**Safety Unit Plan: Day 3 Lesson**

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| **Lesson Title (concept)** | Is your Home Safe for Grandma and Grandpa? |
| **Instructor** | Shaffer |
| **Suggested grade level/course** | 7th or 8th grade |
| **Time suggested** | 45 minutes |
| **National Standards addressed:**   * State the entire objective, not just the number   **State and/or local standards addressed:**   * State the entire objective, not just the number | FCS Middle School Standards  Housing and Interior Design  Standard 11: Integrate knowledge, skills, and practices required for careers in housing and interior design.  Benchmark 1: Understands the importance of cleanliness, organization, safety, and maintenance of household environment.  Model Iowa Competencies:  1. Evaluate individual and family needs, safety, space, and technology when making housing and interior design decisions.  3. Specify procedures for household maintenance, safety, sanitation, and care. |
| **Rationale for the lesson:**   * Where does it fit into the unit plan? * Why are you choosing this activity/strategies? * How will you plan for differentiation? | Develops student awareness of problems within the home that pose a risk to the safety of children and older adults.  Many of the families in our district are extended families and we have some families in the area whose non-English speaking grandparents reside with English peaking students.  Students may take pictures or videos of problem areas instead of a checklist. ESL: An English speaking person may help to complete the lesson. |
| **Content objective:**   * What will students know and be able to do at the end of the lesson? * Is the information or concept new to the students? | Students will be able to evaluate their own homes and record any problems or concerns they find and ways to make adjustments or fix the issues.  The concept may be new, but some students may already be familiar with safety issues if they have older family members living with them. |
| **Assessment:**   * How will you know students can do the above? | Students will complete the checklist and share concerns they find the following day. |
| **Procedure/activities**  **Resource needed:**  <http://www.cpsc.gov/PageFiles/122038/701.pdf>  **Background information:** The majority of older people live independently, many of whom may still reside in the home that they may have raised their children in. Often when older people “age in place,” their house and neighborhood may present risks for the physical safety of the older person. The idea of “aging in place” is that older people often hang onto housing because of financial, social or sentimental reasons. Financial ties may exist because the home is not totally paid off or because the home’s resale value has gone down. Social ties to a home may relate to its location, which may be close to family and friends. Sentimental reasons include the home may be the place where many happy memories were created.  **Show the two videos:**  [www.safekids.org/video/today-show-tv-tip-overs](http://www.safekids.org/video/today-show-tv-tip-overs)  [www.safekids.org/video/today-show-medication-safety](http://www.safekids.org/video/today-show-medication-safety)  Pose the following question to students and have them discuss at their own tables and then have them share out most frequent/common response:  How many students in the class have young children or older family members that may visit their home regularly?  What are some similarities between children and elderly family members?  What are some challenges that your family members face when they visit?  Segway into older adult safety.  Make copies of the Consumer Product Safety Commission’s Home Safety Checklist found on the web at http://www.cpsc.gov/PageFiles/122038/701.pdf (website listed above).  *Note: The Home Safety Checklist is a large list, so go through it with students when you introduce the assignment and then separate into individual rooms for students to do. A good idea would be to draw for individual areas*. *Make multiple copies of separate rooms of the checklist for students.*  \* Students will take the checklist home and carry out this exercise:  Assume that you are the adult child who is concerned with the safety of your home. Go through your home with the Consumer Product Safety Commission’s Home Safety Checklist for the room/area you were assigned. Identify possible problems through the checklist.  Follow up: next day.  1. When class meets again, have students share and discuss their checklists during open class discussion.  2. Be sure to collect the five top concerns from the student handout. These will be useful for the next assignment for students to reflect back on. | |
| References and resources | <http://www.cpsc.gov/PageFiles/122038/701.pdf>  Lesson adaptations taken from <http://www.ithaca.edu/aging/guide/unit3sectaless3.html> |

Include attachments of any handouts, assessments, and/or powerpoints, etc.