

# ***PUBLIC SAFETY***

Knowing what to do and who to call when danger happens

James Swart, Graduate Assistant, Tennessee 4-H Youth Development  
Jennifer Richards, Curriculum Specialist, Tennessee 4-H Youth Development



# Tennessee 4-H Youth Development

## ***Public Safety***

*Knowing What To Do and Who To Call When Danger Happens*

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### **Skill Level**

Beginner, 4<sup>th</sup> and 5<sup>th</sup> Grade

### **Learner Outcomes**

*The learner will be able to:*

- Describe what to do in a public safety emergency
- Understand the role public safety officers play in keeping people safe
- Value the importance of knowing how to be safe in public settings

### **Educational Standard(s) Supported**

4<sup>th</sup> Grade

4.W.TTP.2a, 4.W.TTP.2b, 4.W.RBPK.8

5<sup>th</sup> Grade

5.SL.PKI.4, 5.W.RBPK.8, 5.FL.SC.6

### **Success Indicator**

*Learners will be successful if they:*

- Create a hashtag that describes a major area of public safety
- Understand the role safety officers play in keeping people safe
- Summarize the important points of being safe in public

### **Time Needed**

45 Minutes

### **Materials List**

Learning Center Supplies

Trivia Cards

Reading sample

Access to display video

### **Introduction to Content**

In this lesson, students learn about three different areas of public safety: what to do if they are being kidnapped, the role of a police officer, and public safety trivia. Students gain valuable knowledge related to these areas and learn how to respond if they are ever in a public safety emergency.

### **Introduction to Methodology**

This lesson is taught through learning centers. Students rotate through three centers where they either read an article, watch a video, or answer trivia questions. After the students have completed these activities, they share their new knowledge with the class and then work to identify major public safety areas, create a hashtag and a PSA related to public safety.

### **Author**

Swart, James William. Graduate Assistant, Tennessee 4-H Youth Development.





## Terms and Concepts Introduction

**Public Safety-** This term refers to the welfare and protection of the general public.

## Setting the Stage and Opening Questions

Begin the class by sharing the following short video clip with the students: <https://www.youtube.com/watch?v=LtvVkaDxB30>

Say to the class, **“Police officers are one of the most common groups of people that are associated with public safety. Today, we will learn about different types of public safety and what to do in different situations. By the end of class today, you should be able to describe what to do in a public safety emergency, understand the role public safety officers play in keeping people safe, and value the importance of knowing how to be safe in public settings.”**

## Experience

Say to the students, **“Today, we will use different learning centers. In one station, you will read a news story about what to do in a kidnapping situation. In another, you will answer trivia questions to learn more about public safety and learn about the daily operations of a police officer through a video. To get started, we are going to break into three different groups so you can rotate through the stations. I am going to assign you a number of 1 through 6. Groups 1 and 4 will start at the reading station, groups 2 and 5 will start with trivia, and groups 3 and 6 will start with the video.”**

Number students off and tell them to remember their number, as they will need it later in the class. Once students have been grouped, allow them to start rotating through the centers and filling out their handout. Descriptions and instructions for each station have been included following this lesson plan.

Each rotation should last five minutes.

## Tips for Engagement

As students are working through the learning centers, rotate around to each group to ensure that all group members are engaged in the process. If you find group members that are not engaged, ask them specific questions to keep them engaged.

## Share

After students have completed their rotations through the learning centers, allow students to share what they learned from the learning centers.

## Process

Say to students, **“You saw some examples of public safety issues in the learning centers. Now, let’s work as a class to identify some key issues related to public safety.”**

Allow students to brainstorm ideas and capture the ideas on the whiteboard.

## Generalize

Instruct students to create a hashtag that can be used for messages related to public safety. Examples include #NoToStrangers or #AlwaysBeAware.

Have students share their hashtags with the class when completed.

## Apply

Say to students, **“You are now going to use your newfound knowledge of public safety to create a Public Service Announcement related to Public Safety. Your PSA should be 30 seconds long, and would be presented over the radio. You’ll be working on your PSA with your number group from earlier, so all the 1’s will work together, the 2’s together, etc.”**

Allow students to work in groups to complete the PSA and then present them to the class.

## Life Skill(s)

### 4<sup>th</sup> Grade

Participate in 4-H club meetings by saying pledges, completing activities, and being engaged. (Head)

Gather relevant information for decision-making. (Hands)

### 5<sup>th</sup> Grade

Participate in 4-H club meetings by saying pledges, completing activities, and being engaged. (Head)

Define issues of a given problem or situation. (Hands)

## *Supplemental Information*

### *Educational Standards Met*

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4.W.TTP.2b: Group related information in paragraphs and sections.

4.W.TTP.2c: Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.

4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

5.SL.PKI.4: Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.

5.W.RBPK.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

5.FL.SC.6: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing

References:

<https://www.teenvogue.com/story/self-defense-teen-women8-02>

<http://www.funtrivia.com/playquiz/quiz35723528e52f0.html>

# READING

Read the article included at this station that describes what to do if you were in a kidnapping situation.

## Public Safety Lesson Plan Learning Centers

### Be Actively Aware of Your Surroundings

We all know this one, but it's easy to forget. When you're not paying attention, you're much more vulnerable to an attack—no matter where you are. So stick your headphones in your bag, put your phone away (though make sure it's easy to grab), and keep your eyes and ears open to what's around you.

### Don't Phone a Friend—Go Straight to the Cops

The first number you should dial is 911, and put the phone on speaker. These days, about 70 percent of all 911 calls are made from mobile phones, and, at least if you're outdoors, your location should be traceable. The most important thing to do is let the operator know exactly where you are so they can send help immediately.

### Know How to Handle an Attack

A lot of people focus on the part of their body that's being pinned, instead of employing the counterattack options available to them. If you've got free hands, go for vital points like the throat (you want to aim for the trachea, which is right below the chin) and the eyes (yep, as hard as you can, right in the eyeballs).

When a person is trying to physically move you, stabilizing your base can help fend them off. What does that mean? Basically, if your feet are spread apart on the ground and your knees are a little bent, you're harder to knock over and have more control over your movements—which could keep someone from being able to pick you up in the first place.

### Remember: You're Not Trying to Win the Fight

An attack will trigger your flight or fight mode—but without a doubt your main job is to get away, as fast as you can. Make a scene by screaming as loud as possible and alerting anyone in earshot that you need help. But don't just start swinging punches without trying to aim. You could wear yourself out, and that might make it harder to escape.

# TRIVIA

Choose one person to be the “question master” who will ask the questions. Each person should get a set of answer cards to hold up to answer the questions.



Trivia Station Answer Cards. Cut apart and laminate for continued use.

<b>A</b>	<b>B</b>
<b>C</b>	<b>D</b>
<b>Yes</b>	<b>No</b>

Trivia Questions. Answers are **BOLDED**

1. You are in a crowded, popular supermarket that just opened. You look around, but while you are fascinated by the entertainment section, you realize your parents are gone. After looking around, you cannot find them anywhere. What is the best thing to do?

- A. Notify a worker or the front counter**
- B. Ask strangers if they have seen them
- C. Sit down and cry
- D. It's now a game of hide-and-seek, of course!

2. You find your parents, who have been quite worried about you. You all walk around the supermarket some more, and there seems to be one stranger who is following you. He has black clothes and constantly glares at you. What is the most appropriate thing to do?

- A. Run away shrieking-- He's scary!
- B. Glare back at him
- C. Tell your parents**
- D. Ask him what's his problem

3. There is another stranger that you see, but you recognize him. He is a guy you have seen many times in other places nearby, such as the park or the local diner, although you have never spoken to him. Can you assume you are safe around him?

- Yes
- No**

4. A strange person walks up to you and whispers something to you that makes you feel uncomfortable and unsafe. What should you do?

- A. Attempt to strike up a friendly conversation
- B. Tell a person you trust**
- C. Take heed of his words and worry about it
- D. Ignore him-- after all, he's only a stranger

# WATCH

Watch the video at this station to learn about the daily tasks of being a police officer.

The video can be found at:

<https://www.youtube.com/watch?v=FJco3hWtTZA>