub or shower.

### Activity Supplies:


- A hair dryer or another electric device that would normally be found in the bathroom

## □ Benefits of Water

**Read to the children:** Which activity do you enjoy more: swimming in a pool or taking a bath? Water is a big part of our daily lives and has many uses. Water is useful for drinking and cleaning, and it can also be used for fun activities such as swimming. There are a few things you need to know about water safety before you put even a toe into any body of water. The first, and most important thing is to always have an adult with you when you are near a body of water, including a bathtub!

## □ Bath Safety Inspector Activity



 Move the lesson to the bathroom for this activity. Have the children turn to the “Bath Safety Inspector” checklist in Lesson 3 of their student journals. Ahead of time, place a hair dryer or other electric device in the bathroom a few feet away from the bathtub or shower, but do not plug it in. If teaching only older children, simply review the following numbered safety tips. **Read to the children:** I am going to pretend to run a bath for you, and you’re going to check my bath-time safety knowledge! At the end you can give me a passing or a failing grade. Look at your



checklist. On it is a list of the things you should see me do.

1. Give permission for you to take a bath or shower.
2. Check the area for anything that uses electricity and move it away from the tub.
3. Test the water temperature with my wrist.
4. Offer to help you get in carefully if needed.
5. Stay in the room with you (for younger children) or stay nearby and check in often (for older children).

This activity will be done at least twice. The first time, make several obvious mistakes (e.g., do not move the electric device farther away, do not check the water temperature, do not help the child get in, pretend to leave the room). The second time, if desired, make fewer mistakes. The last time, make no mistakes. The child will put a check mark or an X in each box for each round. At the end of each round, have the child give you a passing or failing grade.



# POOL, LAKE, OR BOTH <sup>KEY</sup>

Make sure there is an adult watching you.

Always walk. Never run around the outside.

Don't go deeper than your belly button if you're unsure about your swimming abilities.

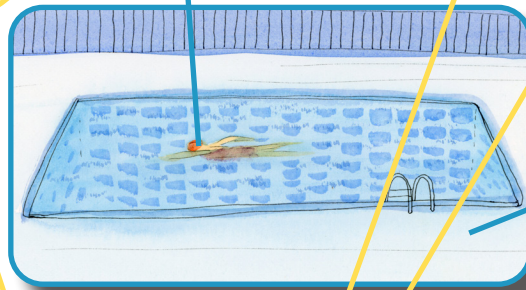
Immediately get out of the water if thunder is heard or lightning is seen.

Don't play roughly with others in or near the water.



Stay away from the drain, especially if it's broken.

Take lessons to become a stronger swimmer.



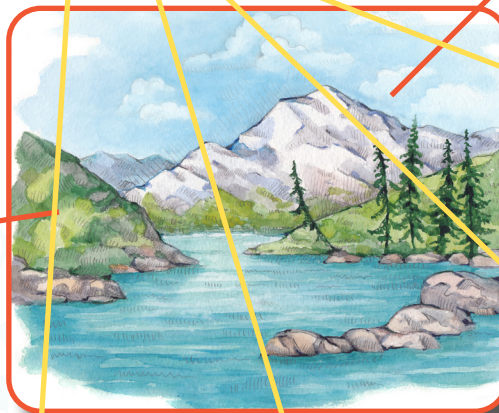
Watch out for boats and personal watercraft.

Follow the lifeguard's instructions.

**BOTH**

Wear a life jacket.

Look out for a sudden drop-off of the ground under the water.



Enter the water feet first.

Don't jump in the water to save a friend.

Get out of the water if you are getting tired or something doesn't feel right.

Don't play breath-holding games.



# THE POWER IS OUT PUZZLE

KEY



# Natural Disaster Safety

## Objective

Help the children learn what happens during natural disasters and how to stay safe in the event that one takes place.



## Preparation:

- Cut out the pictures on the “Evacuation” page in the *Levels 3–6 Student Journal*.

## Activity Supplies:

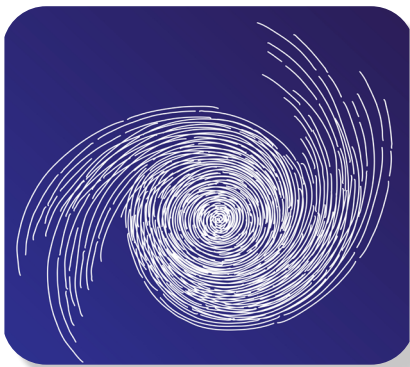
- Crayons or colored pencils
- Glue or glue stick

## □ Preparing for a Natural Disaster Activity



Find a space where the children can move comfortably. Have the children pretend to be a tornado (spin in place), an earthquake (shake vigorously), and a hurricane (turn slowly in circles while wiggling fingers to suggest rain). (Optional: For older children, do this activity as charades. Have one child act out the event and the other children guess which event is being acted out.)

**Read to the children:** Humans have a natural desire to be in control of everything in their environment, but sometimes nature has other plans. **Natural disasters** are major events caused by forces of nature on Earth that we can't control. I hope that we never experience a natural disaster where we live, but it's good to know how to be prepared to handle one, just in case.



## □ Science Wall



Place the vocabulary cards **NATURAL DISASTER** and **EVACUATION** on your science wall. Read and discuss the words and their definitions.



## □ Natural Disaster Map Journal Page



Have the children turn to the “Natural Disaster Map” worksheet in Lesson 5 of their student journals.

**Read to the children:** Some parts of the world are more likely to experience certain kinds of natural disasters than others. This map will help us understand which kinds of natural disasters might happen where we live. As I read about each kind of disaster, you color in the areas on the map that are more likely to experience it. **Have the children use the key located on the “Natural Disaster Map” page to color in the areas that experience each type of disaster. Some areas may**

## Strangers and Tricky People

**Read to the children:** While most people are good, some people will not want to protect you or your body.

Tricky people might use lies, bribes, or threats to get you to do things, such as convince you to show them your private parts, or to lure you away and take you. A **stranger** is anyone whom we do not know.



If you are not with your parents and need help, or if you become separated from your parents, who is a stranger that you could trust? [A mom with children, police officers, firefighters, librarians, or store clerks]

## Science Wall



Place the vocabulary card **STRANGER** on your science wall. Read and discuss the word and its definition.



## Bribes, Lies, and Threats Role-Play Activity



This section is best completed outside. **Read to the children:** Do you know the difference between a lie, a bribe, and a threat? We are going to do an activity to learn more about each of these things!

Draw four large, connected squares on the ground outside with sidewalk chalk or inside with masking tape, in any arrangement. Label each square using chalk or a labeled piece of masking tape with one of the following: **BRIBE**, **LIE**, **THREAT**, and **WHAT TO DO**. Mix up the “Bribes, Lies, and Threats Role-Play Strips” and follow the directions at the top of page 23.



## Trust Yourself

**Read to the children:** What are some words you could use to describe how you feel when you are safe? [happy, confident, warm, loved, etc.] These are all ways that we feel when we are safe.

What are some words to describe how you feel when you are in danger or something is not safe or not right? [sad, bad, confused, hurt, icky, nervous, alone, scared, uncertain] When you feel this way, it is important to tell a trusted adult who can help. Don't keep things secret from your parents!

If we pay attention to how we feel and trust ourselves, it can help us to make safe and good choices. If you ever feel unsafe in a situation, run away and tell an adult. What should you do in the following situations? **Read the following scenarios to the children. Discuss possible answers with them.**



- An adult stranger asks you for help: [Run away and tell a trusted adult.] Adults don't ask kids for help; they ask other adults for help. An adult that you don't know who asks you for help is a tricky person.
- An adult stranger tries to pick you up, take you, or asks you to leave with him or her: [Scream, kick, bite, hit, yell “Help! This person is trying to take me!” and run to tell a trusted adult.] Never leave with someone you don't know. Create a password that only you and your parents know. Anyone who tries to pick you up or take you somewhere should know the password. Always ask your parents before going somewhere, even if it is to play with a neighbor.

•• RULES FOR FLYING SOLO ••

**DO NOT  
ANSWER  
THE DOOR**

**DO NOT LEAVE  
YOUR HOME  
OR YARD  
WITHOUT  
PERMISSION**

**NO GUESTS  
ALLOWED  
WITHOUT  
PERMISSION**

**DO NOT TELL  
ANYONE YOU  
ARE HOME  
ALONE**

# CALLING 911

KEY

Read each scenario below and circle whether you should or should not call 911 in each example.

Your babysitter gets stung by a bee and is having trouble breathing.

Call 911

Do Not Call 911

Your dog has escaped from the backyard and is missing.

Call 911

Do Not Call 911

You are taking care of your little sister. She has climbed to the top of the refrigerator and won't come down.

Call 911

Do Not Call 911

You are home alone and are playing with the alarm clock. It starts to beep and will not stop.

Call 911

Do Not Call 911

You are in the basement when the carbon monoxide alarm goes off.

Call 911

Do Not Call 911

You are with your grandfather when he becomes very pale and grabs his chest. He is having trouble talking.

Call 911

Do Not Call 911

You are wearing your mother's special ring. While you are washing your hands, it slips off and goes down the drain.

Call 911

Do Not Call 911

You get in an argument with your friend and can't decide who's right.

Call 911

Do Not Call 911





**Science Wall**



Place the vocabulary card **TECHNOLOGY** on your science wall. Read and discuss the word and its definition.



**Rules for Safe Media Use Activity**



Have the children turn to the “**THINK!**” worksheet in Lesson 9 of their student journals. If teaching only older children, read the text below, and then have them write the letters **THINK** and the main points that follow each letter on a blank piece of paper or on the “**Extra Notes**” page at the end their student journals.

Have the children trace their left hands and label each finger with the letters **T-H-I-N-K** according to the key at the end of this lesson. Next, they should draw a **watch on the wrist**. Read to the children: There are some important things you can do to keep yourself safe while using the internet, computers, and other devices. Looking at your hand can help you remember the safety rules. We’re going to learn to “**THINK.**” **If the children are able, have them write the rules near each finger as you discuss them. If younger children are participating, have them draw a picture near each finger to represent each rule rather than writing it.**

**T: Tell a parent or trusted adult.**



If something pops up that is inappropriate or makes you feel uncomfortable or scared, close the screen or put it down, walk away, and tell your parents or a trusted adult.

**H: Home address, name, phone number, and other personal information**



Never give out your home address, name, birthday, or phone number online. Only share your passwords with your parents.

**I: Identify websites and games approved by parents.**



Only play games, watch videos, and access websites that your parents know about and have approved. Only email, text, or message people that you know in real life and that your parents have approved.

**N: Nice comments**



Only post kind, uplifting comments on social media. Only send positive and kind emails and text messages. Do not reply to mean or inappropriate comments.

**K: Know before you go.**



Never click on something unless you know what it is first. This includes not opening emails from someone you don’t know.

**The watch: Remember to watch your time.**



It can be very easy to spend too much time on the internet, watching videos, or playing games on electronics. When you use the internet, use it with a purpose. Follow time limits set by your parents or set a limit for yourself.

**What Is Peer Pressure? Activity**



Have the children sit facing a partner. (You can be a partner if needed.) Have one person make faces and gestures, while the other person “mirrors” them. Read to the children:

When we see someone else doing something interesting or admirable, we may want to imitate (copy) them. But sometimes imitating others is not a good idea, especially



# STAND STRONG GAME



1

2

3

4

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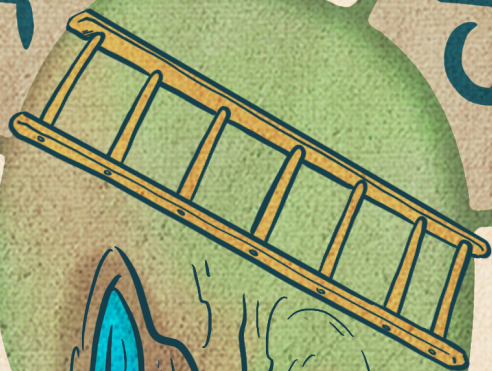
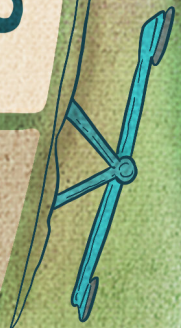
16

17

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# THINK!

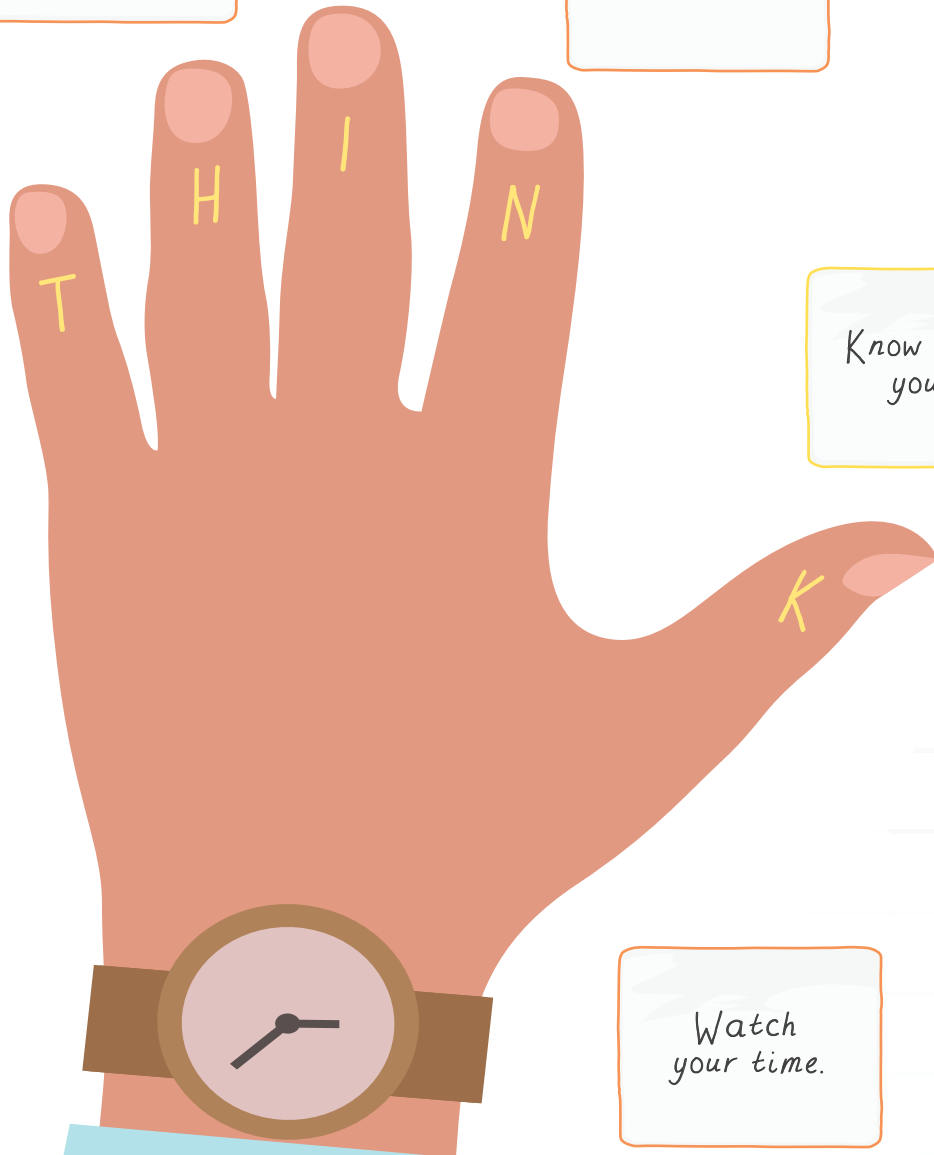
KEY

Home address,  
name, and  
phone number

Identify  
websites and  
videos approved  
by your  
parents.

Nice  
comments

Tell a parent  
or trusted  
adult.



Know before  
you go.

Watch  
your time.

# SAFETY

Level 3-6


# STUDENT JOURNAL

This journal belongs to:





## INSTRUCTIONS



This Student Journal accompanies *The Good and the Beautiful Safety* science unit. It contains all the worksheets and journal pages that are needed to complete the unit. Each student will need his or her own copy of the science journal.

Have each student take his or her time to create high-quality work as the activities and worksheets are completed. Students may enjoy looking back on their past discoveries when they have finished.



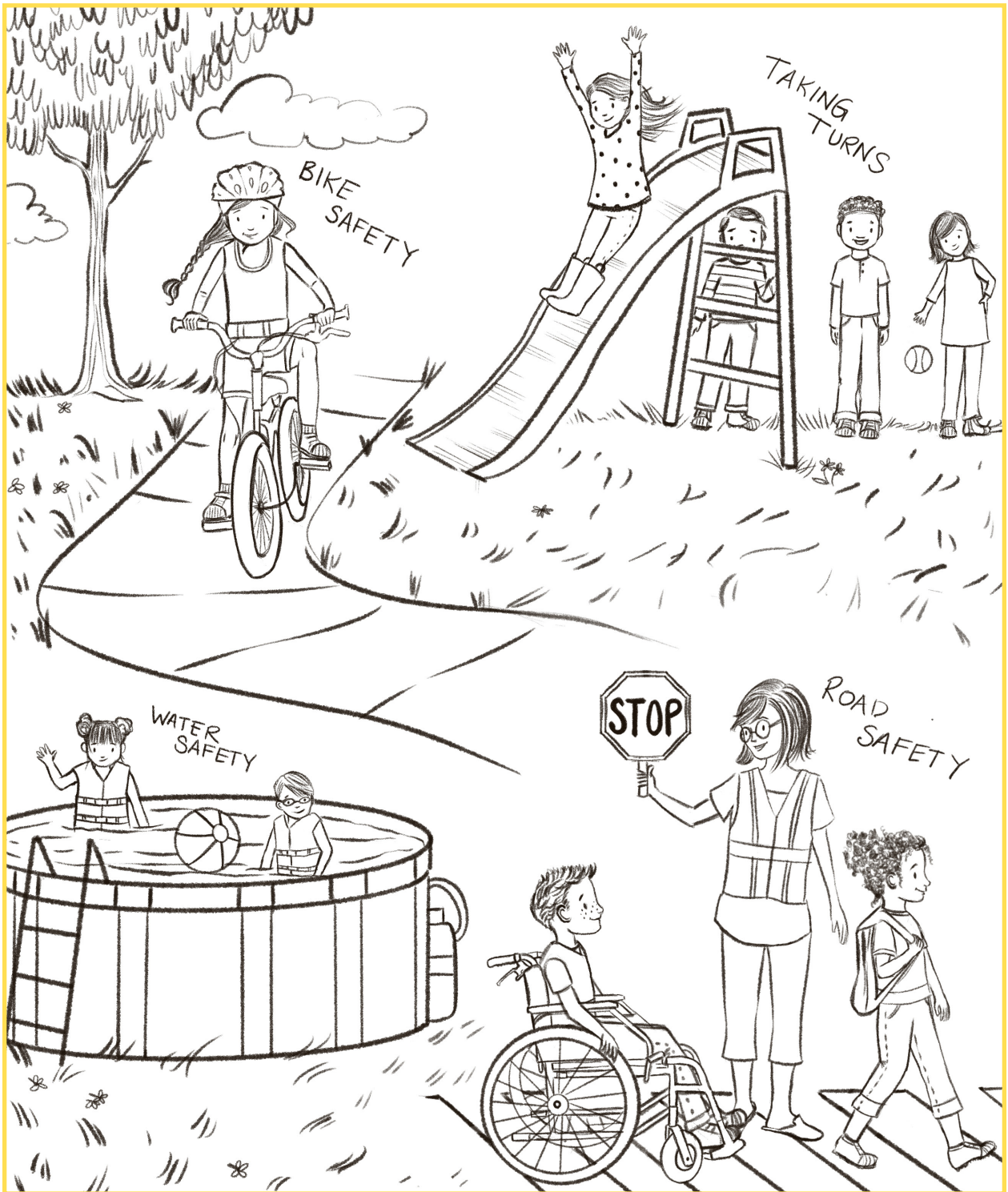
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# WHAT IS SAFETY?

Color the safety scene after watching the "What Is Safety?" unit introduction video.




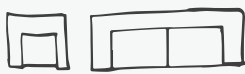
# FIRE ESCAPE PLAN

## Map Instructions

- 1 On the next page, draw a rough sketch of the main floor of your house or apartment, including your yard, with landmarks.
- 2 Label each of the rooms.
- 3 Use the key to draw doors and windows.
- 4 If you have additional floors or spaces that can't fit on the first graph, use the additional graph pages to continue mapping out the house or apartment. You can draw your own bedroom and the hallways, stairways, or areas around it.



### Key

-  = door
-  = window
-  = furniture
-  = tree
-  = meeting place

## Escape Plan Instructions

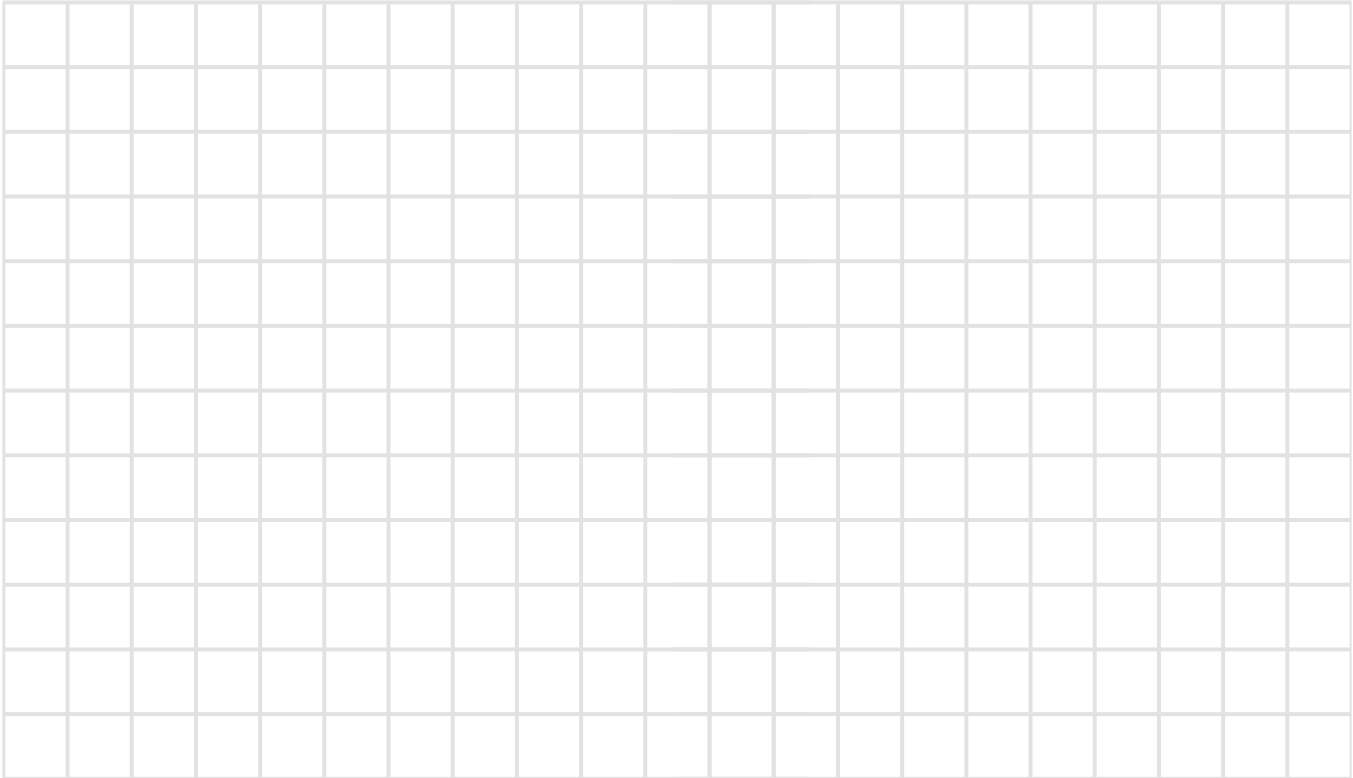


- 1 Walk around the house or apartment carrying the map and mark each of the following items or locations with a star sticker: smoke detectors, fire extinguishers, and exits. If there are any additional fire safety features in your home, such as drop-down ladders underneath windows, mark those with star stickers as well. Repeat for additional maps.
  - 2 Using dotted lines and arrows, draw escape routes from each area of the house or apartment you will likely occupy to the nearest or safest exit. Repeat for additional maps.
  - 3 Choose the best family meeting spot.\* It should have the following qualities:
    - It should be at least 90 meters (295 feet) away from the house or apartment complex.
    - It should be in front of the house or apartment complex.
    - It should have an unobstructed view of the house or apartment complex.
- \*A common spot is a large tree at the end of the driveway.










# OUR HOUSE ESCAPE PLAN



# BATH SAFETY INSPECTOR

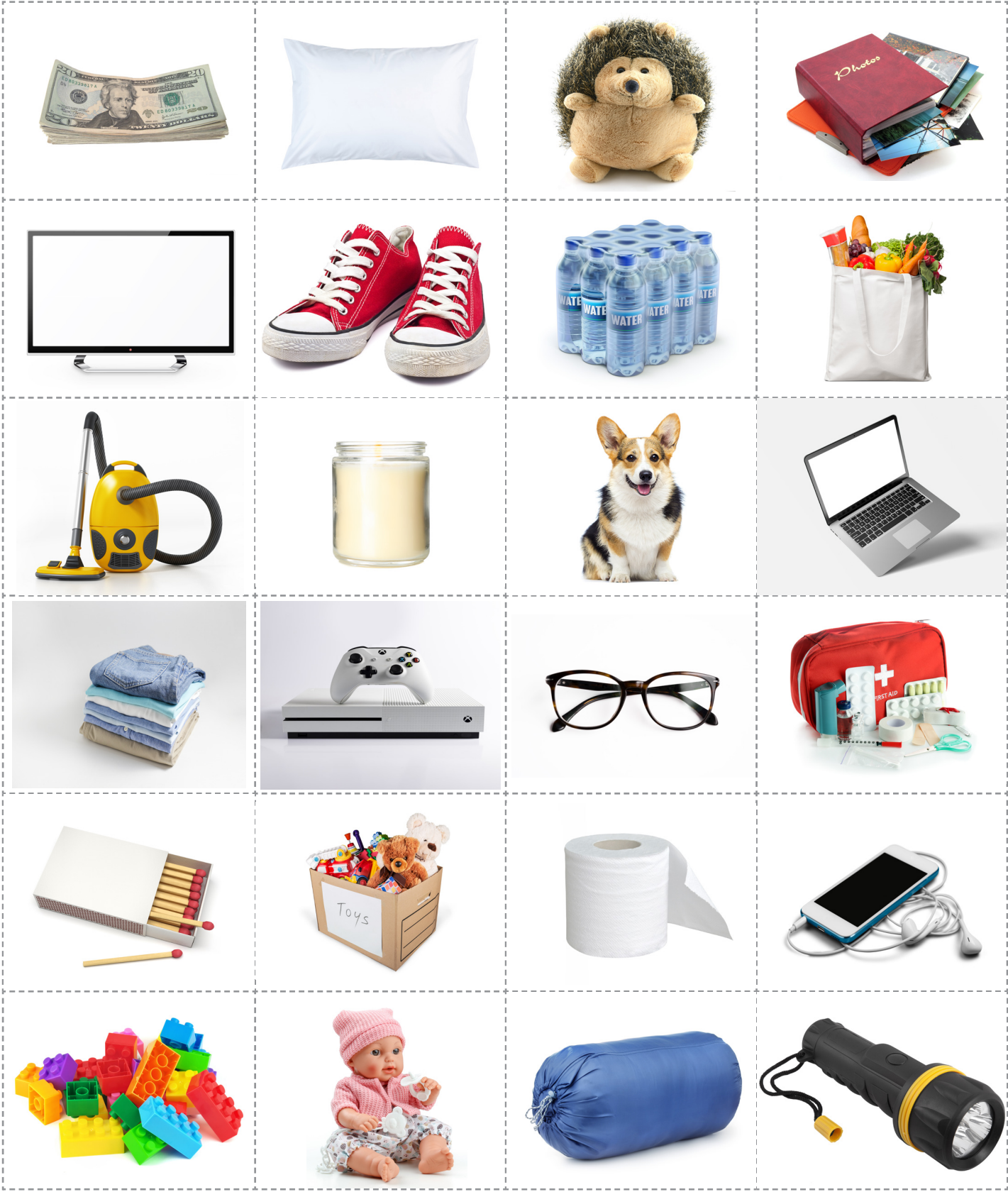
Safety Tip	Round 1	Round 2	Round 3
 Gave permission for bath			
 Checked the area for anything that uses electricity and moved it away from the tub			
 Tested the water temperature with wrist			
 Helped child get in carefully if needed			
 Stayed in the room or stayed nearby			
Pass/ Fail			

# EVACUATION

It's time to evacuate! What should you pack first? Cut out the pictures on the next page. Practice packing the trunk for an urgent evacuation and a planned evacuation. Discuss your ideas with your family.

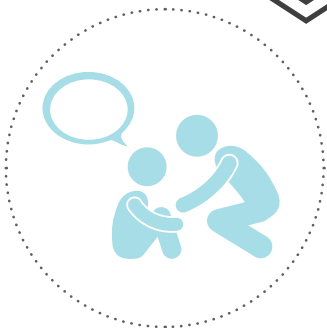


# EVACUATION



# GUN SAFETY BADGE

Color in your gun safety badge and draw a line from each command to the image below that best illustrates it.

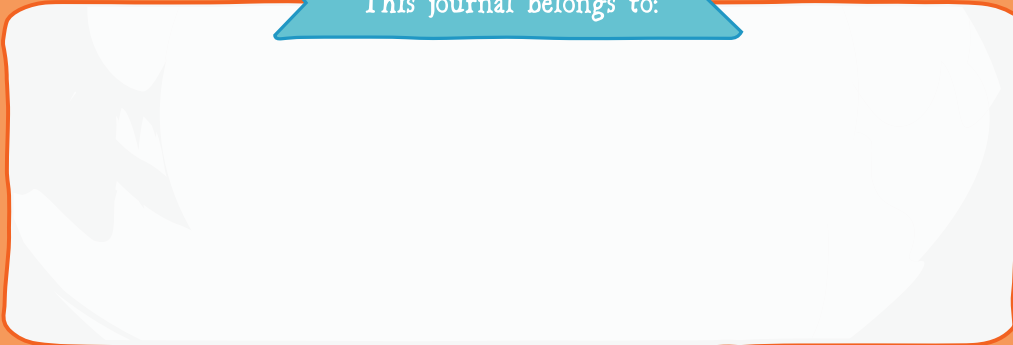


# SAFETY

Level 7-8

# STUDENT JOURNAL

This journal belongs to:





## INSTRUCTIONS

This Student Journal accompanies *The Good and the Beautiful Safety* science unit. It contains all the worksheets and journal pages that are needed to complete the unit. Each student will need his or her own copy of the science journal.

The lesson extensions are also found here. These extensions are optional for older students (grades 7–8) to complete on their own. Each extension is accompanied by lined paper so the student can keep his or her work in one place.

Have each student take his or her time to create high-quality work as the activities and worksheets are completed. Students may enjoy looking back on their past discoveries when they have finished.



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## EXTENSION

## Instructions:

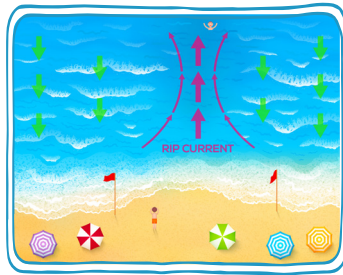
1. Read the information below.
2. Design a brochure (a trifold piece of paper with information about the topic on each page) with water safety tips for swimming in the ocean. Include illustrations and graphics.
3. Present your brochure to your class or family.

## Advanced Water Safety

## Ocean Danger

Millions of people across the world enjoy vacationing at the beach each summer, and while there, many people go swimming in the ocean. While there are risks to swimming in any kind of body of water, even a pool, the ocean poses far more risks than most. Ocean swimmers have to contend with more aspects of nature than pool swimmers. Here are just a few.

- **Rip currents:** Super strong ocean currents can pull you away from the shore and toward the open ocean. Beginning at the shoreline, rip currents move directly out to sea past the break in the waves. Before you swim, take note of how the water is moving and try to spot any rip currents. These will be areas where the waves aren't breaking and the water is moving in the opposite direction to the surrounding waves. If you are caught in a rip current, don't panic. Calmly swim parallel to the shore until you are out of the rip current and can then swim safely to the beach. If you need additional help, wave your hands to let the lifeguard know you are in distress.
- **Animals:** Many animals make their home in the ocean. All are wild and are unpredictable. Remember that you are visiting their home. Respect their habitat and be aware. Watch out for jellyfish, sharks, or other dangerous animals. Know basic first aid in case you are stung or bitten.
- **Tides:** As the tide moves in and out throughout the day and night, the shoreline and depth of water can change drastically. Be aware of the timing of the tides and don't get caught unaware and unable to get back to where you started.



- **Large waves:** Many people seek the thrill of jumping in the waves but don't realize how easily you can be knocked down or swept away by a large wave. If the surf is especially rough, stay out of the water or in more shallow places.

## Hypothermia

Hypothermia is one of the greatest risks when swimming in cool water, whether that is the ocean or other natural bodies of water. It occurs when the body's temperature falls significantly below normal. This can happen quickly, even on a hot day.

The body's normal temperature is around 37 °C (98.6 °F). Even in 24 °C (75 °F) water, there is still a huge drop in temperature, and if the internal body temperature drops below 35 °C (95 °F), hypothermia begins.

In this case the body can't keep up with the heat being lost, and so it focuses on preserving heat for the brain. Other organs begin to shut down.

Hypothermia causes shivering, confusion, fatigue, loss of coordination, shallow breathing, slurred speech, and a slower pulse. In severe cases of hypothermia, the person will not be shivering and may lose consciousness.

If you suspect hypothermia, call 911 immediately. Be gentle in handling the person. If their movements seem impaired, have them sit or lay down in a sheltered place and rest. Wrap them in something dry and warm and give them a high-calorie food or drink.



## THE POWER IS OUT

4

Circle the emotion below that best describes how you felt with the lights out.



5

Name one way you could cool down without air-conditioning. Name one way you could warm up without heat.

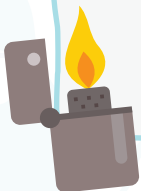
6

Name three things you could do to have fun during a power outage.

1

2

3



## EXTENSION

## Instructions:

1. Read the information below.
2. Draw or write three examples of what you should do during a lightning storm.

## Lightning Myths Debunked

The odds of getting struck by lightning in a given year are around 1 in 500,000–1,000,000. There are a few risk factors that increase the odds of a person being struck. Living in the southeastern part of the United States, which gets more lightning than any other part of the country, and working in an outdoor occupation are just two of those risk factors.

Did you know that lightning is actually a gigantic spark of electricity? It can occur from cloud to cloud or cloud to ground. Usually air acts as an insulator that resists electricity passing between the clouds and the ground. However, when there is too much positive charge in the ground or negative charge in the clouds, that insulation becomes overwhelmed. This results in a very quick discharge of that excess electricity; this is lightning!

You may have learned many things about lightning and how to stay safe in a lightning storm. But some of those ideas have been around for a long time and are actually myths! Can you bust these myths about lightning? Under each myth is the answer. Cover each answer with a piece of paper as you read the myth and guess whether each one is true or false before revealing the answer.

**#1: Lightning can and will strike the same place twice.**

True. Lightning can definitely strike the same place, often several times, especially if it is a tall object, such as a lightning pole. Make sure to avoid those types of objects in a lightning storm.

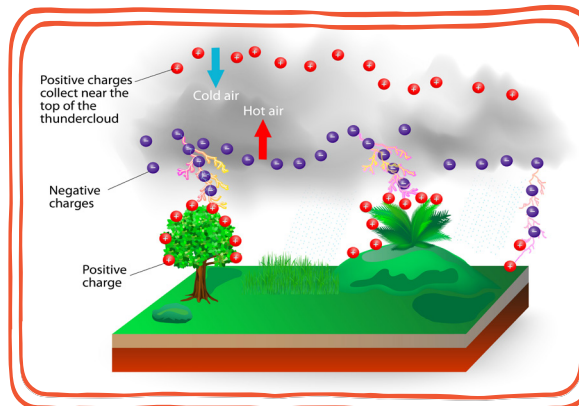
**#2: If you are outside in a lightning storm, you should get under the nearest tree to avoid being struck.**

False. If you can't find an enclosed shelter, do not go under a tree because this is one of the most dangerous locations to be in during a storm. If you are caught outside during a

lightning storm, continue moving toward shelter. Do not lie flat on the ground, as you want minimal contact with the ground. Spread out from other people. Avoid bodies of water, elevated areas, and objects that conduct electricity.

**#3: Rubber tires on your car will not insulate you from a lightning strike.**

True. It is not the rubber tires but the metal frame of the car that protects you. If lightning strikes your car, it will go around the frame and then into the ground. So don't touch the doors or frame of the car while traveling through a lightning storm and keep your windows rolled up.



**#4: No rain or only distant thunder means there is no risk of lightning.**

False. Lightning can strike more than 16–19 km (10–12 mi) from the center of the storm. If you hear thunder or see lightning, even at a distance, there is a risk of danger, and you should quickly find a safe place to be.

**#5: There is nothing you need to do during a lightning storm as long as you are in your home.**

False. Your home is a very safe place to be with the right precautions. You should avoid being near anything with a cord plugged into an outlet, such as a computer. Avoid sinks, baths, and faucets. Stay away from windows and doors. Also, don't lean or stand on concrete walls or floors.

**#6: A bolt of lightning can reach up to 28,000 °C (14,400 °F), hotter than the surface of the sun!**

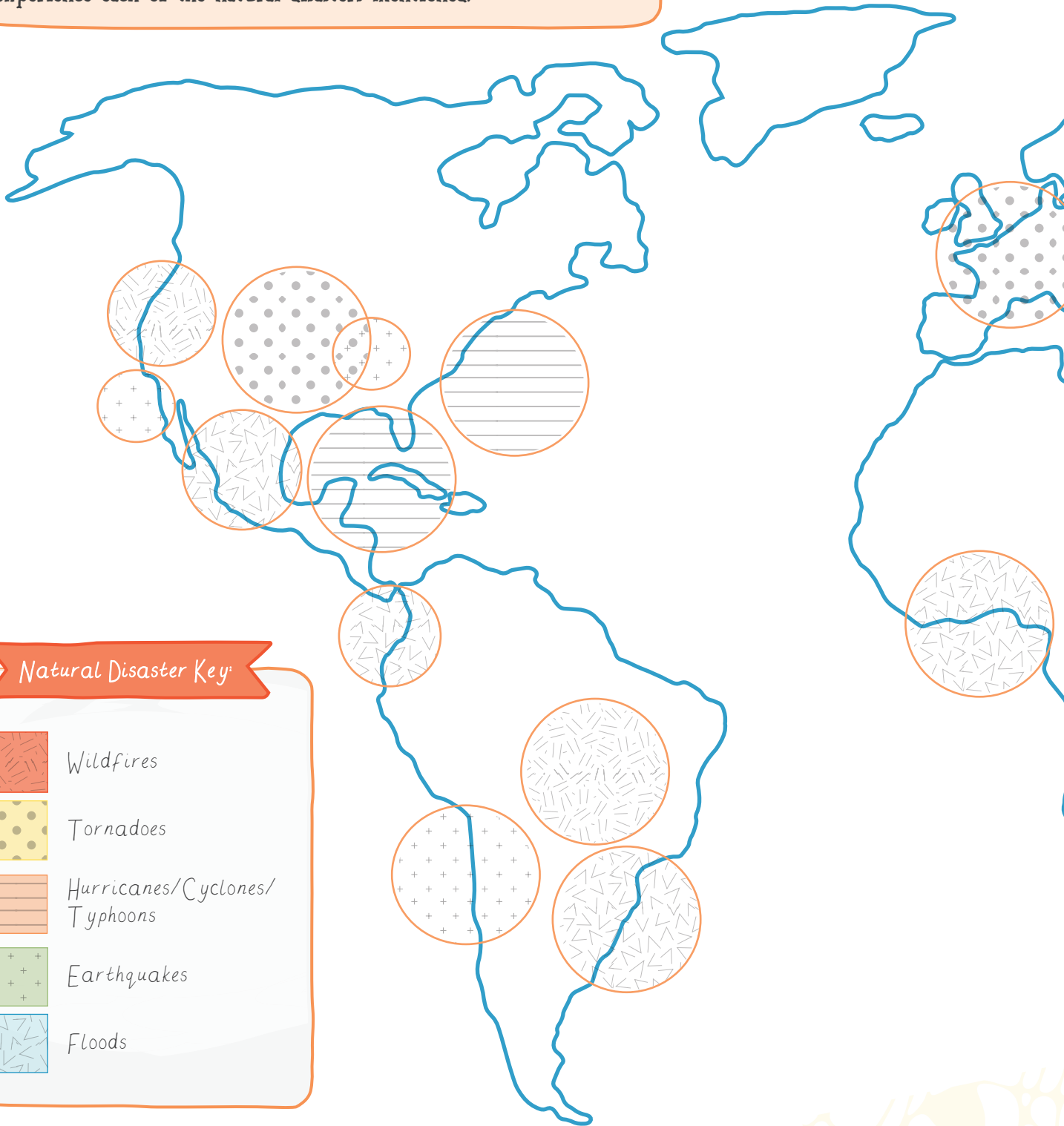
True. The sparks of lightning are extremely hot! This is partially why lightning can do so much damage!

Even though lightning is incredibly dangerous, it is one of the marvels of our Creator, and there is a lot we can learn from this amazing natural phenomenon!



# NATURAL DISASTER MAP

As your parent or teacher reads to you about different natural disasters, use the key below to color in areas of the map that experience each of the natural disasters mentioned.



## Natural Disaster Key:



Wildfires



Tornadoes



Hurricanes/Cyclones/  
Typhoons



Earthquakes



Floods

## EXTENSION

## Instructions:

1. Read the information below.
2. Talk to your parents about what your family does to stay safe online. Write down two things in your journal that you want to start doing or keep doing to be safe online.

## Staying Safe Online

The Bible warns us to beware of wolves in sheep's clothing. What do you think that means? Sometimes people can appear kind and sincere, but inside they are deceptive and dangerous. Some people want to trick others and cause them harm. When we are online, it can be hard to tell which people are friendly sheep and which are dangerous wolves.

While the internet is a very useful tool, and technology can be a valuable resource, it should be used in moderation and with boundaries. Here are some guidelines to help you stay safe online:

**Ask for supervision:** Ask your parents for help and let them know of any potentially dangerous situations. Get their approval for games or apps you'd like to play. Have them set parental controls to limit chat and content if possible. Avoid games that open the door for outsiders to contact you and get personal information from you.

**Be extra careful with social media:** Although being on a social media site can help you stay connected with friends and family, it is also very risky. If you choose to post a photo of yourself or reveal any personal information, such as the town where you live, you can become an easy target for online predators. These wolves in sheep's clothing are very skilled at tricking you into thinking they are innocent. Online it is simple for an adult to pretend to be a child. They are very good at finding out your personal information, putting you and your family at risk. Also, be aware that spending a lot of time on social media has been linked to higher rates of depression and anxiety. People post their best photos, and seeing these all together can make you feel like your life isn't as good as everyone else's.

**Recognize manipulation:** Dopamine is a chemical produced in your brain that creates pleasure. When you receive a "like" on social media, your brain is triggered to release dopamine. Creators of these sites know this and manipulate their sites to trigger more dopamine reactions in your brain as you interact with their sites. This can create a technology habit, which results in more money for the site developers.

**Avoid cyberbullying:** People are willing to say mean things online that they would never say in real life. Avoid writing mean things to others, and if you are ever bullied online, let your parent or a trusted adult know immediately.

**Only interact online with people you know:** If someone contacts you online that you don't know, don't respond. Let your parents know and only interact with people of whom they approve. NEVER meet up in person with someone you met online unless you have a parent with you.

**A scenario:** Twelve-year-old Madi enjoyed recording songs with her friends on a social video-sharing app, an activity her parents had approved of. However, one day, someone new contacted Madi on the app. Madi thought the person was one of her cousins' friends. This person claimed to be a nine-year-old girl named Jessie and started messaging Madi. After a few messages, the person asked Madi to send a picture of herself. Madi did, and the person then asked Madi to send another picture—this time without her shirt on. Fortunately, Madi did the right thing: she let her parents know right away that someone was trying to trick her online and get her to do something she knew was dangerous. Madi's dad contacted the police, and the police were able to track down and stop the person.

Madi's story is scary, and it is a good reminder never to chat with someone online unless you know them in real life and unless your parents have said it's okay. Sometimes, like in Madi's case, a person might pretend to be a child, maybe even a friend of someone you know. Others admit they are older but try to flatter children by being interested in them. Keep yourself safe by knowing who's actually online with you.

The internet can provide amazing possibilities for learning and connecting. Let your parents help you stay safe and avoid content and people that would cause you harm.

