

# How Do We Stay Safe?

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## Grade Level/Subject: K-12 (adapt to your needs)

### Discuss . . .

Students will discuss how the world keeps them safe and how the world threatens their safety.

### Create . . .

Students will create a class book/individual books depicting how the world keeps them safe.

Engagement will happen based on the age of your students. Each age group is prepared for different discussion topics and different levels of emotional engagement. Please use professional judgment when choosing your topics.

Elementary suggestion: Ask students, “who during their day keeps them safe?” Lead students to think about the role their parents, their teachers, the crossing-guards, the police officers, the school resource officers, their coaches, their teachers, etc. play in keeping them safe. Have students perform a

### Engage . . .

Describe how the teacher will capture students’ interest. What kind of questions should the students ask themselves after engagement?

brainstorming exercise with you and the white/smart/chalk board. Then have students sort them into categories. i.e. These people keep me safe when I’m playing. These people keep me safe outside of school. These people keep me safe during school.

Middle school suggestion: Ask the students the question: “When we think of our lives, who keeps us safe?” Students at this age group will be able to discuss more intensive roles of the same people. For example, the police and firefighters keep them safe from getting hurt, but they also keep us safe from people who could do horrible things to us. The question is the same as elementary, but the responses will be more detailed and in-depth. Have them sort the people and their roles also. See above for examples.

High school question: Ask students this question: “In the world today, we hear and read a lot of news media/social media about how to keep our world safe. What

organizations/people/countries/etc. are creating an unsafe world for us to live in? And why?” Once the students have come up with a list of organizations, split them up and have students take five minutes to research specifics of that organization or individual (quick internet phone searches work here). Then do a quick “whip around the room” to allow all students to share what they found. I wouldn’t take more than 30 seconds per student.

### Explore . . .

Describe what hands-on, minds-on activities students will be doing. List “big idea” conceptual questions the teacher will use to encourage and/or focus students’ exploration. This will also include the pre-write.



All of these pre-write questions help set the scene for the Common Core standards that follow.

## Materials:

- Pre-write/Drafting/Revision papers for students
- Teacher determined books/online resources
- Pre-determined peer editing groups/strategies and discussion groups
- Free Classbook Publishing Kit from Studenttreasures Publishing. Order your kit here: [Studenttreasures.com](http://Studenttreasures.com)
- An extension activity for gifting possibilities



## Common Core Standards:

*These standards are for the elementary and middle school lesson and can be easily adapted for the grade level you are teaching. I chose to use the second grade standards as examples.*

CCSS.ELA-LITERACY.RI.2.4  
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

CCSS.ELA-LITERACY.RI.2.8  
Describe how reasons support specific points the author makes in a text.

CCSS.ELA-LITERACY.RI.2.7  
Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

CCSS.ELA-LITERACY.W.2.1  
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.2.5  
With guidance and support from

Elementary/Middle school students: These students will take a deeper look at the community members who keep us safe. Divide the class into groups (how many will be determined by how many categories they come up with in the engagement section). Each group will focus on one category. For example, one group might look at who keeps them safe at school. And one group might focus on who keeps them safe while they play. Each group will then be provided three different materials to deepen their learning on the subject.

1. A book/website appropriate to their reading level that discusses the people in that category. i.e. a book about firefighters or a book about nurses or the homepage to a doctor's website.



This can help teachers implement CCSS.ELA-LITERACY.RI.2.8.

2. A definition of the word "safety." This can come from Webster's dictionary or an online source. This can be altered based on the age group and their reading level.



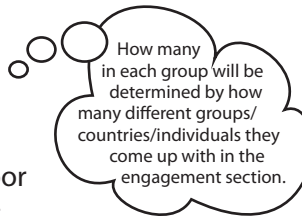
This can help us implement CCSS.ELA-LITERACY.RI.2.4.

3. A pre-write paper found attached to this lesson plan.



The imagery piece, repeat in the revision document, helps teachers to address CCSS.ELA-LITERACY.RI.2.7.)

High school students: These students will take a deeper look at the groups who threaten our safety. Divide the class into groups. Each group will focus on one category or group. For example, one group might look at a specific international terrorist organization, like ISIS. And/or one group might focus on governments who harbor nuclear weapons. Each group will then be provided three different materials to deepen their learning on the subject.



1. A book/website, appropriate for their reading level, that discusses the people in that country/organization. i.e. a statistics sheet on nuclear weapons worldwide, a YouTube video about ISIS, a New York Times article about international terrorism.



This research can help teachers address the Common Core Standard CCSS.ELA-LITERACY.RL.9-10.4.

2. A definition of the word "safety." This can be found in Webster's dictionary or an online source.



3. A pre-write paper (found attached to this lesson plan)



The imagery piece, repeated in the revision paper, helps teachers to address CCSS.ELA-LITERACY.RI.2.7.

adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CCSS.ELA-LITERACY.W.2.6  
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS.ELA-LITERACY.W.2.7  
Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations).

*These standards are for the high school lesson. I chose to use the 9-10 grade standards. They are adaptable.*

CCSS.ELA-LITERACY.RL.9-10.4  
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-LITERACY.W.9-10.1.C  
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.9-10.2  
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.5  
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

CCSS.ELA-LITERACY.W.9-10.6  
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

## Explain . . .

Students' explanations should precede introduction of terms or explanation by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination/evaluation? List higher order thinking questions which teachers will use to help solicit student explanations and help them to justify their explanations. This will take the students through the drafting process.

Elementary and middle school students: The teacher will take the materials from the pre-writing activity and help students look at safety from a global perspective. Students will look at an event that happened in the world that threatens our safety. The teacher will need to pick an event that is age appropriate. Here are a few examples: 9/11, ISIS, Iran and nuclear warfare, Sandy Hook, a local news event about a child getting injured by a car or lost, etc. These types of topics can be very sensitive for children. So, it could be something that has happened at school. Maybe somebody stole something from the cafeteria, or got hurt on the playground or didn't follow safety rules in gym class.

After this discussion, students will be asked to complete the drafting paper that is attached to this lesson. It asks them to summarize the work done from the pre-writing activity, but then to expand on safety discussing how the world isn't always safe. And why it is important to continue to search for answers to our safety.



This addresses CCSS.ELA-LITERACY.W.2.1.

High School students: Since the students have already made a global connection in the pre-write and earlier discussion, students will now be asked how we can stop these types of evil in the world today. Students will brainstorm in small groups how to prevent or stop these violations against our safety. Students will discuss in small groups and then share as a whole class.

After the discussion, students will be asked to complete the drafting paper that is attached to this lesson. It asks them to summarize the work done from the pre-writing activity, but then to expand on safety by discussing how we can change the behavior of these groups. Students will be asked to write about how to make the world a safer place.



This ties nicely in with the CCSS.ELA-LITERACY.W.9-10.1.C and CCSS.ELA-LITERACY.W.9-10.2.

If a student is struggling with the questions, a teacher could differentiate by shortening the prompts or rewording them using easier language.

The additions of the questions in the drafting component allow the students to process the theme of safety on a deeper level (elementary, middle and high school students). Students' observations of their own lives and how they can become involved in the safety of their own world help pull a stronger personal connection to the learning process.

After completing the drafting process, the teacher should set up a peer editing activity. This can be done with a rubric, a check-list, spoken or written directions, but should include a grammar edit and a concept discussion if unclear.



The peer editing section can help teachers address CCSS.ELA-LITERACY.W.2.5 for the elementary school students and CCSS.ELA-LITERACY.W.9-10.5 for the high school students.

After the peer-editing is complete, the students should revise their work on the revision document attached. Note the discussion of an image reappears on the revision paperwork.

The teacher will collect the revised copy of the writing and the picture as a formative assessment.

## Elaborate . . .

Describe how students will develop a more sophisticated understanding of the concept. What vocabulary will be introduced and how will it connect to the students' observations? How is this knowledge applied in their daily lives? This will include the process of revising.

## Evaluate . . .

How will will students demonstrate that they have achieved the lesson objective? This should be embedded throughout the lesson as well as at the end. This includes the publishing piece.

Once the student has a final draft of the writing and an outline/rough draft of their picture, we are ready to start using the online portion. The teacher will use [www.studenttreasures.com](http://www.studenttreasures.com) to order their free kit. For the elementary classrooms, this comes with 34 pages for text and 34 pages for images. Each student will receive their own page for text and image. Following the instructions, each student will complete their piece of the book and the teacher will compile it all together. For the high school classroom, the teacher needs to decide what type of books they wish to complete. They can either create individual books or they can create a class book. Individual books are 14 pages each.

This should be done before you get to this point in the lesson, of course, not just introduced to the students now.



This addresses both the elementary Common Core Standard CCSS.ELA-LITERACY.W.2.6 and the high school Common Core Standard CCSS.ELA-LITERACY.W.9-10.6.

After the book arrives, read the book or books as a class (or determine a rotation activity for the books if there are multiple) and discuss the varying ideas that are existent in the classroom.



The teacher can ask questions like:  
How do we view safety in our society? Do you think safety changes as you get older? Do we think about safety differently as we age? How can we keep the world safe?



This section can address multiple Common Core standards; you can make it fit into the standard you are specifically focusing on. For elementary students, this Common Core standard could be used: CCSS.ELA-LITERACY.W.2.7.)

As an extension, the teacher can order a second copy of a book. This would be a tangible piece to include in a presentation/gift to an administrator, school resource officer, visiting politician or Board of Education member.

**“How Do We Stay Safe” Pre-Write (Elementary Version)**



Name: \_\_\_\_\_  
\_\_\_\_\_

My group is looking at how we keep safe...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is safety? Put this into your own words, don't copy the definition your teacher gave you.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How does this group of people keep you safe?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why is it important to have people who keep you safe?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What image do you want to use? Describe it.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## “How Do We Stay Safe” Pre-Write (High School Version)



Name:

\_\_\_\_\_ is threatening the safety of our world.

What is safety? Put this in your own words. Do not use the definition that your teacher provided for you.

What does this individual or group do to make you feel unsafe?

Why is it important to stop these actions?

Is there a specific image you would choose to you to depict this organization or country? Make sure to include a caption also with the sourcing information.

**“How Do We Stay Safe” Drafting (Elementary Version)**



Name: \_\_\_\_\_  
\_\_\_\_\_

Using the questions from your pre-writing document, summarize four things:

1. What group is keeping you safe?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What is safety?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. How does this group keep you safe?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Why is it important to have this group around?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Think about an event that has happened in your life when you didn't feel safe. How did that make you feel and how can we stop that from happening again?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated 10 times.



## “How Do We Stay Safe” Drafting (High School Version)



Name:

Using the questions from your pre-writing document, summarize four things:

1. What group is threatening the safety of our world?
2. What is safety?
3. Why does this group make us feel unsafe?
4. Why is it important to stop these actions?
5. Now take it one step further, how do we stop these unsafe events/groups/organizations from existing in our world today?

**“How Do We Stay Safe” Revision (Elementary Version)**



Name: \_\_\_\_\_  
\_\_\_\_\_

After the peer edit activity, rewrite based on suggestions:

1. What group is keeping you safe?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What is safety?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. How does this group keep you safe?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Why is it important to have this group around?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Think about an event that has happened in your life when you didn't feel safe. How did that make you feel and how can we stop that from happening again?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line for descenders.

6. What image do you wish to include showcasing the safety in your world?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line for descenders.

## **“How Do We Stay Safe” Revision (High School Version)**



Name:

After the peer edit activity, rewrite based on suggestions:

1. What group is threatening the safety of our world?
2. What is safety?
3. Why does this group make us feel unsafe?
4. Why is it important to stop these actions?
5. Now take it one step further, how do we stop these unsafe events/groups/organizations from existing in our world today?
6. What image do you wish to include showcasing the safety in your world?