*Facilitator’s Guide*

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**Program Overview**

**Introductions**

1. **Intro**
2. **Who has ever gotten hurt and had to go to the hospital?**
3. **Whose job is it to keep our bodies safe?**

**Car Safety**

1. **Staying safe in the car**
2. **What do kids sit in to keep themselves safe?**
3. **Repeat question, what’s the first thing we do when we get in the car?**
4. **Where is the safest place to sit in the car?**
5. **Recap (class shouts out answers)**
6. **What if?**

**Helmet Safety**

1. **What is this?**
2. **Why is our brain important? What does it help us do?**
3. **How do we protect our brains?**
4. **What kind of activities or games we do play that we need to wear a helmet?**
5. **EGG DEMO**
6. **Recap (class shouts out answers)**

**Teddy Bear Clinic**

1. **Explain what’s going on next:**
2. **Why do doctors and nurses wear gloves and hats?**
3. **What do you do every day to prevent germs?**
4. **Teddy Bear Clinic**
5. **Recap (class shouts out answers)**
6. **Begin Teddy Bear Clinic by letting students return to tables, one at a time**

**Supplies:**

Handouts: student form, parent letter (1 copy/child)

Medical Supplies:

* hats, gloves, masks (one/child)
* Band-Aids, gauze rolls, gauze pads (small and large), medical tape
* Eggs (2/class)Page Break

**Classroom Set Up**

1. **Ask children to take seats on carpet**
2. Leave stuffed animals on chairs
3. **Ask adult helpers to place supplies on tables**
4. At each child’s seat, place: worksheet, hat, mask, glove
5. Center of table place some bandages
6. **Bring you presentation supplies to carpet**
7. Eggs in baggies
8. ‘Seatbelt’
9. Helmets: Egg and Human
10. Brain

**Introductions**

1. **Intro**
2. Introduce all staff involved
3. Ground rules-raise hand to answer questions, keep stories for later
4. Explain you’ll ask “Very Special” questions that everyone can answer
5. **Who has ever gotten hurt and had to go to the hospital?**
6. Clarify difference between hurt (injury) and sick (illness)
7. Take 1 or 2 responses, sympathize and let them know you’re happy the doctors and nurses helped them feel better
8. Wrap up with: And today we’re going to talk about some ways you can stay safe so you don’t get hurt and have to go to the hospital
9. **Whose job is it to keep you safe?**
10. Let students answer-doctors, nurses, parents-ask, is ---- with you now? Always?
11. Wait for someone to say “me/ourselves!”
12. Explain to the class that whenever you ask “Whose job is it to keep you safe?” they can all shout out “ourselves”
13. Practice group response

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**Car Safety**

1. **Staying safe in the car**
2. Who can tell me, what’s the first thing we do when we get in the car? (Buckle Up!)
3. Practice group response
4. Let’s play pretend that these bandages are seatbelts, who can tell me how do adults wear their seatbelts? (playfully follow their directions)
5. When you get belt over shoulder and lap, explain that this is how adult-sized people wear their seatbelts, because seatbelts are designed to fit adults
6. **What do kids sit in to keep themselves safe?**
7. Car seats/booster seats, ask for show of hands who uses the different kinds
8. Explain that the rule in NY is that every kid has to use a car seat or booster seat until they are at least 8 years old, is anyone here 8? Everyone in this class should be using a booster seat or car seat still.  Also add that the AAP recommends children stay in a booster seat until they reach 4’9” tall if parents are in the room.
9. Demonstrate how they will know when they are ready to use a seatbelt alone [5 step test](http://carseatblog.com/3966/the-5-step-test/)
10. **Repeat question, what’s the first thing we do when we get in the car?**
11. Get everyone to shout out “Buckle Up”
12. Let them know they can shout out this answer as a class whenever you ask this question
13. **Where is the safest place to sit in the car?**
14. Answer-In the back
15. Explain that it’s safest for them to ride in the back seat until they are at least 13 years old
16. Explain airbags are designed to protect adults and can be dangerous for kids
17. **Recap (class shouts out answers)**
18. Whose job is it to keep our bodies safe? *(Ourselves)*
19. What’s the first thing we do when we get in the car? *(Buckle Up)*
20. Where’s the safest place to sit? *(In the Back)*
21. **What if Questions**
22. What if you’re driving to Pennsylvania on vacation, do you need to wear your seatbelt? (Yes!)
23. What if you dropped something on the floor, can you unbuckle to pick it up?
24. What if you want to take a nap, can you unbuckle and lay down?
25. If you’re only driving to the bus stop, do you need to wear your seatbelt? (Yes!)
26. What if you’re driving to 7-11, do you need to wear your seatbelt? (Yes!)
27. What do you do if the car starts moving and your seatbelt isn’t buckled yet? *(ask the driver to wait/help you buckle up)*
28. What do you do if the car starts moving and someone else’s seatbelt isn’t buckled? (*Remind them too!)*
29. What if the driver tells you that you can ride in the front seat, what do you say? (*No thank you!  It’s safest for me to ride in the back!)*
30. **Recap (class shouts out answers)**
31. Whose job is it to keep our bodies safe? *(Ourselves)*
32. What’s the first thing we do when we get in the car? *(Buckle Up)*
33. Where’s the safest place to sit? *(In the Back)*

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**Helmet Safety**

1. **What is this?**
2. Show nerf brain
3. Not real brain, but looks like a brain and soft like a brain
4. Where is our brain, point on your body-talk about skull bone protecting brain
5. How many brains do we have?
6. **Why is our brain important? What does it help us do?**
7. Take some answers from class (raise hands)
8. Start to ask, “Do we need our brain to…”
9. Learn numbers?
10. Sing the alphabet?
11. Eat our lunch?
12. Play outside?
13. We need our brain to do everything!
14. It’s very important that we protect our brains
15. **How do we protect our brains?**
16. Wear a helmet (show helmet)
17. Ask how to wear helmet, demonstrate playfully with real helmet as you follow instructions:
18. Place on head sideways
19. Place on head far back and unbuckled-does this look safe?
20. Buckle helmet-does this look safe?
21. Explain that helmet need to come forward to protect the front part of our brain
22. Explain, 2VI rule to fitting helmets:
23. Eyes: Helmet should sit no more than 2 fingers above eyebrows (can see rim looking up)
24. Ears: The ear straps should form a “V” around your ears
25. Mouth: Chin strap should be snug, but not too tight.  Open your mouth as wide as you can and the helmet should hug your head, no more than 2 fingers should fit between chin and strap
26. **What kind of activities or games we do play that we need to wear a helmet?**
27. Let kids give answers to wheeled activities, certain sports, and some professions (firefighters, construction workers, etc.) Professionals wear helmets because they are doing what they love and they want to stay safe
28. **EGG DEMO**

* Ask for 2 volunteers, one girl and one boy
* Ask the audience if they know why an egg is like our head.  Help explain:
* Has a hard outside like a skull
* Soft inside like a brain
* If it breaks, you can’t fix it
* Give helmet egg to girl (Shelby), no helmet egg to boy (Humpty Dumpty)
* Ask the volunteers to hold the egg out at shoulder/waist level
* Instruct the audience to count backwards from 10 and then let the eggs fall
* Show what happened to each egg and discuss (Humpty Dumpty)

1. **What if?**
2. Do you need to wear your helmet if you’re riding your bike in front of your house? (Yes!)
3. Do you need to wear your helmet if you’re riding your bike in the park? (Yes!)
4. Do you need to wear your helmet if your parents can’t see you? (Yes!)
5. What if you’re riding your bike with your friend and they aren’t wearing a helmet, what would you do? (Ask your friend to wear their helmet.  If they won’t, suggest they do something else so they don’t get hurt)
6. **Recap (class shouts out answers)**
7. Whose job is it to keep our bodies safe? *(Ourselves)*
8. What’s the first thing we do when we get in the car? *(Buckle Up)*
9. Where’s the safest place to sit? *(In the Back)*
10. How do we protect our brains? *(Helmet)*

**Teddy Bear Clinic**

1. **Explain what’s going on next:**
2. Will be pretending your stuffed animals got hurt and you’re going to dress up as doctors/nurses to help make them better
3. Parents and teachers will help you put on hats/gloves/masks
4. Don’t move until we call your table
5. **Why do doctors and nurses wear gloves and hats?**
6. Protect ourselves from germs
7. **What do you do every day to prevent germs?**
8. Wash hands with soap and water
9. Sneeze/cough into sleeve
10. **Teddy Bear Clinic**
11. Explain out loud to students and parents:
12. When I call your table, you’ll get your stuffed animal and take your seat
13. Parents will help put on hats first-explain how
14. Then masks-show adult helpers how
15. Then gloves-raise hand that you put the pencil in, place glove on other hand
16. Parents will help fill out form to tell us what happened to your stuffed animal and how you’ll make them feel better
17. Then we’ll put on band aids to fix them up, use wraps and keep sticky parts off fur
18. **Recap (class shouts out answers)**
19. Whose job is it to keep our bodies safe?
20. What’s the first thing we do when we get in the car?
21. Where’s the safest place to sit?
22. How do we protect our brains?
23. **Begin Teddy Bear Clinic by letting students return to tables, one at a time**
24. Let the teacher call them back to their tables
25. Dress up, fill out worksheet, bandage animals, take class photos
26. When done, show that can be a ‘bag’ for them to put everything in and take home
27. **When saying goodbye, run through “special questions” one more time to reinforce**
28. Whose job is it to keep our bodies safe? *(Ourselves)*
29. What’s the first thing we do when we get in the car? *(Buckle Up)*
30. Where’s the safest place to sit? *(In the Back)*
31. How do we protect our brains? *(Helmet)*