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# Overview of the Concept: Safety and Conflict Resolution

## Book Summaries

Title	Level	Summary
Safety First	Big Book	<p>This book contains four selections:</p> <p><b>Call 9-1-1</b> (pages 2–3) This informational poem talks about when to use 9-1-1, and photographs of emergency-response groups.</p> <p><b>How Do We Work Together?</b> (pages 4–5) A photo essay shows examples of how people can work together, support each other, cooperate for a common goal, and keep themselves and others safe. A good selection for discussion starters.</p> <p><b>Can We Talk It Out?</b> (pages 6–11) This photographed dialogue shows a confrontation between two children—using speech balloons—and how they apply conflict resolution strategies.</p> <p><b>Tell Someone You Trust</b> (pages 12–16) In this illustrated realistic narrative, a girl reads a book about who to trust to her younger brother. Thought bubbles portray situations common to young children, where they might feel scared, unsafe, or threatened.</p>

## Target Outcomes

BC	Alberta	WNCP	Ontario	APEF
<p>(From Personal Planning Curriculum)</p> <ul style="list-style-type: none"> <li>Identify the hazards and use safe behaviours in the home, school, and community</li> <li>Demonstrate an ability to access emergency services</li> </ul>	<p>Citizenship through Social Participation:</p> <ul style="list-style-type: none"> <li>(1.2.2) Analyze how their individual actions contribute to the well-being of their groups and communities</li> <li>(1.2.1) Demonstrate a willingness to resolve conflicts peacefully</li> <li>(1.2.1) Demonstrate a willingness to share and cooperate with others</li> </ul>	<p>1-V-P-014: Demonstrate willingness to help resolve conflicts peacefully (e.g., compromise)</p> <p>1-K-P-027: Give examples of causes of conflict in the classroom and the playground</p> <p>1-K-P-028: Give examples of solutions to conflict in the classroom and the playground</p>	<p>Canada and World Connections: Understanding Concepts:</p> <ul style="list-style-type: none"> <li>Identify safe places in the community (e.g., school, police station, homes of block parents)</li> <li>Show an understanding of how these people are important in meeting their needs and ensuring their safety care)</li> </ul>	<p>Groups: 1.1.3 Demonstrate an understanding that people within groups have rights and responsibilities</p> <ul style="list-style-type: none"> <li>Demonstrate an understanding that conflict may arise from the different expectations, desires, and capabilities of members of the group</li> <li>Demonstrate an understanding that cooperation is an important part of group behaviour</li> <li>Demonstrate a knowledge of how to solve conflicts by using peaceful means</li> </ul>

## Target Outcomes

BC	Alberta	WNCP	Ontario	APEF
	(From Life and Health Skills Curriculum) Safety and Responsibility: <ul style="list-style-type: none"> <li>Describe actions to use in unsafe or abusive situations (i.e., say no, get away, tell someone you trust and keep telling until someone believes you)</li> <li>Recognize community helpers and identify how to seek their help (i.e., appropriate use of 911)</li> </ul> Interactions: <ul style="list-style-type: none"> <li>Demonstrate simple ways to resolve conflict with limited adult assistance (i.e., agree to try to solve the problem)</li> </ul>		(from Health and Physical Education curriculum) Healthy Living: <ul style="list-style-type: none"> <li>Describe exploitative behaviours (e.g., abusive behaviours, bullying, inappropriate touching) and the feelings associated with them</li> <li>Identify people who can provide personal safety assistance (e.g., block parents) and explain how to access them (e.g., by phoning 9-1-1)</li> </ul>	<ul style="list-style-type: none"> <li>Take age-appropriate actions to demonstrate their responsibilities as citizens (local, national and global)</li> </ul>

## Related Resources

- Best Day of the Week* by Nancy Carlsson-Paige (Minnesota: Redleaf Press, 2002).
- Clifford the Firehouse Dog* by Norman Bridwell (New York: Scholastic, 2002).
- A Day with Paramedics* by Jan Kottke (Minneapolis: Children's Press, 2001).
- Ella Jenkins & a Union of Friends Pulling Together* (Audio) by Ella Jenkins (Washington DC: Smithsonian Folkways, 1999).
- Hooway for Wodney Wat* (with Cassettes) by Helen Lester (Boston: Houghton Mifflin, 2003).
- If I Had a Gorilla* by Mercer Mayer (New York: McGraw Hill, 2002).
- Impatient Pamela Says: Learn How to Call 9-1-1* by Mary B. Koski (Duluth: Trellis Publishing, 2003).
- Is It Right to Fight? A First Look at Conflict* by Pat Thomas (Hauppauge, NY: Barron's Educational Series, 2003).
- My Name is Not Dummy* by Elizabeth Crary (Seattle: Parenting Press, 1996).
- Peanut's Emergency* by Cristina Salat (Watertown, MA: Charlesbridge Publishing, 2002).
- Police Officers* by Paulette Bourgeois (Toronto: Kids Can Press, 1998).
- The Practically Perfect Pajamas* by Erik Brooks (New York: Winslow Press, 2000).

*Rainbow Fish: Tattle Tale* by Sonia Sander (Minneapolis: Sagebrush Education Resources, 2002).  
*Teamwork* by Ann Morris (Toronto: HarperCollins Canada, 1999).  
*Three Monks, No Water* by Ting-Xing Ye (Toronto: Annick Press, 1997).  
*Two Fine Ladies Have a Tiff* by Antonia Zehler (New York: Random House Books for Young Readers, 2001).

## **Introducing the Concepts: Safety and Conflict Resolution**

Choose one or more of these large-group activities to introduce the concepts of “Safety and Conflict Resolution.”

### **Share a Book or Video**

Choose a book or other resource from the list of Related Resources to share with the students. During and after the reading or viewing, invite the students’ responses to what they learned, and encourage them to share related personal experiences.

### **Share the Big Book**

Use the Big Book, *Safety First*, with the students. Show the cover and read the title. You might explain, *Although the title is “Safety First,” there are selections in the book about other things. Some are about safety, some are about how to get along with others instead of fighting, and some are about cooperation and working together.* Examine and discuss the collage of photos and illustrations on the cover with the students. Identify each photo and speculate on what is happening in each. For each photo and illustration, ask, *Could this be about safety? Could it be about how to get along with others? Could it be about cooperation?*

See the following pages for lesson plans for the four selections within the Big Book.

## **Culminating Activities**

These activities are meant to be used following the work with the Big Book for the concepts. You may want to use any of these activities as a basis for evaluation of students’ understanding of the concepts of “Safety and Conflict Resolution.”

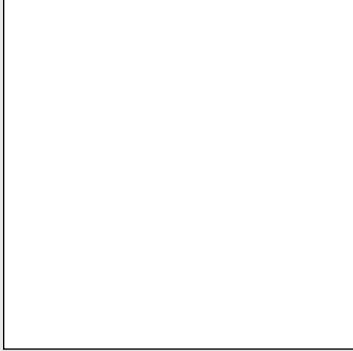
### **Spread the Word**

Work with the students to devise ways to raise the school’s students’ and staff members’ awareness of various methods of conflict resolution. These could include a mural or chart to post in the hall that lists steps to resolve conflicts on the school grounds; posters with relevant sayings, such as “Don’t fight it out! Talk it out!”; mini-seminars led by class members or invited staff members; interviews with the principal and vice-principal to discuss ideas; and student-made booklets of stories about resolving conflict. Have the students act on their ideas.

### **Who Keeps Us Safe?**

Brainstorm a list of people—including family members, community workers, volunteers in the community, and school personnel—who help us feel safe by being available for help when we need it. With your students, choose several different examples to focus on. For example, a police officer or security officer, paramedic, Block Parent, crossing guard, teacher, babysitter, or grandparent. Assign a different “person” to each group and have the students work in pairs or small groups to brainstorm and record ways that these people help us to stay safe. Have each group present their work-in-progress to the class. Then arrange for some of these people to visit the classroom and tell how they work to keep us safe. The students can then share their own ideas, ask questions, and add to their original work. When all the visits are complete, have the students complete their group projects, then present them again to the class.

# Introducing the Concept Using the InfoRead Big Book



## Safety First

Call 9-1-1

Pages 2–3

**Text Type:** informational text/poetry

### Before Reading

If possible, have a toy police car, ambulance, fire engine, and telephone available. Show the three vehicles to the students and ask, *What do these all have in common? Who uses them? When? What do you think of when you see real vehicles like these on the road?* (If you don't have such props, you can introduce the question verbally: *How are police, firefighters, and paramedics (ambulance attendants) alike?*) Show the telephone to the students, and ask them for ideas on how they think the telephone relates to the police, firefighters, and paramedics. If any students have had experience with having to call any emergency people—especially calling 9-1-1—ask them to describe what the emergency was, who called for help, how they called for help, who came to help, and what they did to help.

### Reading the Selection

- Using a Shared Reading strategy, read the poem, “Call 9-1-1,” all the way through, as the students listen and look at the art.
- For the second read, invite the students to join in when you read “Call 9-1-1” in the text.
- On a third read, have individuals or the group say the refrain (second and last verse), while you read the rest.
- On subsequent readings, you can ask the students to chime in on rhyming words or last lines of the verses, or to read along with you.

### Revisiting the Text

- Discuss the photos and graphics on page 3, through questions such as the following:  
*What is the boy doing? Who is he calling? (Look at the arrow that's pointing away from him.)*

*Who do you think the woman is who answers his call? (9-1-1 operator)*  
*Why do the arrows go from her to the firefighters, police, and ambulance?*

- Ask the students what is shown in boldface on page 2. Ask, *Why do you think this phrase is in boldface? Does it help you notice it and remember it?*
- Have the students respond to questions such as the following:  
*When should you call 9-1-1 for help?*  
*When should you not call 9-1-1?*  
*Who will come to help you when you call 9-1-1?*

## **Extending Activities**

### **When to Call?**

Write “Call 9-1-1?” on the board, with the question mark. Suggest different scenarios to the students, and for each one, ask them if they think they should call 9-1-1. Give some examples of true emergencies (e.g., fire, serious injury, left home alone, violence, someone unconscious) and some examples that are not emergencies (e.g., minor injuries, the television cable is out, out of milk, the cat didn’t come home, the baby is crying too much). Help the students identify what constitutes an emergency worthy of calling 9-1-1.

### **Role-Play**

With the students, role-play calling 9-1-1 in an emergency. First, talk about what the operator will ask, and what information the caller needs to know (i.e., type of emergency; type of help needed—police, ambulance, or fire department; name and address of caller). When it is their turn, provide each student with a toy phone, and give them a different emergency scenario before they “call 9-1-1,” while you role-play the operator.

## **How Do We Work Together?**

### **Pages 4–5**

**Text Type:** photo essay

### **Before Reading**

On the board, write the words “sharing,” “cooperation,” “getting along,” and “being safe.” (Note: For these purposes, the phrase “getting along” is used as an age-appropriate replacement for “conflict resolution.”) Read out one word or phrase at a time, and ask volunteers to give examples of the word or phrase that they have experienced or witnessed within the class or school. If desired, write key words about each example under the headings. Referring to the students’ personal examples, talk about how these behaviours make them feel, and how they make others feel. Try to help them recognize that such behaviours help to make their surroundings a pleasant and safe place to be.

## Sharing the Selection

- Read the title to the students as they view the collection of photographs across the two pages.
- Help the students realize that the title is in the form of a question. Ask, *How do you know it's a question?*
- Give the students time to look at the photographs and comment on what they see. Encourage them to describe the situations shown in their own words.
- Refer to the words “sharing,” “cooperation,” “getting along,” and “being safe” that you discussed during the Before Reading activity. Talk about each photo with these terms in mind, and discuss in which category or categories each belongs.
- Using the photos as clues, brainstorm answers to the question of the title. You may want to record the responses for later use.

## Can We Talk It Out?

**Pages 6–11**

**Text Type:** dialogue (with speech balloons)

### Before Reading

Introduce the title of the selection “Can We Talk It Out?” by saying it or writing it on the board. Ask the students to comment on what they think it means, when it might be used, and who might say it. You may need to give some examples of when someone might use the phrase “talk it out.” For example, you could say, *When my sister and I were young, sometimes we would get into an argument about something, and then start saying mean things to each other. My mother would always say, “I’d like you girls to stop what you’re doing and talk it out.” What did she want us to do?* Once the students have a clear idea of what the phrase means, they may want to share personal experiences about when they have “talked something out” or when they should have.

### Reading the Selection

- Show pages 6 and 7 to the students. Say, *This is a photographed conversation between two people. In the photographs, we can see the two people, but we can’t hear what they’re saying, so the speech balloons tell us what they’re talking about.* Ask, *What kind of conversation do you think they’re having? (argument) What makes you think so? In which photo(s) do you think they’re talking loudly or even shouting? What makes you think so?*
- Read the title to the students. Read the speech balloons, trying to use two different “voices” for the two children. Read with the appropriate inflection and tone, so the students hear the change as the dialogue progresses. Pause at the photos with no speech balloons to give the students time to interpret what is happening.

- Read the selection again. This time, read each speech balloon in your normal voice, and have a volunteer “read” it right after you, but in an appropriate tone of voice. Take note of the word “me” in italics on page 7, and help the students read it with extra emphasis. Have one volunteer echo-read each panel with you, so that several students can participate at the same time.
- Read the selection through another time, inviting the students to read along with you when they can.

### Revisiting the Selection

- Invite pairs of students to “read” the selection by providing the dialogue themselves. This may be a mix of actual text and their own words.
- Ask the students which pictures show the children mad, sad, thoughtful, and/or happy. Talk about how the children’s feelings change from the beginning to the end of the selection. Help them realize that, although they started out angry and got even angrier, they talked about what they wanted, thought about the situation, and ended up getting along and feeling better.
- Have the students respond to questions such as the following:
  - What does the girl want?*
  - Who says “But I want to play?”*
  - What does the girl say makes her mad?*
  - What does the boy say makes him mad?*
  - What is making the boy feel sad?*
  - What is the last question the girl asks the boy? What is his answer?*
- Print the text from the speech balloons on separate sticky notes. Have individual students match one sticky note at a time to the text in the book, and stick it onto the page. The students can match them visually, or you can read the sticky notes to the students and have them find the place in the book where that speech occurs.

## Tell Someone You Trust

### Pages 12–16

**Text Type:** narrative (realistic)

### Before Reading

Ask the students to think about people they trust—the ones they go to when they need help, have a problem, don’t feel well, or are upset. Suggest situations to get them thinking about trust. Say, *You’re on the playground, and someone bullies you.* Ask, *Who would you go to for help?* Say, *You’ve had a bad dream and you’re feeling scared.* Ask, *Who do you want near you to make you feel better?* Say, *You’re walking home from school with a friend, and someone you don’t know stops to offer you a ride.* Ask, *Who do you tell?* Make a list of the people the students trust to tell when they have a problem or are worried about something.

## Reading the Selection

- Show pages 12 and 13, read the title, and briefly discuss the illustrations. Ask, *What do you think these children are going to do?* (read a book together) *What do the bubbles over their heads on page 13 mean?* (they show what they're thinking)
- Say, *Listen to find out who the characters are and what they're going to read.* Read page 12 to the students, then ask, *Who are the children? What is the book about? Where did Jennifer get the book?*
- Point out the italicized text on page 13 and explain that that is what Jennifer is reading aloud from the book. Read page 13 and discuss the illustrations. Ask, *What is Jennifer thinking about while she reads this part?* (feeling scared) *Who does she trust when she's feeling scared?* (grandparent) *What is the scary situation that her brother thinks about?* (a nightmare) *Who does he trust?* (his mom)
- Read and discuss pages 14 and 15 in the same manner.
- Read page 16 to the students, helping them recognize which part of the text Jennifer is reading from the book, and which is the end of the selection. Read the speech balloon.

## Revisiting the Selection

- Look again at the illustrated thought bubbles on pages 13 to 15. For each page, read the text, then ask students to describe what each child is thinking about by describing where the children are, what the situation is, and who the children are talking to.
- For each page, ask a volunteer to point to any words that describe feelings. Write each one on a separate card. (scared, unsafe, threatened, worried, afraid, safe, happy) Discuss the words with the students, noting synonyms and antonyms, and explaining their meanings.
- Make a list of the people the children in the story trust (grandma, mom, bus driver, Block Parent, security officer, teacher, sister).
- Have students role-play the situations in the thought bubbles, making up speech or dialogue of the characters as they “tell someone they trust.”
- Work with the students to write speech balloons for the characters in the thought bubbles then stick them right onto the pages. Read them over together.

## Extending Activities

### Make a List of People to Trust

Discuss the types of people in the story that the children trusted—family members, community workers in authority, community volunteers, school personnel. Begin a list with those in the book then add to it as the students think of people in their lives whom they would trust to tell about a problem. Discuss why some may or may not be trustworthy.

**Compile a Book**

Have the students choose a feeling word from the story (i.e., scared, worried, threatened, unsafe) and think of an example in their own lives when they have felt that way. Have them illustrate the situation on the left side of a piece of paper, then show themselves telling someone they trust on the right side. Help the students write a sentence for each illustration. Compile their pages into a class booklet.