

NATIONAL HEALTH EDUCATION WEEK 2006

October 16-20, 2006

**Healthy Kids:
Creating Safe Communities and Schools**

Grade Pre-K



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Grade Pre-K Lesson Plan

Objectives

1. Recognize the importance of rules.
2. Identify appropriate rules to follow in specific situations.
3. Discuss what might happen if rules are not followed.
4. Develop rules for the classroom.

Materials needed

- Magazines (1 per child)
- Scissors (1 per child)
- Poster board
- Colored markers
- Crayons
- Dice or game spinner with numbers
- Colored game markers
- Glue
- Construction paper

Things to do before

1. Cut pieces of colored poster board to use as game markers.

Language Development

choices: the acts or results of choosing

decision: the act of making up one's mind

injury: harm or damage done to a person or thing

rules: directions or principles that serve as guidelines for behavior or action

safety: freedom from harm or danger

stranger: someone whom we don't know

Activities

Circle Time

1. Ask children, "Why do we have rules?" Explain that rules help keep us safe. They help us know how to play, what to do, and how to act.
2. Ask children, "Can anyone name some rules that people should follow when riding a bike?" Such rules include wear a bike helmet, do not ride in the street, and obey traffic signs.

3. Ask children, “Can anyone name some rules that people should follow when playing on the playground or in the park?” Examples might include use the swings, slides, and see-saws correctly, be aware of the surroundings, and do not talk to strangers.
4. As children name examples of rules, ask them, “What might happen if we do not follow these rules?” Explain that someone might get injured if we do not follow rules.
5. Have children develop three classroom safety rules. Have them recall why rules are important, reminding children that rules help keep us safe.
6. Some examples of rules are:
 - Walk in the classroom.
 - Share with friends.
 - Be polite (say please, thank you, excuse me).
 - Take turns using classroom toys, crayons, markers, etc.
 - Use your words and not your hands.
7. As children develop the classroom safety rules, talk about how the rules will help keep them safe. Discuss what might happen if the classroom rules are not followed. (Make rules that use positive, rather than negative words. For example, “Walk in the classroom,” rather than “Do not run in the classroom.”)
8. Write each rule on poster board and place where children can see them. Have them illustrate each rule.

Learning Center

1. Separate children into groups of 4-6. Have each child cut out 2 pictures out of various objects, such as a swing set, utensils, kitchen, television set, telephone, etc.
2. Have the group glue the pictures in the form of a shape (square, circle, triangle, or rectangle) onto the poster board.
3. Tell children they will play the “Make a Rule” game. As the teacher spins the spinner/roll the dice, they have to move their game piece the same number of spaces as what the spinner/dice says. Explain that the object of the game is to name a rule for each picture that they land on. Demonstrate.
4. Spin the spinner/roll dice and have children move to the appropriate space. For each space they land on, ask, “What are some rules we should follow to help keep us safe?” The game is finished when each player has finished the board.
5. Optional: For younger children, you may wish to provide pictures of various situations and have children come up with a rule based on the picture. Children can then glue their picture to a piece of paper, decorate their picture, and share their rule with the class.